

For Official Use**English - Or. English****26 November 2025****COUNCIL****Council****REPORT ON THE IMPLEMENTATION OF THE OECD
RECOMMENDATION CONCERNING GUIDELINES ON EARTHQUAKE
SAFETY IN SCHOOLS****(Note by the Secretary-General)****JT03577663**

1. This document presents, in its Annex, a Report by the Education Policy Committee (hereafter, “EDPC”) on the implementation of the OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)] (hereafter, the “Recommendation”) including on the implementation of its substantive provisions, its dissemination and its continued relevance. The Report also includes conclusions on whether the Recommendation requires revision or whether further actions to support its dissemination and implementation are necessary.

2. On 14 November 2025, the EDPC approved, by written procedure, the Report set out in Annex and its transmission to Council to be noted and declassified [[EDU/EDPC\(2025\)8/REV1](#)]. Following approval, minor adjustments were made to the Report to reflect comments received as well as a clarification in the cover note. The EDPC was informed of these adjustments [[EDU/EDPC\(2025\)8/FINAL](#)]. Once declassified, the Report will be made available on the [online Compendium of OECD legal instruments](#).

Background

3. Despite the accumulated scientific expertise and the available technical means to build safe schools, school buildings are still prone to collapse in earthquakes, potentially leading to loss of life or injury. Recognising the responsibility to make earthquake safety a priority, on 21 July 2005, the Council adopted the Recommendation Concerning Guidelines on Earthquake Safety in Schools, on the proposal of the Decentralised Programme on Educational Building (PEB) Governing Board (no longer operational)¹ and the Education Committee (now called the Education Policy Committee or EDPC) [[C\(2005\)24](#) and [C/M\(2005\)17/PROV](#)].

4. The Recommendation sets out seven principles for school seismic safety, provides a practical framework for policymakers and supports Members and non-Members having adhered to it (hereafter, the “Adherents”) in establishing and implementing programmes of school seismic safety in the following seven areas (the “major elements” of the Recommendation):

1. Seismic safety policy;
2. Accountability;
3. Building codes and code enforcement;
4. Training and qualification;
5. Preparedness and planning;
6. Community awareness and participation;
7. Risk reduction in new and existing schools.

5. The Recommendation is open to adherence by OECD Members and non-Members. At present, all OECD Members and one non-Member (Kazakhstan) are Adherents to the Recommendation. Of the 39 current Adherents, the Recommendation is deemed to be of

¹ The PEB was a Part II programme established by Council in 1980 [C(79)234] and replaced by the Centre for Effective Learning Environments (CELE) in 2009 [[C\(2008\)204](#)]. CELE in turn became a subsidiary body of the EDPC [[C\(2008\)204](#)] and following the lapse of its mandate at the end of 2012, a Group of National Experts on Effective Learning Environments (GNEELE) was created to pursue this work as a subsidiary body of the EDPC [[CE\(2013\)6](#)]. These three bodies are no longer operational.

direct relevance to 24 OECD Members as well as Kazakhstan, based on seismic risk in the corresponding territories.

6. According to the Emergency Events Database (EM-DAT) created by the Centre for Research on the Epidemiology of Disasters (CRED), which records hazards that meet at least one of its inclusion criteria—(i) at least ten deaths (including dead and missing), (ii) at least 100 affected (people affected, injured, or homeless), or (iii) a call for international assistance or an emergency declaration—six Adherents are amongst the sixteen countries where approximately 70% of all recorded earthquakes worldwide exceeding a certain magnitude threshold (typically around 4.1) have occurred between 2000 and April 2025: Türkiye, Japan, Mexico, Italy, Greece and the United States, in descending order. Table 1 shows all the Adherents that have experienced at least one such event over the past 25 years, along with the corresponding number of earthquakes:

Table 1. Recorded Earthquakes Since 2000 Meeting EM-DAT Disaster Inclusion Criteria

Number of recorded earthquakes	Adherent
32	Türkiye
30	Japan
13	Mexico
12	Italy
11	Greece
10	United States
8	Chile
7	Colombia
5	New Zealand
4	Costa Rica
3	Iceland
2	France; Kazakhstan; Korea
1	Germany; Hungary; Slovenia; Spain; United Kingdom

Source: Data retrieved from the Emergency Events Database (EM-DAT), maintained by the Centre for Research on the Epidemiology of Disasters (CRED), Université catholique de Louvain (UCLouvain), Brussels, Belgium. Available at: <https://www.emdat.be>. Accessed on 17 June 2025.

7. When adopting the Recommendation, the Council instructed the Decentralised Programme on Educational Building (PEB) Governing Board and the EDPC “to review actions taken by Member countries as requested in pursuance to this Recommendation and report thereon through the EDPC to the Council 3 years from the date of this Recommendation”. Regularly assessing how the Recommendation is being implemented, in particularly by seismically-active Adherents, contributes to improving school seismic safety programmes, as well as to the United Nations (UN) Sustainable Development Goal 4.a.

8. Since the adoption of the Recommendation, three reports on the implementation of the Recommendation have been submitted to Council:

- In December 2008, an interim Report was presented to Council [C(2008)211] covering four Adherents, which was followed by a full Report to Council in 2010 [C(2010)37 & its CORR1] covering five Adherents.
- In January 2015, a second full Report (hereafter, the “2015 Report”) was presented to Council [C(2015)7] covering fifteen Adherents.

- In March 2020, a third full Report (hereafter, the “2020 Report”) was presented to Council [[C\(2020\)50](#)] covering seventeen Adherents.

9. When noting and declassifying the 2020 Report, the Council invited the EDPC to “*continue to monitor the implementation of the Recommendation and report thereon to Council in five years’ time*” [[C\(2020\)50](#)]. In its Standard-Setting Action Plan [[EDU/EDPC\(2016\)28](#)], as well as its review of the relevance of the legal instruments under its responsibility conducted as part of the mandate renewal process [Annex B of document [C\(2023\)132](#)], the EDPC confirmed the relevance of the Recommendation and noted that the next implementation report was scheduled for 2025.

Methodology

10. The methodology for collecting information on the implementation of the Recommendation was developed in 2008 and has been applied consistently since then: each implementation report is based on Adherent responses to a comprehensive self-evaluation questionnaire (hereafter, the “self-evaluation questionnaire”) composed of seven substantives parts, based on the seven major elements of the Recommendation.

11. The Report set out in Annex covers the implementation period since the 2020 Report. The self-evaluation questionnaire was shared with the thirty-nine Adherents and eight accession candidate countries on 12 March 2025, and thirty-two responses were received by 17 July 2025, including voluntary responses from four non-Adherents (Brazil, Croatia, Romania, and Thailand). The self-evaluation questionnaire was shared with accession candidate countries because this five-year reporting cycle presents a unique opportunity to exchange relevant information on progress and efforts made and to promote mutual learning in relation to the areas covered by the Recommendation, and given that some of them face high-seismic risk. While eighteen Adherents replied substantively to the self-evaluation questionnaire (hereafter the “Respondents”), fourteen indicated that the Recommendation was not relevant to their context due to low seismic risk and did not complete the self-evaluation questionnaire.

12. In comparison to the 2020 Report, six new substantive responses were received from Costa Rica, Croatia, Italy, Romania, Thailand, and Türkiye, while there are five Respondents to the 2020 Report who neither provided updates for the 2025 Report nor confirmed that no updates were necessary (Belgium (Wallonia-Brussels Federation), Israel, Portugal, Slovak Republic, and United States). For the latter five Respondents, the 2025 Report drew on their responses to the 2020 Report for the relevant sections.

Process

13. Based on submissions received by Respondents to the self-evaluation questionnaire, the first version of the draft Report was shared with the EDPC on 28 July 2025 for comments in writing by 5 September 2025 [[EDU/EDPC\(2025\)8](#)].

14. The second version of the draft Report, incorporating the comments received, was submitted to the EDPC for approval by written procedure by 14 November 2025.

15. On 14 November 2025, the EDPC approved, by written procedure, the Report set out in Annex and its transmission to Council to be noted and declassified [[EDU/EDPC\(2025\)8/REV1](#)]. Following approval, minor adjustments were made to the Report to reflect comments received and a clarification in the cover note. The EDPC was informed of these adjustments [[EDU/EDPC\(2025\)8/FINAL](#)]. Once declassified, the Report will be made available on the [online Compendium of OECD legal instruments](#).

Summary and conclusions

Implementation

16. With regard to implementation, the Respondents have, overall, continued to make further progress in implementing the provisions and addressing the principles around the seven major elements of the Recommendation.

17. While overall progress has been observed, the Report identifies persistent implementation gaps across Respondents that hinder the full achievement of the Recommendation's objectives. These include limited integration of seismic hazard data in school site selection, inconsistent assessment of existing facilities, and uneven provision of training and guidance. Although these disparities may stem from differences in national risk exposure, institutional capacity, and broader strategic approaches among other factors, as a principle, the importance of the targeted measures outlined in the following paragraph should be emphasised.

18. Based on its findings, this Report includes steps to be considered to improve the implementation of the Recommendation by Adherents [paragraphs 58-64], for example by:

- a. introducing formal evaluations of national or publicly funded programmes aimed at guiding disaster risk reduction in the education sector [Element 1: Seismic safety policy];
- b. establishing an independent agency overseeing and approving proper planning, design, construction and maintenance of school facilities [Element 2: Accountability];
- c. considering the implementation of scheduled reviews of building codes [Element 3: Building codes and code enforcement];
- d. enhancing the availability of non-mandatory continuing education or training for professionals involved in the planning, design, and construction of schools [Element 4: Training and qualification];
- e. expanding the use of diverse communication channels for disseminating post-earthquake information [Element 5: Preparedness and planning];
- f. increasing the availability of mandatory earthquake safety training for school staff and students [Element 6: Community awareness and participation]; and
- g. implementing technical guidelines particularly focusing on reducing non-structural damage [Element 7: Risk reduction in new and existing schools].

Dissemination

19. As of 2025, and since the adoption of the Recommendation in 2005, the number of Adherents has increased from thirty to thirty-nine.

20. The OECD Secretariat has taken steps over the years to raise awareness of the contents of the Recommendation.

21. In 2017, following the declassification of the 2015 Report, the Secretariat released the publication "Protecting students and schools from earthquakes: The seven OECD principles for school seismic safety", a less technical brochure about the Recommendation and the strategies implemented by reporting Adherents.

22. By the time of the 2020 Report published, it was confirmed that five Adherents (Australia, Chile, Japan, Latvia and Mexico) had disseminated the Recommendation internally among the relevant ministries, levels of government and any relevant public

institutions. Three Adherents (Canada, Japan and Mexico) reported that they disseminated the Recommendation externally to relevant actors and stakeholders. New Zealand reported that although they do not promote the Recommendation internally (as their own legislation is stricter), they believe the Recommendation remains fit for purpose.

23. By 2025, in addition to the measures reported in the 2020 Report, Canada, Croatia, France, Italy, Kazakhstan and Romania have now also taken actions to disseminate the Recommendation, primarily within the relevant ministries, levels of government, and other pertinent public institutions.

24. In line with its findings, and consistent with the 2020 Report, this Report proposes activities that could be considered by Adherents to increase the dissemination of the Recommendation including to (i) engage further in peer learning and sharing of best practices, and (ii) further promote and raise awareness of the Recommendation nationally and internationally. Specifically, based on good industry practices and proposals by the Respondents, this Report encourages Adherents to implement a number of practices to improve awareness of the Recommendation, such as translation of the Recommendation and/or the Report, providing links to the Recommendation and the reports on implementation on the Respondents' Ministry of Education website, and participating in and organising related events (e.g. meetings with experts, seminars, workshops and webinars).

Continued relevance

25. The Recommendation has been shown to be relevant for all Adherents with corresponding seismic risk. The Recommendation is considered by Respondents to constitute the basis of any solid school earthquake safety programme. Although the majority of Respondents reaffirmed the continued relevance of the Recommendation, it is noteworthy—building on the observations from the 2020 Report—that a few Respondents proposed specific ways to broaden its scope and improve dissemination, thereby increasing its overall impact, in particular to include other types of natural disasters. However, the Recommendation is not considered to be in need of revision in the short term as most Respondents did not request any specific changes or expansion of its scope, consistent with the findings of the 2020 Report. When preparing the next report to Council, the EDPC will consider again the continued relevance of the Recommendation and whether any of its provisions might require revision.

26. Accordingly, the EDPC will continue to support Adherents in implementing the Recommendation and it is proposed that the EDPC report back to Council on the implementation, dissemination and continued relevance of the Recommendation in 10 years. The rationale for a longer reporting period is that the self-evaluation questionnaire results have remained largely stable over the past five years. An earlier report would be prepared if changes in the area warrant it.

Proposed action

27. In light of the preceding, the Secretary-General invites the Council to adopt the following draft conclusions:

THE COUNCIL

- a) noted document [C\(2025\)176](#), in particular the Report set out in its Annex, and agreed to its declassification;
- b) encouraged Adherents to the Recommendation to:
 - i) continue disseminating and implementing the Recommendation;

- ii) address the challenges identified in the Summary and conclusions section of the Report;
- c) invited the Education Policy Committee to:
 - i) support Adherents in addressing the main challenges set out in the Summary and conclusions section of the Report, including through continued assessment, peer learning, and targeted implementation support where possible;
 - ii) report back to Council on the implementation, dissemination and continued relevance of the Recommendation in ten years or earlier, if developments in the field warrant it.

ANNEX. REPORT ON THE IMPLEMENTATION OF THE OECD RECOMMENDATION CONCERNING GUIDELINES ON EARTHQUAKE SAFETY IN SCHOOLS

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1. Background

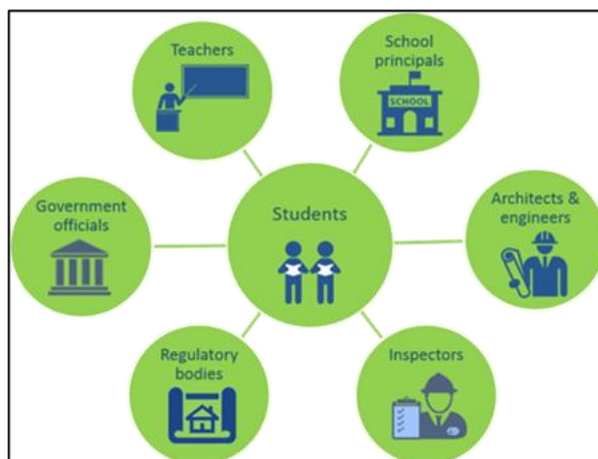
Origin and scope of the Recommendation

1. Schools are places of learning for future generations and welcome society’s most vulnerable members, children. Today, there is the scientific expertise and the technical means to build safe schools, yet school buildings are still prone to collapse in earthquakes leading to loss of life or injury. It is a common responsibility to make earthquake safety a priority.

2. Recognising this, on 21 July 2005, the Council adopted the OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)] (hereafter, the “Recommendation”), on the proposal of the Programme on Educational Building (PEB) Governing Board and the Education Committee (now called, Education Policy Committee, EDC) [[C\(2005\)24](#) and [C/M\(2005\)17/PROV](#)]. The Recommendation sets out seven principles for school seismic safety, provides a practical framework for policymakers in Members and non-Members having adhered to it (hereafter, the “Adherents”). At present, all OECD Members countries and one non-Member (Kazakhstan) are Adherents to the Recommendation.

3. The seven principles were originally drawn up by 33 world leading experts on seismic safety, policy, and related issues, representing academia, business, international and nongovernmental organisations.

Figure 1. Students at the centre of school seismic safety



4. Specifically, the Recommendation provides that Adherents should “take steps to establish and implement programmes of school seismic safety based on the principles set forth in Annex I to this Recommendation of which it forms an integral part [...] taking] into account the major elements of such programmes as set out in Annex II to this Recommendation of which it forms an integral part”.

5. Pursuant to the Recommendation, programmes for seismic safety in schools should recognise the safety of children in schools as an important goal. Programmes assuring earthquake safety of new and existing schools should accordingly be based on the following **principles**:

1. Establish clear and measurable objectives;
 2. Define the country's level of the earthquake hazard;
 3. Set forth objectives that define the desired ability of school buildings to resist earthquakes;
 4. Give priority to making new schools safe, while allowing a longer timeframe to correct seismic weaknesses of existing school buildings;
 5. Establish long-term programmes rather than one-time actions;
 6. Adopt multi-hazard approach to school safety;
 7. Employ advisory committees as needed.
6. In addition to the principles, the Recommendation calls for an effective school seismic safety programme to include the following **major elements**:
1. Seismic safety policy;
 2. Accountability;
 3. Building codes and code enforcement;
 4. Training and qualification;
 5. Preparedness and planning;
 6. Community awareness and participation;
 7. Risk reduction in new and existing schools.
7. When adopting the Recommendation, the Council instructed the Decentralised Programme on Educational Building (PEB) Governing Board and the Education Policy Committee (hereafter, the "EDPC") *"to review actions taken by Member countries as requested in pursuance to this Recommendation and report thereon through the EDPC to the Council 3 years from the date of this Recommendation"*.
8. Accordingly, the EDPC regularly assesses the implementation of the Recommendation, looking at best practices in school seismic safety and how Adherents, through the implementation of the provisions of the Recommendation, ensure a high level of safety in order to reduce the number of potential deaths in schools and minimise structural damage to schools caused by earthquakes. **Twenty-five of the thirty-nine current Adherents** include areas that are at risk from earthquakes: Australia, Austria, Canada, Chile, Colombia, Costa Rica, the Czech Republic, France, Germany, Greece, Hungary, Iceland, Israel, Italy, Japan, Kazakhstan, Mexico, New Zealand, Portugal, the Slovak Republic, Slovenia, Spain, Switzerland, Türkiye and the United States. According to the Emergency Events Database (EM-DAT) created by the Centre for Research on the Epidemiology of Disasters (CRED), six Adherents are amongst the sixteen countries where approximately 70% of all damaging earthquakes exceeding a certain magnitude threshold (typically around 4.1) have occurred between 2000 and April 2025: Türkiye, Japan, Mexico, Italy, Greece and the United States, in descending order.
9. Since the adoption of the Recommendation, three reports on the implementation of the Recommendation have been submitted to Council. In December 2008, an **interim Report** was presented to Council [[C\(2008\)211](#)]. As only four of the 19 relevant Adherents at the time had responded to the Secretariat's requests for information by completing a self-evaluation questionnaire, the Council invited the PEB Governing Board to *"report further on this issue in one year's time"*.

A full Report was subsequently presented to Council in 2010 [[C\(2010\)37](#) & [C\(2010\)37/CORR1](#)] (hereafter, the “2010 Report”). Although only five of the relevant Adherents at the time completed the self-evaluation questionnaire and no Adherents participated in a full-scale peer review, the Respondents had made good progress in implementing many aspects of the Recommendation. Nonetheless, no Respondent was able to fulfil all the criteria for a comprehensive school seismic safety programme. The Council accordingly “*invited the CELE Board of Participants to continue to monitor actions taken by Members in pursuance of this Recommendation and report thereon through the Education Policy Committee to the Council in three years*” [[C/M\(2010\)6/PROV](#), Item 78].

10. In January 2015, a further Report, prepared by the Group of National Experts on Effective Learning Environments (GNEELE) and approved by the EDPC, was presented to Council [[C\(2015\)7](#)] (hereafter, the “2015 Report”), with the participation of 15 Adherents. Respondents had made progress in implementing many aspects of the Recommendation and Council “*invited the Education Policy Committee to continue monitoring developments regarding the implementation of the Recommendation of the Council Concerning Guidelines on Earthquake Safety in Schools and report back to the Council within five years*”.

11. In March 2020, a third Report was presented to Council covering 17 Adherents. When noting and declassifying the 2020 Report, the Council invited the EDPC to “*continue to monitor the implementation of the Recommendation and report thereon to Council in five years’ time*” [[C\(2020\)50](#)]. In its Standard-Setting Action Plan [[EDU/EDPC\(2016\)28](#)], as well as its Review of the relevance of the legal instruments under its responsibility conducted as part of the mandate renewal process [Annex B, [C\(2023\)132](#)], the EDPC confirmed the relevance of the Recommendation and noted that the next implementation report was scheduled for 2025.

12. Regularly assessing how seismically-active Adherents implement the Recommendation also contributes to improving school seismic safety programmes and the achievement of the **United Nations (UN) Sustainable Development Goal 4.a**, which demands that we “*Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all*”.

Purpose of the Report and Methodology

13. Accordingly, this Report (hereafter the “**2025 Report**”) describes the progress made since the 2020 Report and provides an analysis of findings from Adherents to the Recommendation that responded substantively to the Secretariat’s most recent call for input, conducted from 12 March to 17 July 2025.

14. The methodology for collecting information on the implementation of the Recommendation was developed in 2008 and has been applied consistently since then. Each implementation report is based on Adherent responses to a comprehensive self-evaluation questionnaire (hereafter the “self-evaluation questionnaire”) composed of seven substantives parts, each with a number of open-ended questions that cover the spectrum of principles and elements in the Recommendation.

15. The questions are grouped according to the seven major elements of an effective school seismic safety programme, together addressing all principles of the Recommendation. As such, the self-evaluation questionnaire is drafted in a way that principles apply to the elements in a matrix structure (see Table 1).

16. By responding to the self-evaluation questionnaire, the objective is for Adherents to describe the characteristics of past, present and future policy and practice at national, province/state and local levels, as they relate to the principles and elements of an effective school earthquake safety programme.

Table 1. Link between the Principles and the Major Elements of the Recommendation

Major elements	Principle 1	Principle 2	Principle 3	Principle 4	Principle 5	Principle 6	Principle 7
1. Seismic safety policy	●	●	●	●	●	●	●
2. Accountability	●			●	●	●	●
3. Building codes and code enforcement	●	●	●	●	●	●	●
4. Training and qualification	●			●	●	●	●
5. Preparedness and planning	●			●	●	●	
6. Community awareness and participation	●					●	
7. Risk reduction in new and existing schools	●	●	●	●	●	●	●

Source: OECD self-evaluation questionnaire

17. For purposes of the 2025 Report and in line with the current standard practice for implementation reports, a new part was added to the self-evaluation questionnaire so as to include questions on the continued relevance and dissemination of the Recommendation.

18. The self-evaluation questionnaire was sent to the thirty-nine Adherents (and eight accession candidate countries) to the Recommendation on 12 March 2025, and thirty-two responses were received by 17 July 2025 (see Table 2). The self-evaluation questionnaire was shared with accession candidate countries because this five-year reporting cycle presents a unique opportunity to exchange relevant information on progress and efforts made and to promote mutual learning in relation to the areas covered by the Recommendation, and given that some of them face high-seismic risk. While eighteen of them replied to the questions in the self-evaluation questionnaire substantively (hereafter, the “Respondents”), fourteen responded that the Recommendation was not relevant to their national context due to the low level of seismic risk, and therefore they did not complete the self-evaluation questionnaire. In a few other cases, responses could not be provided due to factors such as challenges in inter-agency communication related to this topic and the diversity of approaches across municipalities, which made it difficult to answer certain questions.

Table 2. Participation in the Implementation Reports

Adherent	2010 Report	2015 Report	2020 Report	2025 Report
Australia		●	●	●
Austria		NR		NR
Belgium* Flemish Community Wallonia-Brussels Federation		●	●	NR
Canada			●	●
Chile**		●	●	●
Colombia**				
Costa Rica**				●
Czech Republic			NR	NR
Denmark		NR	NR	
Estonia**				NR
Finland			NR	NR
France		●	●	●
Germany			NR	NR
Greece	●	●	●	●
Hungary		●		Unable to answer****
Iceland				Unable to answer****
Ireland			NR	
Israel**			●	
Italy				●
Japan	●	●	●	●
Korea			●	●
Latvia**			●	●
Lithuania**			NR	NR
Luxembourg			NR	NR
Mexico	●	●	●	●
Netherlands			NR	NR*****
New Zealand	●	●	●	●
Norway			NR	NR
Poland				NR
Portugal		●	●	
Slovak Republic		●	●	
Slovenia**		●	●	●
Spain		●		Unable to answer****
Sweden		NR		NR
Switzerland			NR	Unable to answer****
Türkiye		●		●
United Kingdom			NR	NR
United States	●	●	●	
Kazakhstan**			●	●
Argentina***				
Brazil***				NR
Bulgaria***				
Croatia***				●
Indonesia***				
Peru***				
Romania***				●
Thailand***				●

Note:

●: Completed the self-evaluation questionnaire, revised their previously submitted self-evaluation questionnaire for the 2020 Report, or confirmed that there were no changes from their previously submitted responses

NR: The Recommendation is considered to be Not Relevant due to low seismic risk in the region concerned and the Adherent did not complete the self-evaluation questionnaire

* The Flemish Community responded to the self-evaluation questionnaire for the 2025 Report indicating that the Recommendation is considered not relevant due to the low seismic risk in the region. Accordingly, references to Belgium throughout this Report cover the responses submitted by the Wallonia-Brussels Federation for the 2020 Report.

** **Chile** became an OECD Member in May 2010; **Colombia** became an OECD Member in April 2020; **Costa Rica** became an OECD Member in May 2021; **Estonia** became an OECD Member in December 2010; **Israel** became an OECD Member in September 2010; **Latvia** became an OECD Member in July 2016; **Lithuania** became an OECD Member in July 2018; **Slovenia** became an OECD Member in July 2010. Since then, they are all Adherents to the Recommendation. **Kazakhstan** became an Adherent to the Recommendation in April 2016.

*** At present, there are eight OECD accession candidate countries, and three of them have completed and returned the self-evaluation questionnaire on a voluntary basis.

**** It was not possible to receive responses from some Adherents this time, due to factors such as challenges in inter-agency communication related to this topic and the diversity of approaches across municipalities, which made it difficult to answer certain questions. Nevertheless, **Iceland** has named some authorities with legislated responsibility for implementing school seismic safety policy (e.g., the Department of Civil Protection and Emergency Management under the National Commissioner of the Icelandic Police) and earthquake-related systems in place (e.g., the Occupational Safety Act, school emergency plans). **Spain** has shared the recent development of a mandatory Civil Protection Emergency Training Plan for all non-university educational centers, aiming to foster a culture of prevention and equip the educational community with skills to respond to emergencies, including earthquakes.

***** The area of Groningen, unlike most other regions, has been affected by frequent, predominantly light earthquakes in recent decades, largely as a result of gas exploitation. **The Netherlands** has set up a program to renew or strengthen the schools in this area.

Disclaimer: The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

19. The eighteen Respondents for the 2025 Report are: Australia², Canada, Chile, Costa Rica, Croatia, France, Greece, Italy, Japan, Kazakhstan, Korea, Latvia³, Mexico, New Zealand, Romania, Slovenia, Thailand and Türkiye. In comparison to the previous reports, six new substantive responses were received [Costa Rica, Croatia, Italy, Romania, Thailand, and Türkiye].

20. Additionally, there are five Respondents to the 2020 Report who neither provided updates for the 2025 Report nor confirmed that no updates were necessary: Belgium (Wallonia-Brussels Federation), Israel, Portugal, Slovak Republic and United States. In such case, the 2025 Report incorporates their responses originally submitted for the 2020 Report as deemed to remain relevant.

² Australia has a federal system of government with power and responsibilities shared between the Commonwealth (national) and state and territory governments (jurisdictions). Jurisdictions are responsible for school education and building code enforcement, and have primary responsibility for emergency management and disaster recovery. The 2025 Report drew on examples of approaches taken by some jurisdictions, as shared by the Respondent in its submissions to the 2020 Report. However, by nature, the measures included in the 2025 Report do not represent an exhaustive list of earthquake safety actions implemented in Australia. Approaches to planning for earthquakes vary according to jurisdictions and location.

³ Latvia completed the self-evaluation questionnaire, although the country is located in a very low seismic zone and the Recommendation is not directly relevant.

21. Given the number of public agencies with a role in ensuring school seismic safety, it was suggested to the thirty-nine Adherents and eight accession candidate countries that national authorities engage a national co-ordinator in order to ensure co-operation between all relevant ministries and agencies, as well as the involvement of key stakeholder groups in order to provide a single, integrated response whenever possible.

22. Two important caveats should be taken into consideration when interpreting the information provided and considering the section on Implementation below:

- A successful school seismic safety programme, as described in the Recommendation, is composed of Principles of School Seismic Safety Programmes and Elements of Effective School Seismic Safety Programmes. Both are complementary and a well-developed regulatory framework, for example, should be complemented by a mechanism for the enforcement of building codes.
- In two cases, Canada and Belgium, self-evaluation questionnaires were completed by sub-national levels of government.

2. Implementation

23. This section assesses the extent to which each of the seven major elements of an effective school seismic safety programme, as set forth in the Recommendation, has been implemented.

Element 1: Seismic safety policy

24. Establishing a school earthquake safety programme, as set out in the Recommendation, involves national commitment and support, and an established regulatory framework as set out in Annex II of the Recommendation (see Box 1). The purpose of this section is to explore the nature of existing legislation and public bodies and programmes established to support and implement a school earthquake safety programme across Respondents.

Box 1. Seismic Safety Policy Element

Policies should be established by the competent authorities and should state well-defined and measurable objectives. Priorities and strategies for satisfying the objectives should be established by the appropriate authorities. The policy must be clear and should have adequate support and authority to enforce its scope and objectives and to carry out the plan over a specified number of years. The policy should:

- Recognise the need to ensure the safety of schoolchildren.
- Recognise the consequential need for the safety of school buildings.
- Establish minimum standards for protection of human life.
- Adopt sustainable standards to guide design for new and existing school infrastructure based on prescribed performance objectives, knowledge of the ground shaking severity in different regions, quantification of site specific hazards, and the ability of the community to educate, train and license its members to effectively achieve established objectives.
- Establish programmes for seismic risk reduction of school buildings and their components.
- Provide adequate funding and human resources for the protracted duration of the programme.
- Be supported by committed and competent leaders with sufficient legal and moral authority to ensure the effectiveness, sustainability and continuity of the programmes that derive from the policy.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)].

25. Nearly all Respondents possess essential elements of a national regulatory framework: namely, legislation on seismic strengthening standards for schools, authorities with legislated responsibility for implementing school seismic safety policy, and national

programmes prioritising and strengthening vulnerable schools (see Table 3). Kazakhstan, which did not have such national programmes at the time of the 2020 Report, is now implementing a systematic approach to prioritising and modernising school infrastructure. This approach is based on objective risk criteria, the technical condition of buildings and the social significance of schools, and is guided by a clear timetable for implementation through to 2026 and beyond. Moreover, all the newly covered Respondents—namely Costa Rica, Croatia, Italy, Romania, and Thailand—already possess all of these essential features.

26. In contrast, there remains considerable scope for further progress in the area of formal evaluations conducted for national or other publicly funded programmes aimed at guiding disaster risk reduction in the education sector—examples of which are listed in Table 4. While most Respondents either did not answer this item or provided no relevant information, a few of them appear to be well-advanced in this regard. Conducting formal evaluations can play a critical role in shaping future programmes to be more effective in reducing disaster risk. For example, in New Zealand, the Ministry initiated research to develop and test a more accurate seismic assessment approach using live lateral load testing for timber framed buildings. The Ministry commissioned ‘Destructive Testing’ on timber framed classrooms, the results of which provided further proof that timber framed buildings were much more seismically resilient than that calculated by traditional engineering assessment methodologies. Based on this research, the Ministry’s Engineering Advisory Group comprised of experienced, external engineers produced Guidelines for the Seismic Evaluation of Timber Framed School Buildings in June 2013, which includes qualitative and quantitative seismic evaluation methods. The findings of this research and guidelines were subsequently incorporated into new national Seismic Assessment Guidelines that were released in 2017.

Table 3. Elements of National Regulatory Frameworks across Respondents

	Australia	Belgium	Canada (BC)	Chile	Costa Rica	Croatia	France	Greece	Israel	Italy	Japan	Kazakhstan	Korea	Mexico	New Zealand	Portugal	Romania	Slovenia	Thailand	Türkiye	United States	
Legislation on seismic strengthening standards for schools	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Authorities with legislated responsibility for implementing school seismic safety policy	●	●	-	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Programmes prioritising and strengthening vulnerable schools	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Any formal evaluations conducted for programmes			-	●	●	-		●			●	-	●	●	●	●						-

Note: Respondents categorised as NR are excluded from the table. In addition, Slovak Republic is not included, given its self-assessment as being outside a seismically active area and the limited scope of its responses. Please note that this exclusion applies only to tables presenting comparative information; Respondents categorised as NR and Slovak Republic may still appear in tables that provide qualitative or descriptive content. Blank cells reflect the absence of a direct response on the presence of each item, whereas - indicates Respondents who clearly confirmed that the item is not in place.

Source: OECD self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

Table 4. Examples of Programmes and Mechanisms for Disaster Risk Reduction in the Education Sector as reported by Respondents

Canada	Seismic Mitigation Program (SMP): comprehensive initiative launched in 2004 by the British Columbia Ministry of Education to enhance the seismic safety of public elementary and secondary schools.
Chile	The National Policy for Disaster Risk Reduction and its Strategic Plan 2020–2030, carried out by the Disaster Risk Reduction Unit and the School Coexistence Unit of the Ministry of Education are the central frameworks for Disaster Risk Management (DRM) in the country. They define objectives, actions, timelines, and stakeholders for implementing initiatives aimed at reducing disaster risk (DRR), including in the education sector
Costa Rica	Executive Decree No. 38170-MEP creates the Department of Internal Control and Risk Management, responsible for coordinating and advising at the institutional and inter-institutional levels on risk management in the face of emergencies, disasters, and social risk, to promote safe workplaces, safeguard the life of the educational community, and protect the institution's assets and services. Furthermore, in compliance with Article 10 of the National Emergency and Risk Prevention Law No. 8488, Regional and Institutional Committees for Risk Management, which are responsible for developing, updating, disseminating, and implementing Risk Management Plans for educational centers and Emergency Preparedness and Response Plans for regional and central-level workplaces, was established.
Croatia	The standardisation of procedures for the integration of data on seismic hazards and risks in spatial planning procedures is one of the key goals that is planned to be achieved through the NPOO C6.1 R4 measure "Modernisation and integration of seismic data for the reconstruction process and planning of future construction and monitoring of public infrastructure" in order to effectively improve spatial planning in the future. This includes developing a comprehensive methodology for mapping earthquake risks and associated natural hazards (e.g., liquefaction, sinkholes, landslides), improving existing risk maps, conducting vulnerability analyses for different building types and zones, and ultimately producing detailed earthquake risk classifications and zonation maps to guide resilient development.
France	Martinique, Guadeloupe, Saint-Martin and Saint-Barthélemy have the highest seismic risk in the national territory. Since 2007, these regions have been the subject of a specific prevention plan, the Antilles Earthquake Plan, planned for thirty years. Its purpose is to provide the best possible security for residents. It mainly takes the form of construction, reconstruction or seismic reinforcement measures. The studies of the presumption of seismic vulnerability carried out in the first years of the Plan showed that 319 schools needed to be reinforced and 224 to be rebuilt. While significant work has been carried out, much remains to be done and the third phase of the Antilles Earthquake Plan (2021-2027), developed with the local Caribbean authorities, aims to accelerate achievements, particularly for local authority and State buildings.
Greece	Over the last 2 years, Earthquake Planning and Protection Organization (EPPO) started to implement the project "Preliminary inspection of seismic resistance of various critical buildings (including, within others, educational buildings, hospitals and health centers, police departments, fire stations)". The process includes preliminary Rapid Visual Inspection (RVI) of critical civil infrastructure, harvesting data into an online repository, and provision of a risk-based decision-making tool for the next level of more thorough building inspection, including, within others, education buildings, in case of a severe earthquake. The action is being implemented within the framework of the National Recovery and Resilience Plan "Greece 2.0" funded by the European Union - NextGenerationEU with a total budget of 32.492,400 euros.
Italy	There are programs financed by the Casa Italia Department of the Presidency of the Council of Ministers and the Department of National Civil Protection in case of disasters and in the preventive phase. The Casa Italia Department operates in the functional area related to the exercise of the functions of guidance, promotion and coordination of the Government's strategic action related to reconstruction interventions in the territories affected by calamitous events, activities to prevent and combat hydrogeological instability and reduce seismic risk, as well as activities related to individual projects for the enhancement and development of the territory.
Japan	In regard to earthquake-proofing of public-school facilities, the Ministry of Education, Culture, Sports, Science and Technology provides local governments national subsidies for projects to make school facilities earthquake-resistant and to enhance disaster-prevention functions of school facilities.
Kazakhstan	The Ministry of Education implements the following programs to update the technical condition of schools: 1) "Comfortable School", in which it is planned to build 217 modern schools with 460,000 students by the end of 2025, of which 105 schools were built in 2024. The project is aimed at solving emergency and three-shift schools. 2) Renovation work in 1,231 schools is planned to be carried out in the period from 2025 to 2027. In addition, in accordance with the requirements of current legislation, local executive bodies (akimats) are working to update the material and technical base of educational organizations, including through repairs.
Korea	Within the national framework of the Implementation Plan for Earthquake Disaster Prevention, seismic retrofit of educational facilities and earthquake safety education are executed. Taking advantage of Special Subsidies for National Policy Project, a specialized organization is designated with the law as the management agency seismic retrofit of school facilities. Its duties are conducting various research on retrofit and technical supports of each business step (planning, evaluating function, designing, construction etc.)
Latvia	The main objectives of State Fire and Rescue Service of Latvia (SFRS) are to take preventive measures to reduce the risk of natural and man-made disasters in general. Latvian Environment, Geology and Meteorology Centre (LEGMC) cooperates with SFRS in matters related to preventive measures to reduce the risk from earthquakes and man-made seismic effects. In particular, LEGMC has prepared and transmitted to SFRS information on Latvia's seismic hazard and a set of proposals for civil defence planning and implementation of preventive measures.

Mexico	Fund for Natural Disasters (FONDEN) was an inter-institutional instrument that aimed to authorize, carry out actions and apply resources to mitigate the effects produced by a disturbing natural phenomenon, within the framework of the National Civil Protection System. On July 27, 2021, an Agreement was published issuing the General Rules of Natural Disaster Fund, and as a result, FONDEN was officially dissolved. On August 13, 2021, the Specific Operating Guidelines for responding to damage resulting from disruptive natural phenomena were issued. Subsequently, on November 23, 2021, Specific Provisions were published to define the budgetary mechanisms required for executing related programs and projects.
New Zealand	Detailed Engineering Evaluation (DEE) programme covering the greater Christchurch area and the Earthquake Resilience (EQR) programme covering other parts of the country sought to manage the seismic assessment of school buildings across New Zealand and formally ended in 2014 and 2016 respectively. While these assessment programmes have ended, the Ministry continues to actively manage the seismic resilience of its property portfolio, incorporating seismic risk review into future asset investment decisions as per The Ministry of Education Seismic Policy.
Portugal	In 2007, the Portuguese Government launched the "Public Secondary Schools Modernization Program - (PSSMP)" and created a public company - Parque Escolar - to implement it to modernize and reinforce about 330 secondary school facilities.
Romania	The Safer, Sustainable and Inclusive Schools Project financed by the International Bank for Reconstruction and Development (IBRD), aims at ensuring resilient and energy-efficient buildings and enhanced learning environments for selected schools. Benefitting of a 100 million euros budget, it will support the retrofitting of the 22 selected schools from areas with a high seismic hazard, from which 18 will be entirely rebuilt. The project will also support the design of prototypes for future schools which can be used for new school buildings.
Slovenia	A follow up to the research study on the "Seismic Risk in Slovenia for the Needs of Civil Protection" (POTROG2) allowed for the model assessment of 41 additional buildings, among them 5 basic schools. Four projects were funded by the Ministry of Defence and the Administration of the Republic of Slovenia for Civil Protection and Disaster Relief (URSZR), with the aim to develop tools for rapid response in the event of earthquake. From 2019 to 2026, twenty projects will be carried out as part of the Ministry of Education's financing program, which includes the renovation of educational buildings. For each new construction project, a dedicated study is conducted, which includes structure and safety assessments, along with all the required calculations. In July 2023, an important step was taken with the adoption of a Resolution on Slovenia's Spatial Development Strategy (SPPRS2050). The strategic guidelines for spatial development include comprehensive renovation of settlements, focusing on functional aspects, earthquake-proof renovations, improvements in material and energy efficiency, public transportation and sustainable mobility, the quality of open spaces and green areas, and the integration of cultural heritage into renovations. On July 11, 2025, the Regulation on the Implementation Plan for SPPRS2050 until 2034 was adopted (see the 2025 Official Gazette of the Republic of Slovenia, Regulatory Part 053), which includes a plan for the sustainable renovation of buildings from 2024 to 2026 (see activity PI.5 on pages 8, 9, and 25 of the Plan). This measure is NEPN M19.4 (see the Energy Portal's NEPN section for answers to key questions and a brief summary), and it includes earthquake safety considerations. The Ministry of the Environment is leading the activity. Additionally, in July 2025, the Ministry of Education adopted the RPVI2033+ Program document for development planning until 2033. This document outlines long-term investment priorities in school infrastructure and includes Sub-goal 8: ensuring stable and sustained funding for the education system. The plan underscores Slovenia's commitment to ensuring safe educational environments that are also resilient to disasters, including by establishing a special development service for the school's physical environment.
Türkiye	Within the MoNE's Investment Programme, activities such as seismic safety assessments of schools and, based on the results, retrofitting or demolish-and-rebuild works are being carried out under the project titled "Disaster Risk Reduction in Educational Facilities." These activities are implemented according to planned schedules and are financed through the central government budget. Additionally, under the "Disaster Risk Management in Schools (DRMIS)" Project, which is supported through a World Bank loan, a total of 42 educational buildings are being demolished and reconstructed within the demolish-and-rebuild component.

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated. Only Respondents who provided substantial responses are included in the table.

27. The table below presents relevant national policies or legislation reported by each Respondent, that recognise the need to ensure the safety of schoolchildren and establish sustainable standards to guide the design of both new and existing school infrastructure (see Table 5). Legal frameworks governing seismic strengthening and school safety standards vary both within and across countries, differing in their degree of enforceability. **Mandatory systems** impose legal obligations for seismic assessment and retrofitting, as exemplified by Chile's *General Law of Urban Planning and Construction* and New Zealand's *Building Act 2004*. **Semi-mandatory systems**, such as the *Seismic Retrofit Guidelines* used in British Columbia (Canada), to standardise retrofit design for schools in the region, rely on administrative guidance or funding mechanisms. While not legally binding, adherence to the guidelines is required in order to access public funding to upgrade educational facilities for improved seismic resilience. In contrast, **voluntary systems** apply in contexts like Latvia's retrofitting practices, where the regulation *Design of Seismically*

Resistant Construction Structures mandates compliance with Eurocode 8 primarily for new buildings, generally leaving decisions regarding the retrofitting of existing schools to local authorities. These types of systems may coexist within a single country, with distinctions drawn based on factors such as school governance (public vs. private), building age, or seismic hazard level.

Table 5. Legislation on Seismic Strengthening Standards for Schools and School Seismic Safety Standards as reported by Respondents

Australia	National level: Building Code of Australia (BCA). South Australia: State Earthquake Hazard Plan. Tasmania: State Natural Disaster Risk Assessment & Security and Emergency Management Procedures of Tasmanian Department of Education.
Belgium	Eurocode 8; Belgian National Annex; Seismic Hazard Maps.
Canada	School Act; Seismic Retrofit Guidelines.
Chile	Anti-seismic Regulation; General Law of Urban Planning and Construction; General Ordinance of Urban Planning and Construction; School and Early Childhood Safety Policy; Comprehensive School Safety Plan (PISE).
Costa Rica	National Emergency and Risk Prevention Law No. 8488; Equal Opportunities for Persons with Disabilities Law No. 7600; National Risk Management Policy 2016-2030; National Climate Change Adaptation Policy 2018-2030; Education Policy: The Person: Center of the Educational Process and Transformer of Society (2017); Educational Infrastructure Policy of Ministry of Public Education (MEP); Seismic Code; Regulations on Architectural Design Requirements for Public and Private Education Buildings; Executive Decree No. 41103-MEP Regulations on Architectural Design Requirements for Public and Private Education Buildings; Guide for the Development of Risk Management Plans in Educational Centers; Executive Decree No. 38170-MEP: Administrative organization of the central offices of Ministry of Public Education.
Croatia	Building Act (OG 153/13, 20/17, 39/19, 125/19); Ordinance on Simple and Other Buildings and Works (OG 112/17, 34/18, 36/19, 98/19, 31/20, 74/22); Ordinance on Building Maintenance (OG 122/14, 98/19); Technical Regulation for Building Structures (OG 17/17, 75/20, 7/22); Act on Physical Planning and Building Tasks and Activities (OG 78/15, 118/18, 110/19); Civil Protection System (OG 82/15, 118/18, 31/20, 20/21); Primary and Secondary School Education Act (OG 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 152/14, 7/17, 68/18, 98/19, 64/20); Occupational Health and Safety Act (OG 71/14, 118/14, 154/14, 94/18, 96/18); Labour Act (OG 93/14, 127/17, 98/19).
France	Article L.132-2 of Construction and Housing Code; Article L.563-1 of Environmental Code; Articles R.563-3 and R.563-6 of Environmental Code; Decree No. 2010-1254 and -1225 of 22 October 2010; Eurocode 8 (NF EN 1998-1, NF EN 1998-3, NF EN 1998-5); Article R.111-38 of Construction and Housing Code.
Greece	Building Regulation (GG 3985/B/22.06.2023); Greek Seismic Design Code (EAK 2000, GG 2184 B'/1999); Eurocode 8; Code of Structural Interventions of Reinforced Concrete Buildings /KANEPE (GG 3197 B'/2022); Code for the Assessment and Structural Interventions of Masonry Buildings / KADET (GG 2493 B'/2023); Preliminary Inspection of Seismic Resistance of Various Critical Buildings with first priority (Law 5037/2023, article 265); Joint Ministerial Decision 342/2023 (GG 2943 B'/2023).
Israel	Government Resolution No. 1023; Resolution No. 2 / Tremor of the Ministerial Committee on the matter of Gearing up for Handling Earthquakes; Government Resolution No. 4738 (20 / Tremor); Government Resolution No. 3 / Tremor (1624) of the Ministerial Committee on Gearing up for Handling Earthquakes.
Italy	D.M. 17/01/2018 – Law concerning New Seismic Standards for Structural Calculation; D.M. 18/12/1975 – Law concerning Design of School Infrastructure (under revision).
Japan	Disaster Countermeasures Basic Act; Act on Special Measures for Earthquake Disaster Countermeasures; Act on Special Measures for Large-scale Earthquakes; Building Standard Law; Act on Promotion of the Earthquake-proof Retrofit of Buildings; Standards for Comprehensive Aseismic and Anti-Tsunami Planning of Government Buildings; Guidelines for Promotion of Earthquake-resistance School Building.
Kazakhstan	Law on Architectural, Urban planning and Construction Activities; Law on Civil Protection; Building Codes and Regulations (SNiP); State Building Regulations (GOS); Construction in Seismic Areas – defining mandatory requirements for the design of buildings (including schools) depending on the seismic zoning of the territory.
Korea	Framework Act on the Management of Disasters and Safety; Act on the Prevention of and Compensation for Accidents at School; Act on Safety and Maintenance of Educational Facilities.
Latvia	Construction Standard LBN 215-15 "Design of Seismically Resistant Construction Structures"; Eurocode 8: Design Standards Group LVS EN 1998 "Seismic Resistance Design".
Mexico	General Law of Civil Protection; National Development Plan; National Civil Protection Program; General Law on Educational Physical Infrastructure; Official Mexican Standard.
New Zealand	Building Act 2004 and relevant regulations; New Zealand Building Code; Building (Earthquake-prone Buildings) Amendment Act 2016.
Portugal	Resolution no. 91/81; Decree-Law no. 235/83; Declaration of Minister of Internal Affairs (published in the Republic's Diary no. 291/94); directive on the making of emergency plans for civil protection; Construction codes and standards; Seismic Hazard Map.

Romania	National Strategy for Seismic Risk Reduction (NSSRR); Law no. 212/2022 on Measures to Reduce the Seismic Risk of Buildings; Seismic Building Code Part III-Provisions for Seismic Evaluation of Existing Buildings (P 100-3/2019); National Strategy for Disaster Risk Reduction 2024–2035.
Slovak Republic	School Act; Decree 524/2006 to Ensure Civil Defense.
Slovenia	Eurocode 8; Rules on the Mechanical Resistance and Stability of Construction Works (Official Gazette of the Republic of Slovenia, No. 101/2005); Seismic Hazard Maps; National Protection and Rescue Plan in Case of Earthquakes (version 3.0 adopted in February 2014); Earthquake Risk Assessment (by Ministry of the Environment, in September 2015); Assessment of the Abilities to Resist Earthquake Hazards (by Ministry of the Environment and Spatial Planning, Version 1.9, amended in April 2018); Article 18 c of the Decree implementing the Decision on the Union Civil Protection Mechanism (OJ RS, No. 62/14 and 14/17); Earthquake Risk Assessment for Slovenia (by Administration for Civil Protection and Disaster Relief within Ministry of Defense, Version 3.0, in June 2018).
Thailand	Building Control Act (B.E. 2522); Act on Amendment of the Provisions of the Law on Criminal Liability of Representatives of Legal Persons (B.E. 2560); Ministerial Regulation regarding the Load-Bearing Capacity, Resistance, and Durability of Buildings; Soil Supporting Buildings to Resist Earthquake Vibrations (B.E. 2564); Guidelines on the Design and Calculation of Building Structures to Resist Earthquake Vibrations; Standards for building design to resist earthquake vibrations (Plate Number 1/1302, 1st revision); Standards for the Design of Steel Structural Buildings to Resist Earthquake Vibrations (Plate Number 2); Ministerial Regulations on Higher Education Management Standards B.E. 2565, Sections 1(3)(b) and (c); Ministry of Education Regulations specifying Standards for Private Schools, encompassing General Education at Pre-primary, Primary, and Secondary Levels; Ministerial Regulations on the Criteria for Permission to Modify Buildings to Strengthen Stability Against Earthquake Vibrations; Standards for Evaluating and Strengthening Building Structures in Areas Vulnerable to Earthquake Vibrations (TISI 1303 – 57).
Türkiye	Turkish Building Earthquake Code (TBDY-2018); Regulation on Buildings to be Constructed in Earthquake Zones; Zoning Law.
United States	1933 Field Act; 1939 Garrison Act; Emergency Operations Plans (EOP).

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

28. The following table presents the agencies/organisations involved in the policy making with establishing regulatory framework and/or assuring school seismic safety before/after an earthquake for each reporting country (see Table 6). Institutional arrangements for school seismic safety involve a variety of government ministries and technical agencies, differing by national context. In Costa Rica, according to the National Emergency and Risk Prevention Law, the National Commission for Risk Prevention and Emergency Response is positioned as the governing body for the national risk management system. In Greece, the Ministry of Climate Crisis and Civil Protection has been designated by the government to develop and implement regulatory frameworks. The Ministry is also tasked with coordinating civil protection actions, including earthquake preparedness and response.

Table 6. Agencies/organisations involved with Establishing Regulatory Framework and/or Assuring School Seismic Safety before/after an Earthquake as reported by Respondents

Australia	Victoria: State Emergency Service. South Australia: Department for Planning, Transport and Infrastructure. Tasmania: Tasmanian Department of Education.
Belgium	Government; General Administration of Infrastructure in the Wallonia-Brussels Federation; Royal Observatory of Belgium; Laboratory of Engineering Geology and Applied Geophysics of the University of Liège.
Canada	None
Chile	National Service for Disaster Prevention and Response (SENAPRED).
Costa Rica	National Commission for Risk Prevention and Emergency Response (CNE) - governing body of Costa Rica's National Risk Management System.
Croatia	Ministry of Physical Planning, Construction and State Assets; Civil Protection Directorate (under Ministry of Interior); Croatian Platform for Disaster Risk Reduction and its Disaster Risk Reduction Committee.
France	Ministry of Environment.
Greece	Ministry of Climate Crisis and Civil Protection; General Secretariat for Civil Protection of Ministry of Climate Crisis and Civil Protection (GGPP); Civil Protection Earthquake Planning and Protection Organization (EPPO); Regional and Municipal authorities; Building Infrastructures S.A.; Ministry of Education; Religious Affairs and Sports; Technical Chamber of Greece (TCG/TEE); Ministry of Infrastructure and Transport.

Israel	Ministry of Education; Geological Survey; Standards Institute.
Italy	Ministry of Education and Merit; National Geographical Jurisdiction; Ministry of Education and Merit coordinates with Department of National Civil Defense (in the emergency phase).
Japan	Ministry of Education, Culture, Sports, Science and Technology; Ministry of Land, Infrastructure, Transport and Tourism; Central Disaster Management Council; Major Disaster Management Headquarters or Extreme Disaster Management Headquarters (at the time of a large-scale disaster).
Kazakhstan	Ministry of Emergency Situations; Ministry of Industry and Construction.
Korea	Ministry of Education; Provincial & Metropolitan Offices of Education.
Latvia	None
Mexico	General Coordination of Civil Protection (under Ministry of Interior); National Centre for Disaster Prevention (under Ministry of Interior); State and municipal coordination of civil protection; National Institute of Infrastructure for Physical Education (INIFED).
New Zealand	Ministry of Business, Innovation, and Employment; Ministry of Education; Engineering Advisory Group; Local government authorities (commonly called territorial local authorities or councils).
Portugal	Ministry of Education; Parque Escolar (PE); Municipalities; National Authority for Emergency and Civil Protection (ANEPC); Fire-fighting Services; Educational authorities.
Romania	Department for Emergency Situations (DSU) and its Territorial Structures (under the coordination of Ministry of Interiors).
Slovak Republic	Ministry of Interior.
Slovenia	Ministry of the Environment, Climate and Energy, Ministry of Natural Resources and Spatial Planning, Ministry for Education
Thailand	Department of Disaster Prevention and Mitigation (under Ministry of Interior); National Disaster Prevention and Mitigation Committee.
Türkiye	National level: Disaster and Emergency Management Presidency (AFAD); Ministry of Environment; Urbanisation and Climate Change; Ministry of National Education (MoNE). Local level: Governorates; Provincial Disaster and Emergency Directorates; Municipalities.
United States	U.S. Department of Education; Division of the State Architect (DSA).

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

Element 2: Accountability

29. The Recommendation includes an expectation that all stakeholders share responsibilities and work together towards a common goal, in order to develop a successful national school earthquake safety programme (see Box 2). Establishing clear roles and a mechanism for independent assessment of current practices ensures that all parties are accountable for their actions. The purpose of this section is to explore these two elements of accountability across Respondents.

Box 2. Accountability Element

There should be a basis for action with clear lines of accountability of the different members of society who are given responsibility for implementing earthquake safety programmes. To achieve the objectives of these programmes there should be:

- A clear definition of the roles and responsibilities of the various individuals, agencies and organisations involved in school seismic safety.
- A process for making all planning, design, regulation and enforcement decisions transparent.
- Qualification requirements for professionals engaged in the design of school facilities.

- An independent assessment of the proper design, construction and maintenance of school facilities including:
 - i. Conducting assessments of existing school facilities.
 - ii. Reviewing and approving construction documents prepared for new structures and the retrofit of existing structures.
 - iii. Inspecting and approving construction.
 - iv. Qualifying personnel for design, plan review and inspection, materials testing and support functions.
- A clearly identified jurisdiction in terms of the area and the type of school systems and buildings affected.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [OECD/LEGAL/0339].

30. The following table (Table 7) presents the stakeholders involved in school earthquake safety in each Respondent. A broad set of stakeholders are involved in school earthquake safety, each playing distinct roles across policy making, implementation, and oversight. Education authorities (e.g., ministries of education), infrastructure-related authorities (e.g., ministries of construction), and disaster risk management-related authorities (e.g., ministries of interior or civil protection) often play central roles in policy design and standard-setting, including crisis management policies. Technical actors such as engineering associations, universities, and research institutes play key roles in providing seismic assessments and technical evaluations that inform policy development. Local governments and authorities are typically responsible for coordinating and managing the construction and retrofiting processes of physical school buildings. Those involved in individual school management, such as principals and school boards, are accountable for safety decisions at the facility level. Effective coordination among all stakeholders, with each maintaining clear accountability and responsibility, is essential to ensure the effectiveness and sustainability of school seismic safety systems.

Table 7. Key stakeholders involved in school earthquake safety as reported by Respondents

Australia	Australian Capital Territory: Education and Training Directorate. New South Wales: Public Works Department; Department's Health and Safety Directorate. South Australia: Department of Education and Child Development; Department for Planning, Transport and Infrastructure. Tasmania: Emergency Management Committee of Tasmania's Department of Education. Victoria: State Emergency Service.
Belgium	Government.
Canada	Schools (responsible for student safety and activating school-level emergency plans); Districts (manage coordination, communication, and facility assessment); Ministry of Education and Child Care (provide policy direction, funding, and sector-wide coordination); and Ministry of Emergency Management and Climate Readiness (oversee provincial emergency management).
Chile	National Service for Disaster Prevention and Response (SENAPRED); Committee for Disaster Risk Management (COGRID).
Costa Rica	Department of Internal Control and Risk Management; Regional and Institutional Committees for Risk Management, National Commission for Risk Prevention and Emergency Response.
Croatia	Ministry of Physical Planning, Construction and State Assets; Ministry of Science, Education and Youth; Local and Regional Governments (Counties and Municipalities); Civil Protection Directorate (under Ministry of Interior); Croatian Chamber of Civil Engineers / Croatian Chamber of Architects; EU Funds Coordination Bodies (e.g., Ministry of Regional Development and EU Funds).
France	Ministry of National Education; Ministry of Interior; Ministry of Ecological Transition; Local authorities; School principals or school heads; Teachers and staff; Students and family
Greece	Ministry of Climate Crisis and Civil Protection; Earthquake Planning and Protection Organization (EPPO); Ministry of Education, Religious Affairs and Sports Regions; Regional authorities and municipalities.

Israel	Ministry of Education; Steering Committee for Earthquake Preparedness; Geological Survey of Israel; Standards Institute of Israel; National Parents Association; Local authorities.
Italy	Government; Ministry of Civil Protection; Ministry of Education and Merit, Regions, Local authorities.
Japan	Local Governments; School staff.
Kazakhstan	Ministry of Education; Ministry of Emergency Situations; Ministry of Industry and Construction; Akimats (local executive bodies); Local Education Departments; Heads of schools (principals); Design, construction and expert organizations (private and public).
Korea	Ministry of Education and relevant ministries; Provincial & Metropolitan Offices of Education; Schools.
Latvia	State Ltd "Latvian Environment, Geology and Meteorology Centre" (LEGMC); State Construction Control Bureau of Latvia (SCCB); State Fire and Rescue Service (SFRS); State Education Development Agency; State Education Quality Service; Founder of the education institution.
Mexico	Federal Executive; Ministry of Education; INIFED; Heads of State Executives; Holders of Ministries of Education and their equivalents in the States; Holders of the Agencies Responsible for the Educational Physical Infrastructure of the Federative Entities; Municipal presidents and mayors of Mexico City.
New Zealand	Ministry of Education; School Boards; Senior school management.
Portugal	Ministry of Education; Parque Escolar (PE); Municipalities; National Authority for Emergency and Civil Protection (ANEPC); Fire-fighting services; School Boards.
Romania	Central and local public authorities; Owners, administrators, users, designers, project verifiers and technical experts certified by MoDPWA (e.g. Law no 10/1995 on quality in construction, Law no. 212/2022).
Slovak Republic	Ministry of Interior, cooperating with state authorities, authorities of higher self-governing territorial units, self-government of cities and municipalities, legal entities, natural persons.
Slovenia	Slovenian Environment Agency (ARSO), Ministry of Education, municipalities, Administration for Civil Protection and Disaster Relief
Thailand	Ministry of Education along with educational management agencies.
Türkiye	Provincial directorates of national education; Partner universities.
United States	Division of the State Architect (DSA).

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

31. Many Respondents reported the existence of an agency or mechanism that operates independently from the organisations responsible for planning, designing, constructing, and financing school facilities (see Table 8). These independent bodies are tasked with overseeing and approving the proper planning, design, construction, and maintenance of educational infrastructure. In certain systems, such as those in Chile and Türkiye, a national agency—such as a public infrastructure certification or audit body under ministries like the one responsible for construction—holds centralised authority over these functions. Complementarily or alternatively, as seen in Respondents such as Portugal and New Zealand, technical associations or independent professionals are contracted to conduct such reviews. In more decentralised systems, it is also possible for some municipalities to maintain their own independent review boards or procedures to approve and monitor school construction and maintenance. Having these independent mechanisms in place is important to safeguarding the long-term structural and functional integrity of educational facilities by strengthening public accountability.

Table 8. Independent agency or mechanism for overseeing and approving proper planning, design, construction and maintenance of school facilities as reported by Respondents

Australia	Tasmania: Licensed building surveyors regulate engineering design.
Belgium	Government.
Canada	Engineers and Geoscientists BC (EGBC) has a Technical Review Board that reviews the design scope of the project.
Chile	The Directorate of Municipal Works (DOM), under the Ministry of Housing and Urbanism (MINVU) is responsible for the approval/authorization of the designs, including architecture, structural engineering and installations
Costa Rica	None
Croatia	Building permits are issued by the competent municipal or county offices responsible for construction and physical planning,

	depending on the location where the construction or reconstruction of the facility is planned.
France*	None.
Greece	Building Infrastructures S.A. is responsible for the study, construction, and inspection. Maintenance responsibilities lie with the Municipalities.
Israel	None
Italy	Ministry of Education and Merit with funding allocated by Government.
Japan	Administration authorities carry out building permit examinations. In these examinations, authorities check legitimacy in the design of school facilities and structural calculation results such as earthquake-proof reservation. Although private building constructors usually carry out construction, the national and local governments which are order persons carry out various checks in the construction stage strictly. If municipal governments are to receive subsidies from National government, they need to submit to facilities upgrading plans of public schools, and also reports after completion. Ministry of Education, Culture, Sports, Science and Technology or prefectural governments examine them. This system is carried out along with the schedule decided every year.
Kazakhstan	A fully independent unified agency covering all stages – from planning to operation – has not yet been created. Control is distributed among several regulatory authorities: Committee of the State Architectural and Construction Control (GASK); State expertise of projects (State Institution Gosexpertiza); National Accreditation Center (NCA); Audit services.
Korea	In accordance with the Educational Facilities Act, a specialized institution for reviewing the appropriateness of pre-planning for educational facilities has been established to review business plans (scale, budget, design orders, etc.) in terms of architectural planning and architectural planning direction (legal review, user participation, layout, planning focus, regional activation, and operation plans, etc.).
Latvia	State Construction Control Bureau of Latvia (SCCBL) shall ensure the control of the construction works of education institution buildings in which more than 100 people are intended to reside simultaneously (in the case of new construction and reconstruction), as well as the supervision of the operation of these buildings; State Education Quality Service evaluates the environment and resources of educational institutions—including equipment, technical infrastructure, and management—as well as institutional planning, work organization processes, and quality assurance mechanisms.
Mexico	Center for Seismic Instrumentation and Registration (non-profit civil association); Institute for Construction Safety in Mexico City.
New Zealand	All design and construction work: External professionals such as engineers and architects. School building design: Independent, professional consultants with extensive school design experience as part of Ministry of Education's wider quality assurance processes.
Portugal	National Laboratory of Civil Engineering (NLCE) or Universities Seismic Departments are independent agencies which may act as consultants/advisers to the authorities responsible for schools' development and they can audit the school projects whenever they are called to do so. Local Municipal Authorities are the government entities formally responsible for the approval of School Seismic Design, by issuing the construction permit.
Romania	State Inspectorate in Construction (specialized technical body for state quality control in construction).
Slovak Republic	None
Slovenia	None
Thailand	National Earthquake Committee.
Türkiye	Directorate General of Construction and Real Estate (under Ministry of National Education).
United States	None

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

* In France, the compliance of school buildings with safety standards (fire, accessibility, seismic, etc.) is checked by safety commissions (under the authority of the prefectures) and approved by technical inspection offices.

Element 3: Building codes and code enforcement

32. A building code should provide clear guidelines for all stakeholders on the processes related to the safe planning, design, construction and use of school facilities, according to the Recommendation (see Box 3). However, the existence of mechanisms to help enforce these codes is critical to ensure a safe learning environment. The purpose of this section is to explore the objectives and performance criteria of existing school building codes, and the national administration's capacity for review and enforcement of these codes across Respondents.

Box 3. Building Codes and Code Enforcement Element

The primary objective of school building codes and regulations should be to protect the life of occupants of a school building. Other objectives could include minimising damage to allow rapid occupancy of buildings after earthquakes. Building codes should govern the design of new and retrofitted school buildings. Design earthquake ground motions may be based on a probabilistic approach, a deterministic approach, or on a map of seismic zones. The competent authorities should determine the most appropriate design criteria, based on a review of their country's seismic hazard and other pertinent factors.

- An effective school building code and enforcement element should establish:
 - i. Clear building performance objectives based on:
 - ii. Ground motion characteristics and geology of the region.
 - iii. Collapse prevention and structural damage control criteria.
 - iv. Secondary effects such as tsunamis, landslides and surface rupture.
- Socio-economic impacts to the community.
- A process for periodic review and revision of codes and guidelines by knowledgeable individuals to reflect current understanding of good earthquake engineering practice.
- Enforcement procedures for school building code and construction regulations that take into account community needs but provide clear provision for:
 - i. Checking of design plans for school buildings by qualified reviewers.
 - ii. Review and certification of constructed school facilities.
- A mechanism for ensuring that enforcement activities are not compromised by overt or subtle pressures due to project-specific cost, deadlines or other financial considerations.

The mere existence of a building code in a community can give the false impression that buildings are being constructed safely and that their seismic performance will be satisfactory. While extremely important, the writing and adoption of building codes and regulations can be an incomplete strategy if they are not enforced at every step of the design and construction process. Steps should be taken to ensure that proper implementation and enforcement of code regulations is done in a consistent manner and has equal priority to code development.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)].

33. Existing school building codes across Respondents aim to ensure a high standard of safety, mitigate risks to human life, and limit structural damage to schools caused by seismic events. Additionally, building codes in regions such as Italy, Japan and Korea emphasise the critical role of schools as emergency shelters and underscore the importance of restoring normal functionality as quickly as possible following an earthquake. In Costa Rica, the codes also incorporate broader criteria, including habitability, universal accessibility, energy efficiency, and resilience to adverse weather conditions.

34. The criteria and procedures for developing school building codes are often grounded in scientific research and best practice in earthquake-resistant design. These codes take into account regional variations, such as soil type and geological conditions, to ensure structures are appropriately designed for local seismic risks (see Table 9).

Table 9. Criteria and Procedures for the Development of School Building Codes as reported by Respondents

Australia	All jurisdictions base their school construction requirements on the National Construction Code and its associated standards and have transparent processes in place to review and certify school facilities.
Canada	In British Columbia, the school building codes are developed by the National and Provincial Building Codes while the Provincial Codes are created by the British Columbia Office of Housing and Construction Standards.
Chile	All constructions including schools are built under anti-seismic design principles that consider all structural risk variables from the foundation stage. The General Law of Urban Planning and Construction (LGUC) and its Ordinance set the regulatory framework, overseen by the Ministry of Housing and Urban Planning (MINVU). Compliance is monitored by Municipal Works Directorates (DOM). For public education, the Directorate of Public Education (DEP), through its Department of Educational Infrastructure and Equipment (DIE), provides additional technical guidelines and supervises sponsored projects.
Costa Rica	The technical codes and guidelines applicable to school infrastructure are developed using criteria such as seismic zoning, soil type, depth of the water table, presence of geological faults, structural vulnerability, and exposure to hazards such as landslides and floods. Structural performance objectives are also considered to minimize the risk of total or partial collapse and facilitate safe evacuation. The body responsible for determining these criteria within the national regulatory framework is the Costa Rican College of Engineers and Architects (CFIA), in coordination with specialized agencies such as the Seismic Engineering Laboratory (LIS-UCR), the National Laboratory of Materials and Structural Models (Lanamme-UCR), the Volcanological and Seismological Observatory of Costa Rica (OVSICORI), and binding reports from the National Emergency Commission. These institutions have teams of professionals in structural engineering, seismology, geotechnics, and risk assessment with extensive experience in teaching, applied research, and participation in national technical standardization processes.
Croatia	The core principle of seismic design and construction revolve around understanding and mitigating the effect of ground motions on buildings due to earthquakes which generate complex patterns of ground acceleration, velocity and displacement that could vary significantly based on factors such as soil conditions, fault mechanics and local geology. There is no agency or organisation tasked with establishing regulatory framework and criteria specifically related to school seismic safety.
France	School building codes are developed according to the level of seismic risk and other natural hazards, the category and use of the building, the nature of the soil, the architectural and technical quality, as well as the requirements for the prevention of specific risks and maintenance. These criteria make it possible to adapt the design and construction of schools to guarantee the safety of students and staff, regardless of the threats identified on the site concerned. Bodies responsible for determining these criteria: the definition of safety and risk prevention criteria for school construction is the responsibility of the State, with the support of specialised technical bodies and highly qualified experts in the field of construction, engineering and building regulations. Local authorities apply these standards when building and maintaining schools.
Greece	School building codes are based on geological data, seismic hazards, use of the buildings and material strength, etc. The main hazard-related criteria used in the development of school building codes include: 1. Soil movement characteristics and site geology; 2. Collapse prevention and structural damage control criteria; and 3. Secondary effects (such as tsunamis and landslides).
Italy	The school building codes are based on Eurocode 8 and follow the limit state design method. Responsibility for their development and oversight lies with the Ministry of Infrastructure.
Japan	The following guideline is incorporated into the "Guidelines for Designing School Facilities": 1. safety to natural disasters, such as earthquake, flood, high tide, tsunami, snow slide, landslide, cave-in, and mud flow, 2. safety of geology and foundation, 3. safe landform without dangerous vertical intervals, and deep ponds, etc.
Kazakhstan	Seismic activity and geology of the region; Resistance to ground movements and landslides; Consideration of secondary effects (e.g., avalanche hazards).
Korea	The regulations about structure standards of buildings based on construction law prescribe earthquake zone and zoning factors, importance and importance factors, criteria of seismic level, criteria of calculating seismic capability. Based on a geographical map which is provided by Ministry of Land, Infrastructure and Transport, the evaluation of earthquake safety is conducted.
Mexico	Current regulations specify the seismic actions to be applied, with the objective of ensuring that, under exceptional events, structural performance remains within the prescribed safety limits for collapse resistance and damage control.
New Zealand	The National Seismic Hazard Model (NHSM), updated in 2022, provides an estimate of the likelihood and strength of earthquake shaking that might occur at any given site in the country. The model helps deliver science-based estimates that are essential to build risk assessments and manage risks to safety, security and the economy from seismic events. The Ministry of Business, Innovation and Employment are currently working through the implications of the updated hazard model with the view of incorporating it into changes to the seismic loading requirements standard (NZS1170.5) in 2026.

Portugal	School building codes are developed and designed by technical comities, namely set inside Portuguese laboratory of Civil Engineering (NLCE), together with universities, and seismic research units. Portuguese codes take into account several factors, namely the ground characteristics, geological and motion and the historical seismic records, which provide statistically determined seismic loads for structural design. Portuguese codes determine safety calculations to prevent structural collapse, however the more up to date Eurocode 8 standard, although not compulsory, is also used in Portugal, as NP EN 1998 – 1, 2009, having been used for the reinforcement of most schools abridged by the PSSMP.
Romania	Both seismic codes for new and existing buildings (P 100-1/2013 and P 100-3/2019) consider ground motion characteristics and geology of the region; collapse prevention and structural damage control as hazard-related criteria.
Slovenia	The basis for earthquake-resistant design in Slovenia is Eurocode 8 and the new earthquake hazard map published in 2021 by the Slovenian Environment Agency. Information on legislation regarding earthquake safety can be found in Slovenian regulations on earthquake-resistant construction (May 2024).

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated. Only Respondents who provided substantial responses are included in the table.

35. While most Respondents have mechanism in place for reviewing building codes, along with clearly defined procedures to ensure the enforcement of school building regulations, the regularity of such reviews varies across Respondents (see Table 10). In New Zealand, for example, the Building Act and Building Codes are regularly reviewed by the Ministry of Business, Innovation and Employment, which holds statutory responsibility for administering the legislation and supporting standards. The document outlining the Ministry’s Structural and Geotechnical Requirements is reviewed periodically; it was first released in in 2015, with the current version (Version 3) issued in 2020. The next review and update are scheduled for 2025-2026. In contrary, in Greece, reviews are conducted on as-needed basis, influenced by factors such as seismic activity during a given period and advancements in engineering technology. The most recent review in this case took place in 1999.

Table 10. Review and enforcement of school building codes

	Australia	Belgium	Canada (BC)	Chile	Costa Rica	Croatia	France	Greece	Israel	Italy	Japan	Kazakhstan	Korea	Mexico	New Zealand	Portugal	Romania	Slovenia	Thailand	Türkiye	United States
School building codes are regularly reviewed	●		●	●	○			○		●	○	●	○	●	●	○	○	○	○		●
Clear processes ensure enforcement of building codes in schools	●		●	●	●	●		●		●	●	●	●	●	●	●	●		●		●

Note: As for the first row, ● denotes yes, whereas ○ indicates that *although review mechanisms may be in place, a formal or regular review process is not undertaken*. Blank cells reflect the absence of a direct response on the presence of each item.

Source: Responses to the self-evaluation questionnaires as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

Element 4: Training and qualification

36. The training of professionals in safe design and construction is another important element of a school seismic safety programme, as outlined in the Recommendation (see Box 4). The purpose of this section is to explore the level of formal qualifications, training, certification and licensing procedures for professionals involved throughout the facility’s lifecycle across Respondents.

Box 4. Training and Qualification Element

Building safety relies on regulations and laws that require proper training and qualification of professionals, builders and technicians involved in the different aspects of the design and construction process. Building safety training programmes should be carried out within the context of each individual country. Training programmes must accommodate governmental structure and division of responsibilities, perception of risk to the institution and its stakeholders, community values and economic conditions. Training and licensing should be required for design professionals, code enforcement officials, plan checkers, inspectors and contractors.

- Engineers and architects should be properly trained and licensed by the competent authorities, and their training should include seismic design as well as elements specific to school design and construction.
- Qualifications of contractors should be considered in awarding construction projects. This could involve the establishment of training programmes on best constructions practices for contractors and trades.
- Building officials, plan-check professionals and inspectors should be certified through a process of adequate training and experience.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)].

37. Table 11 provides a summary of Element 4 of the Recommendation: training and qualification. It is common across Respondents for most professionals engaged in the planning, design and construction of school facilities to be required to have a tertiary-level qualification and be members of recognised professional organisations, and have knowledge of seismic design. In contrast, the number of Respondents that reported the availability of non-mandatory training courses for professionals engaged in planning, design and construction of school facilities remains rather limited, potentially implying room for further improvement. For example, in France, where such training is relatively more available, professional federations, chambers of commerce and training organisations are mobilised to organise continuous training on earthquake-resistant construction and implementation practices. The responsibility for vocational training in this area particularly lies with regional councils with jurisdiction over vocational training. In some cases, the State may provide financial assistance, especially for developing new training modules or training instructors. In Croatia, to maintain the professional registration and licensure, architects and engineers are required to complete a minimum amount of Continuous Professional Development—or additional coursework where applicable—administered by their respective professional boards. Courses offered through this system may include topics related to seismic design.

Table 11. Training and education standards for professionals engaged in planning, design and construction of school facilities as reported by Respondents

	Australia	Belgium	Canada (BC)	Chile	Costa Rica	Croatia	France	Greece	Israel	Italy	Japan	Kazakhstan	Korea	Mexico	New Zealand	Portugal	Romania	Slovenia	Thailand	Türkiye	United States
A tertiary-level qualification is required for most professionals*	●		●	●		●	●	●		●	●	●	●		●	●	●	●	●		
Professionals* must be members of recognised professional organisations	●		●			●	●	●		●	●	●		●	●	●	●	●	●		
Knowledge of seismic design is a qualification requirement for professionals* / Professionals* receive mandatory training on seismic design	●		●	●		●	●	●			●	●	●	●	●	●	●	●	●		
Non-mandatory training courses are available to professionals*							●	●			●	●	●	●					●		

Note: Blank cells reflect the absence of a direct response on the presence of each item.

* Professionals refer to engineers and architects, contractors and building officials, plan-check professionals and inspectors engaged in the planning, design and construction of school facilities.

Source: Responses to the self-evaluation questionnaires as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

Element 5: Preparedness and planning

38. The Recommendation sets out that school emergency plans, post-earthquake procedures for assessing the safety of schools, regular drills, and education and training programmes can contribute to reducing risk and prepare communities for earthquakes (see Box 5). The purpose of this section is to explore the preparedness of schools and communities in terms of school emergency planning, post-earthquake assessment and drills across Respondents.

Box 5. Preparedness and Planning Element

Effective programmes should include the following measures at education authority and school level to reduce risks and to prepare employees and students to react in safe ways during emergencies.

- Education: Develop and implement educational programmes or curricula in schools and communities to make citizens aware of earthquake hazards and preparedness actions.
- Risk reduction measures: Undertake measures to improve the safety of the physical environment by bracing and anchoring furnishings, bookcases, and equipment and building components such as lights, heaters and water heaters.
- Emergency plan: Prepare and maintain plans that identify the actions, decisions and responsibilities needed before, during and following an earthquake; the organisation and responsibilities to carry out these plans, including determining whether to shelter or release students or to use school

facilities as community shelters; and the equipment and supplies needed to carry out these decisions.

- Safety assessments: Establish standards, line of responsibility and procedures to assess the safety of buildings following earthquakes, and decide on evacuation, repair and re-occupancy procedures.
- Training: Provide training and materials for employees and students on earthquake hazards and actions to take to improve personal safety.
- Drills: Hold periodic drills simulating realistic conditions of earthquake events to reinforce training and to test the adequacy of plans and safety assessments.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)].

39. Table 12 provides a summary of Element 5 of the Recommendation: Preparedness and planning by national and/or local government. Most Respondents have implemented school disaster plans. In British Columbia, Canada, for example, the Ministry of Education and Child has prepared guidelines on emergency management planning and response specifically for earthquakes, but having a school emergency plan is not currently a legislative requirement. However, school boards and local authorities may mandate such plans as part of district or local policy and operations.

40. Most Respondents reported having official post-earthquake procedures, including immediate school inspections and public information dissemination. In Croatia, warning messages are sent to mobile devices during crises, detailing the threat and urgent measures to minimize harm. This system supports timely reactions to natural, technological, or human disasters. In Romania, the framework for post-earthquake building inspections is under review to ensure safe access and minimize risks from aftershocks. In Mexico, the General Guidelines for the Prevention and Attention of Contingencies of Natural Phenomena guide the evaluation and quantification of damage to educational infrastructure. This process includes using a Basic Information Card for damage assessment, which helps in planning rehabilitation or reconstruction and managing necessary resources. Reconstruction efforts must include risk reduction and mitigation measures to prevent future damage.

41. Most Respondents also reported that earthquake drills are held regularly in schools, though the minimum required number of drills and the manner in which they are conducted vary across countries. In France, exercises must include scenarios that allow for various response postures, such as evacuation and sheltering, and that are adapted to the risks specific to the area. Mandatory fire drills also contribute to the collective resilience of the educational community. Schools and educational establishments can participate in executive crisis management exercises organized at the departmental level by the prefectures. In Greece, all schools must conduct at least two earthquake preparedness drills per year, simulating real earthquake scenarios. The Earthquake Planning & Protection Organisation, a national organization under the Ministry of Climate Crisis and Civil Protection, not only provides guidelines for the implementation of preparedness exercises but also participates in schools' drills as evaluators.

Table 12. Preparedness and planning by national and/or local government

	Australia	Belgium	Canada (BC)	Chile*	Costa Rica	Croatia	France	Greece	Israel	Italy	Japan	Kazakhstan	Korea*	Mexico	New Zealand**	Portugal	Romania	Slovenia	Thailand***	Türkiye	United States
All schools are obliged to have an emergency plan/a school disaster plan	●	-	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	-	●
Official post-earthquake procedures exist; they include immediate inspection of schools and dissemination of information to the public			●	●	●			●		●	●	●	●	●	●	●	●	●	●	-	●
Post-earthquake information is disseminated to the public. Means of communication vary			●	●		●		●		●	●	●			●	●		●			
Post-event data surveys are undertaken after an earthquake to assess damage and collect data			●	●	●	●		●		●	●	●	●	●	●	●	●	●	●	-	●
Minimum required number of (earthquake) drills per year in schools			3	3	2	2	2	2	1	2	1	2	6	1	1	1	2	1			

Note: Blank cells reflect the absence of a direct response on the presence of each item, whereas - indicates Respondents who clearly confirmed that the item is not in place.

* In Chile and Korea, the drills are related not only to earthquakes but also to other types of disasters (volcano, explosion, and flood etc.)

** New Zealand has an annual national earthquake drill that is wider than just schools. The Ministry of Civil Defence & Emergency Management leads national drills and support regional or local drills periodically.

*** Thailand highlights the need for clear, measurable objectives for school earthquake safety, set by authorities. These should outline the key components of an effective safety programme, tailored to the specific context of each school or institution.

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

Element 6: Community awareness and participation

42. The Recommendation describes how galvanising the support of all members of the community can significantly reduce the vulnerability of communities to earthquakes (see Box 6). The purpose of this section is to explore the capacity of the national administration to perform duties related to improving community awareness and participation through the use of formal and informal communication tools, partnerships with school communities, community-based programmes and school-based curriculum and training.

Box 6. Community Awareness and Participation Element

Paramount to the success of a programme to improve the seismic safety of schools is the understanding and involvement of the community. All members of the community should understand the seismic hazard of the region, the vulnerability of existing school buildings, the consequences of not properly constructing new school buildings or improving the resistance of existing buildings, and the feasibility of improving seismic safety. In particular, those members of the community who are involved in the construction of school buildings need to understand why they are required to follow prescribed practices, and the consequences of their failing to do so. An effective community awareness effort will include:

- Programmes to raise public awareness and knowledge of the risk from earthquakes and other natural hazards.

- Educational programmes to transfer and disseminate technical knowledge and to explain risk in terms understandable to community stakeholders.
- Activities to empower the community to be part of, and contribute to, the reduction of seismic risk of schools.
- Use of school curricula to increase awareness of earthquake hazards and preparedness actions.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [OECD/LEGAL/0339].

43. Most Respondents noted significant community awareness and participation in school earthquake safety issues. As presented in Table 13, They reported that earthquake safety awareness and preparedness were incorporated into the curriculum at various educational levels. Fewer Respondents mentioned training programs for students and staff, such as in the following examples where such training is conducted. In Türkiye, following the February 6, 2023 earthquakes, 'Disaster Awareness and Preparedness' training was conducted in all provinces and pilot schools, especially in earthquake-affected regions. To ensure the sustainability of these efforts, a strong focus is directed towards securing funding to enhance disaster preparedness culture among individuals with special needs and strengthen the specialized capacities of the Search and Rescue Unit under the Ministry of National Education. In Costa Rica, a virtual consultation on 'Accelerograph Equipment for Monitoring Strong Earthquakes,' supported by the Seismic Engineering Laboratory (LIS)-UCR, was hosted. In 2024, 11,978 educational community officials, mostly educators, were trained. This training is part of the annual planning of activities, including virtual and in-person training, distribution of teaching materials, donations, and development of plans and protocols.

Table 13. Dissemination of information to school communities and other groups

	Australia	Belgium	Canada (BC)	Chile	Costa Rica	Croatia	France*	Greece	Israel	Italy	Japan	Kazakhstan	Korea	Mexico	New Zealand	Portugal	Romania	Slovenia	Thailand	Türkiye	United States
Information on school seismic safety is available online			●	●	●	●	●	●		●	●	●	●	●	●	●	●	●		●	●
The curriculum includes earthquake safety awareness and preparedness			●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	-	●	
Training related to earthquake safety is mandatory for teaching and non-teaching staff			-		●	●	●	●	●	●	●	●	●					●	●		●
Training related to earthquake safety is mandatory for students			-			●	●	●	●	●	●	●		●	●			●	●		

Note: Blank cells reflect the absence of a direct response on the presence of each item, whereas - indicates Respondents who clearly confirmed that the item is not in place.

* For students in France, training related to earthquake safety is part of training related to major risks and is mandatory, specifically in regions with high seismic risks (such as les Antilles for example).

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

44. The following table presents illustrative programmes introduced by each Respondent, aimed at reducing seismic risk in schools and enhancing earthquake awareness and risk knowledge (see Table 14).

Table 14. Examples of Programmes for Reducing Seismic Risk in Schools and Enhancing Earthquake Awareness and Risk Knowledge

Canada	In British Columbia, school districts in Vancouver, Surrey and Richmond have dedicated Project Offices established utilizing school district staff to co-manage seismic projects in those specific areas.
Costa Rica	The OVSICORI-UNA Earthquake Alert app, available on Google Play and the App Store, provides earthquake warnings in various sectors. This app issues alerts in red, orange, and green, making it especially valuable in areas with high seismic activity where quick response times are crucial.
Croatia	The Civil Protection Directorate continuously implements projects to raise awareness, develop educational events and materials, and disseminate them. Special attention is given to children and youth. Civil protection officials regularly visit schools to raise awareness, educate, and organize evacuation exercises in each county. One notable project, 'On the Road to Disaster Risk Reduction' (EU funded), included a campaign with cartoons, an earthquake model, and a mobile earthquake simulator. These tools are still used to raise awareness across Croatia.
Greece	Earthquake Planning and Protection Organization (Ministry of Education) holds awareness training seminars, campaigns, and produces materials and videos in cooperation with schools (Ministry of Education) and regional authorities (municipalities). These efforts aim to inform students, teachers, and the general public, thereby reducing the seismic risk in schools.
Japan	A middle school in Saiki City collaborates with the local community to raise disaster prevention awareness and provide practical disaster management education. Students visited the area affected by the 2011 Great East Japan Earthquake and volunteered for various activities. This experience inspired them to help local residents remove sand after a typhoon. About 72% of the students participated in local disaster drills, and 83% of those students did so with their families. These proactive efforts significantly raised disaster prevention awareness among local residents.
Kazakhstan	The UNDP and the Ministry of Emergency Situations (UNDP/BCPR/DRU project), with the aim of creating sustainable local community capacities, developed and implemented educational modules for students (cartoons, multilingual brochures), pilot seminars for teachers in areas of increased seismic activity, and increased involvement of schools in risk management. Local schools, including pilot educational institutions (4 schools in Almaty and 6 rural ones) participated.
Korea	Schools practice fire-fighting procedures with local fire stations regularly, which helps educate students about earthquake safety. These practices are established as Fire Safety Management Regulations in public institutions. Additionally, some schools have safety experience classrooms where safety-related education is conducted with support from local government.
Latvia	Latvia is not in a seismically active zone, so there are no national policies or programs specifically for informing schools or other groups about seismic safety. However, schools and other societal groups are informed about emergency actions through briefings, media, regulations, and other means. Communication between specialized organizations and the community, including schools, includes information on seismological studies on the website of the Latvian Environment, Geology and Meteorology Centre, periodic media publications, conference materials from the University of Latvia, and other publications.
Mexico	The National Institute of Educational Physical Infrastructure (INIFED) collaborated with the Institute of Engineering of the National Autonomous University of Mexico (UNAM) and the World Bank on 'Advisory Service for the Recovery of School Infrastructure in Mexico Affected by the Earthquakes of September 2017.' Additionally, another agreement was made on 'Study for the Evaluation and Control of Geotechnical Risks in the Schools of the National Institute of Educational Physical Infrastructure in the Valley of Mexico.'
New Zealand	The New Zealand Natural Hazards Commission (NHC) has a public education programme which includes initiatives aimed at developing hazard awareness and understanding among school students. These include support for school visits to the national museum of New Zealand 'Te Papa', where students take part in one of two education programmes – "Papatuanuku: Our Earth Stories" or "Disasters!". "Papatuanuku" explores the science of New Zealand's landforms through plate tectonics, earthquakes and volcanoes. "Disasters!" teaches students the causes, effects, and outcomes of many New Zealand disasters. Students also learn how to best to prepare at home and at school. Additionally, NHC sponsors development and delivery of an annual virtual field trip that school students from throughout New Zealand can participate in online. The virtual field trip usually focuses on the hazards in a particular region and uses local experts, communicating with students through online video and audio feeds, to explore the science of the hazards and associated mitigation and preparedness.
Portugal	Partnership between the Directorate General for Education, the Directorate General for Schools and the National Authority for Emergency and Civil Protection (ANEPC) aims to develop a safety culture and related procedures to ensure schools can effectively respond to earthquakes threats. Training programs focus on improving safety assessment procedures.
Romania	Partnership between the Department for Emergency Situations and General Inspectorate for Emergency Situations and the Ministry of Development, Public Works and Administration (MoDPWA) organized the webinar 'Young Generations – Factor of Change in Disaster Risk Reduction,' focused on exchanging best practices among decision-makers, experts, and the general public. Representatives of MoDPWA presented on seismic risk reduction in schools from an investment perspective through the National Investment Program 'Safe and Healthy Schools.'
Slovenia	The POTROG projects (POTROG 2 and 3) created the special portal POTROG Pripravljene na potres which operates under the

	Ministry of Defence and the Administration for Civil Protection and Disaster Relief. The portal aims to strengthen the preparedness of people and institutions for earthquake hazards, and collaborates with several contractors, including the Institute for Construction, the Slovenian Environment Agency (ARSO), and the Water Science Institute.
Türkiye	Universities conduct structural assessments of school buildings under established formal protocols. The 'Risk AI' Project is conducting earthquake risk assessments of school buildings in all 81 provinces of Türkiye.

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated. Only Respondents who provided substantial responses are included in the table.

Element 7: Risk reduction in new and existing schools

45. The Recommendation describes how knowledge of land use and seismic hazard maps, and identifying and addressing the most vulnerable buildings as a priority can significantly reduce the risk of building collapse (see Box 7 & Box 8). The purpose of this section is to describe the capacity of national administration to perform duties related to improving elements of risk reduction in new and existing educational facilities.

Box 7. Risk Reduction Element for New Facilities

Verified procedures currently exist to ensure good seismic performance of school buildings and their contents, and the implementation of such procedures is feasible. The following components are needed in a risk reduction element for new facilities:

- Determination of seismic hazard in the region and development of seismic hazard maps.
- Development of performance criteria and codes suitable to the culture and economic conditions of the region with recognition of the fundamental societal importance of schools and the shelter function of school structures in post-disaster emergencies.
- Development of simple regulations, or best construction practices, for regions where such an approach may have an immediate impact on seismic safety (e.g. simple, low-cost education facilities in rural regions of developing countries).
- Training and education of professionals, technicians and the construction workforce.
- Target dates for implementation of construction standards recognising the different levels of current practice in different countries.
- Effective building codes and regulations, and rigorous enforcement of these regulations.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)].

Box 8. Risk Reduction Element for Existing Facilities

To reduce the seismic risk of existing school buildings, it is important to understand why this risk exists and what actions can be taken by the community to eventually reduce the risk. Community values, economic conditions, financial possibilities and the type of

building materials available in the region should be considered when developing and implementing a risk reduction plan.

Key ingredients for an effective risk reduction element for existing facilities include:

- Determination of the seismic hazard and preparation of hazard maps.
- Assessment of risk to existing schools and their contents.
- Evaluation of the consequences of not taking corrective action.
- Development and implementation of technical guidelines to improve performance of existing facilities during earthquakes (e.g. methods and procedures to estimate forces and displacements of the structure and predict damage, acceptable margins of safety or confidence, proper use of building materials, and monitoring of the construction processes).
- Formulation of an action programme based on availability of funding, human resources and their qualifications, existing infrastructure and the operational structure of the community.
- Prioritisation and risk reduction plan implementation, considering financial and human resources and the role of school buildings in post-disaster emergency management.
- Monitoring of effectiveness of plan implementation.

Given the magnitude of the retrofitting task in many countries, responsible officials should establish time schedules and priorities to retrofit at least those facilities deemed to be at the highest risk. While several decades may be needed to complete implementation of a school seismic retrofit programme, work on the facilities at greatest risk can be undertaken on a priority basis over a much shorter period.

Source: OECD Recommendation Concerning Guidelines on Earthquake Safety in Schools [[OECD/LEGAL/0339](#)].

46. Table 15 summarizes the features of risk reduction in new and existing schools, including seismic hazard maps, technical guidelines, and school assessments. While almost all Respondents have seismic hazard maps, fewer responded that these maps are consulted when selecting a site for a new school. One example where such consultation does take place is in France, where the Ministry of the Environment draws up and updates the seismic risk zoning map. The conditions for issuing building permits and making project owners responsible include knowledge of the risks and the nature of the soil and subsoil.

47. Moreover, in most cases, schools are not routinely assessed for seismic risk. In Slovenia, for example, while schools are not regularly evaluated for seismic vulnerability, there is close monitoring of school buildings for wall cracks or similar structural damages. In Japan, the Ministry of Education, Culture, Sports, Science and Technology demands seismic capacity evaluations for school buildings. As a result, 99.95% of public and 100% of national school facilities have undergone secondary seismic diagnosis.

48. Although nearly all Respondents have technical guidelines to reduce the risk of structural damage during earthquakes, fewer have published guidelines to reduce the risk of non-structural damage. In Greece, reducing non-structural damage in schools during earthquakes is a major priority. The Earthquake Planning and Protection Organization has issued guidelines to control the non-structural vulnerability of buildings, providing a first step in identifying and addressing these risks.

49. Regional differentiation in the application of performance criteria, codes, and construction practices based on seismic risk is reported by few countries. In Mexico, legislation includes four seismic zones, divided based on soil type and risk level. These zones are reflected in the seismic design spectra, considering past seismic events, thus minimizing the probability of extraordinary events exceeding expected scenarios and causing misfortune in school facilities designed under this code. In Kazakhstan, the criteria for designing and constructing buildings, including schools, account for regional differences in seismic hazard through a zoning system and state building regulations (GOS). The country is divided into zones with varying seismic activity (from 6 to 9 points), each with specific technical requirements for construction, foundation depth, reinforcement, and connections, adapting design solutions to regional geological conditions. In contrast, countries like Japan and Korea do not differentiate building standards based on regional earthquake risk, despite differences in earthquake risk between regions.

Table 15. Risk reduction in new and existing school facilities

	Australia	Belgium	Canada (BC)	Chile	Costa Rica	Croatia	France	Greece	Israel	Italy	Japan	Kazakhstan*	Korea	Mexico	New Zealand	Portugal	Romania	Slovenia	Thailand	Türkiye	United States	
The Respondent has updated seismic hazard maps	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●	●
The seismic hazard of the region is considered when selecting the site for a new school				●	●	-	●	●		●	●	●	-	●	●		●	●		●		●
Schools are routinely assessed for seismic risk			-	-	●	-		●		●	-	●	-	-	-	-	-	-	-	-		
Technical guidelines* are used to reduce the risk of structural damage during earthquakes	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●	●	●	●		●	●
Technical guidelines are used to reduce the risk of non-structural damage during earthquakes			●	●	●	-		●		●	●	●	●	●	●		●	●				
A general risk reduction plan guides the processes of risk assessment, prioritisation of vulnerable schools, guidelines for improving school performance, etc.	●		●	-	●	-	●	●		●	●	●	●	●	●	●	●	●	●		-	
Building performance criteria, codes and construction practices make provision for regional differences of seismic hazard			●	-	●	●	●	●		●	-	●	-	●	●	●	-	●				

Note: Blank cells reflect the absence of a direct response on the presence of each item, whereas - indicates Respondents who clearly confirmed that the item is not in place.

* In Kazakhstan, regular and systematic seismic risk assessment in schools is not yet carried out everywhere. Nevertheless, in regions with high seismic activity, school buildings are periodically inspected for earthquake resistance.

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated.

50. The following table presents brief overview of risk reduction plan required by each Respondent (see Table 16).

Table 16. Overviews of Risk Reduction Plan

Canada	Risk assessments coordinated through the Engineers and Geoscientists British Columbia have determined a list of schools classified as High 1, High 2, or High 3 categories of risk. High 1 schools have the highest vulnerability, etc.
Chile	While there is no national plan, each school has a Plan Integral de Seguridad Escolar (PISE), which serves as a coordinating tool for safety programs targeting the educational community. It promotes a culture of preparedness through collective awareness of self-care and risk management. PISE aims to reduce vulnerabilities and risks, and strengthen organizational and resource capacities to prevent or mitigate the impact of threats within schools and their surroundings, fostering a safer and more resilient community. Risk prevention specialists also contribute to reducing risks in schools, but their work requires broader deployment, increased capacity, more personnel, and integrated coordination.
Costa Rica	Under the new institutional macro-process, the Boards of Education or individual schools prioritize infrastructure needs and submit their requests through Circuit Supervisors. These supervisors then channel the information to the Regional Education Directorates, which consolidate and forward the formal requests to the Ministry of Public Education's Directorate of Educational Infrastructure (DIE) using a prioritized technical format. The DIE assesses feasibility, conducts technical visits when necessary, and validates the information for inclusion in the annual works planning. This planning is updated annually and integrates variables such as structural condition, operational risk, social vulnerability, enrollment, impact on educational services, and regulatory compliance. The procedure ensures traceability, territorial equity, and a technical response aligned with the institutional budgetary framework.
Croatia	There is no general risk reduction plan to guide the processes of risk assessment, prioritization of vulnerable schools, or guidelines for improving school performance in Croatia. However, the Technical Regulation for Building Structures (Tehnički propis za građevinske konstrukcije – NN 17/17, 75/20, 7/22) includes provisions for structures, including schools, which stipulate measures to be undertaken if an existing building does not comply with current legislation.
France	A key priority of the Antilles Earthquake Plan is to focus on the region most at risk, concentrating much of the State's financial and human resources on public educational institutions managed by local authorities. The State has decided to provide substantial support to financially fragile communities, particularly municipalities. This initiative, as an expression of national solidarity, aims to urgently reinforce or rebuild school buildings vulnerable to earthquakes. To guide these efforts, diagnostic assessments of schools have been conducted to identify which buildings require reconstruction and which can be renovated.
Greece	The Earthquake Planning and Protection Organization, as part of the National Risk Reduction Plan, focuses on identifying and upgrading the most vulnerable school facilities and improving the preparedness of school communities. Additionally, the General Plan for Responding to Emergency Needs and Managing the Consequences of Earthquakes, along with the corresponding Plans of the Regions and Municipalities, are activated and implemented after the locally competent Mayors, Deputy Regional Governors, and Regional Governors have been informed about the earthquake's consequences by the local services of E.L.A.S. (Greek Police). These services are responsible for officially informing the Unit of Involved Agencies (Unit3-COMPRES) of E.S.K.E.D.I.K. (Single Operations and Crisis Management Coordination Center) and the involved agencies about the prevailing situation in their area of responsibility after the earthquake.
Italy	Improving the identification of priorities.
Japan	The plan outlines several actions that the Ministry of Education, Culture, Sports, Science and Technology should take to address seismic hazards. These actions include establishment of disaster management plan (formulation of disaster management plan in schools, creation of correspondence manual), disaster prevention education, training on disaster prevention, measures against disaster to facilities and equipment, increase in efficiency and strengthening of research activities about disaster prevention, collection and transfer of information about occurrence of an earthquake, publicity work at the time of a disaster, safety measures in schools at the time of a disaster, emergency measure about education, security of dangerous objects at the time of a disaster, cooperation in disaster victims' relief activities, establishment of disaster restoration office organization, restoration of facilities and equipment, resumption of educational research activities, standard of formulation of a local plan for disaster management, etc.
Kazakhstan	Kazakhstan has a comprehensive plan for developing its seismological industry from 2024 to 2028. The plan aims to develop 15 seismic zoning maps in earthquake-prone regions, reduce the seismic risk of the most vulnerable construction sites, install 285 seismic stations, assess the seismic risk of settlements and critical facilities, amend regulatory acts to strengthen control over building construction and operation, and increase material and technical support to improve the quality of seismological surveys, observations, and data analysis. The programs are implemented in fragments and depending on regional budgets, specialist availability, and local initiatives, including international projects (e.g., those supported by UNDP). The main difficulties in developing a comprehensive risk reduction plan for schools include the lack of a unified database on facility vulnerability, coordination between sectors (education, construction, emergency situations), and limited financial and human resources. Nevertheless, efforts are underway at the national level to digitalize school infrastructure, which in the future will create the basis for a more systematic and integrated approach to risk management.
Korea	Ministry of Education prepares "seismic design criteria of school facilities" and its subordinate regulation "manual of evaluating seismic performance of school facilities and repairing" in order to ensure the earthquake safety of school facilities. Technical guidelines are used at each stage such as evaluating performance, design, and construction.
Latvia	Since Latvia is not in a seismically active zone, there is no overall risk reduction plan. However, discussions have been held between the Latvian Environment, Geology and Meteorology Centre and the State Fire and Rescue Service regarding the evaluation of possible seismic risks. Measures for the introduction of seismic risk reduction through seismic microzonation in areas with maximum seismic impact (based on Latvia's 2007 seismic zoning maps at a scale of 1: 2 500 000) could be evaluated. For this purpose, mobile portable observations systems will be necessary.

Mexico	<p>Reducing disaster risk in educational infrastructure involves addressing two main factors: vulnerability, which refers to the physical and functional condition of buildings, and exposure, which relates to the surrounding environment and location of the buildings. Human actions can significantly influence the magnitude and impact of disasters.</p> <p>To assess vulnerability and exposure in school infrastructure, a national diagnostic assessment is conducted. This assessment forms the basis for developing investment programs and disaster risk reduction strategies. Based on the results, multiple investment programs have been launched to strengthen resilience by improving the physical quality and safety of school buildings.</p>
New Zealand	<p>The Ministry of Education and its Engineering Advisory Group have systematically worked through a programme of work to improve the understanding of timber framed buildings. This has included the production of evaluating timber framed school buildings, detailed reviews of a range of standard timber framed classroom blocks, and destructive testing of two typical types of timber framed classroom blocks. This work was built upon the lessons from the Canterbury earthquakes.</p> <p>The overall programme of work confirmed that timber framed buildings with older glazed facades have a strength and resilience significantly in excess of their calculated capacity. These types of buildings are generally not earthquake-prone.</p> <p>While these assessment programmes have formally ended, the Ministry continues to actively manage the seismic resilience of its property portfolio, incorporating seismic risk review into future asset investment decisions (e.g. building redevelopment). The Ministry has developed a formal Seismic Policy and Seismic Risk Management Procedure document, which was issued in August 2025.</p>
Portugal	<p>The Public Secondary Schools Modernization Program is a plan to modernize all secondary school buildings in Portugal, thus contributing to reduce the seismic risk in these school buildings.</p>
Romania	<p>The National Strategy for Seismic Risk Reduction includes short, medium, and long-term action plans targeting interventions within seismic risk reduction programs, raising awareness, and educating all involved actors. For investment programs in priority public sectors like education and health, the strategy proposes guidelines for prioritizing based on criteria and methodology. These elements were considered in designing the National Investment Program 'Safe and Healthy Schools.'</p>
Slovenia	<p>Anti-seismic construction requirements and established procedures for assessing and reconstructing structures damaged by earthquakes are the most significant measures for reducing structural damage.</p>

Source: Responses to the self-evaluation questionnaire as reported by 2025. For Respondents to the 2020 Report, their submissions remain valid unless updated responses were provided in 2025 or a change in position was officially communicated. Only Respondents who provided substantial responses are included in the table.

3. Dissemination

51. As of 2025 and since the adoption of the Recommendation in 2005, the number of Adherents has increased from thirty to thirty-nine.

52. Based on input received from Respondents in 2025, it has been confirmed that, in addition to the measures reported in the 2020 Report, the following actions have been undertaken by four Adherents (Canada, France, Italy and Kazakhstan) to disseminate the Recommendation, primarily within the relevant ministries, levels of government, and other pertinent public institutions.

- **Canada:** In British Columbia, the Ministry of Education works closely with education sector partners to disseminate recommendations for school safety. The British Columbia (BC) Education Sector Integrated Response Plan for Catastrophic Earthquake, which outlines plans to coordinate operations across a range of stakeholders—from individual schools to government bodies—was developed by 2017 in conjunction with partners in the emergency management sector to provide recommendations and resources that support incident planning and response for the BC school system. In addition to internal dissemination, making this information publicly available on government websites has enabled external stakeholders to access it, thereby supporting broader dissemination efforts to relevant actors beyond the public sector.
- **France:** The dissemination of the Recommendation internally to the relevant ministries is carried out by the General Secretariat for European Affairs, the body responsible for interministerial coordination on European and OECD-related matters. Within the Ministry of National Education itself, the Recommendation is shared through multiple internal communication channels, including a staff newsletter, the official website, and targeted email messages sent by the Delegation for European and International Relations and Cooperation (DREIC), which oversees coordination on European and international affairs.
- **Italy:** The Recommendation is disseminated to relevant stakeholders across ministries, various levels of government, and applicable public institutions.
- **Kazakhstan:** The Recommendation is disseminated through interdepartmental working groups, official letters, and its inclusion into regulatory and strategic documents. It is also communicated via seminars and meetings involving the participation of relevant ministries (Education, Emergency Situations, Industry, Health).

53. Moreover, Croatia and Romania, among the accession candidate countries that responded to the self-evaluation questionnaire, reported having undertaken internal efforts to disseminate the Recommendation.

- **Croatia:** The Ministry of Science, Education and Youth disseminates the Recommendation to all relevant ministries and stakeholders through internal communications, coordination meetings, official circulars and digital platforms.
- **Romania:** The Ministry of Education has consulted with the Ministry of Local Development and the Ministry of the Interior in relation to the

Recommendation, and a cross-government approach is taken into account when developing relevant strategies.

4. Summary and conclusions

54. This section presents the summary of key findings and conclusions of the 2025 Report in the fields of implementation, dissemination and continued relevance of the Recommendation.

Implementation

55. Several key findings on the implementation of the Recommendation to date are worth highlighting.

56. In terms of seismic risk and capacity, some Respondents present higher levels of earthquake risk than others, a factor which is usually reflected in policy priorities in this area and different capacities for implementing the Recommendation.

57. Respondents have made further progress in addressing the seven major elements of the Recommendation—showing even greater advancement compared to the 2020 Report, which had already demonstrated notable improvement. Nonetheless, in most Respondents, additional efforts are required to achieve full implementation of all components outlined in the Recommendation framework.

58. In terms of institutional structure and legal frameworks, nearly all Respondents share three core elements: legislation on seismic strengthening standards for schools; designated authorities with legislated responsibility for implementing school seismic safety policy; and programmes focused on identifying and strengthening vulnerable schools. However, there is room for further progress in the area of formal evaluations of national or publicly funded programmes aimed at guiding disaster risk reduction in the education sector. Such evaluations can play a critical role in shaping future programmes to be more targeted and effective in reducing disaster risk.

59. Nearly all Respondents have identified a range of stakeholders and agencies responsible for implementing school seismic safety policies. However, the coordination structures between these actors vary considerably across countries. Notably, some systems lack an independent agency or mechanism separate from those responsible for planning, designing, constructing, and financing school infrastructure. This presents an opportunity for improvement, as independent oversight mechanisms help ensure the long-term structural and functional integrity of school facilities by reinforcing public accountability.

60. Most Respondents have adopted building codes, standards, and regulations informed by current scientific research and international best practices. While most Respondents report mechanisms for reviewing building codes and have clearly defined procedures for enforcement, the frequency and regularity of these reviews vary. Only a subset of countries conducts periodic, scheduled reviews.

61. In most Respondents, professionals involved in the planning, design, and construction of schools are required to hold a tertiary-level qualification, be members of recognised professional organisations, and possess knowledge of seismic design. In contrast, the availability of non-mandatory continuing education or training for such professionals remains limited, suggesting potential for further development to strengthen ongoing professional capacity.

62. Almost all Respondents reported that emergency or school disaster plans are in place across schools, alongside post-earthquake response protocols. Earthquake drills are regularly conducted, typically at the individual school level, and adjusted according to local

seismic risk. In Respondents with high seismic risk, there is generally a high level of community awareness and participation. Expanding the use of diverse communication channels for disseminating post-earthquake information—as seen in some countries—could further improve coordination among stakeholders during emergencies.

63. In most Respondents, information on school seismic safety is publicly accessible online, and earthquake safety awareness and preparedness are included in the school curriculum. However, the availability of mandatory earthquake safety training for school staff and students varies significantly. While efforts to improve information dissemination continue, strengthening training requirements may be a critical next step to deepen practical and technical knowledge of seismic safety among school communities.

64. Although seismic hazard maps are available in nearly all Respondents, only some countries consistently consult them when selecting sites for new schools. Similarly, routine seismic assessments of existing school buildings are conducted in only a few countries, often because others assume that a one-time assessment is sufficient. While most Respondents have technical guidelines for reducing structural damage, fewer address non-structural risks, though the number is growing. In most cases, a general risk reduction plan guides school safety assessments. However, only a limited number of Respondents incorporate regional variations in seismic hazard into building performance criteria, codes, and construction practices.

Dissemination

65. Based on the input received in 2025, it was confirmed that six Respondent countries disseminate the Recommendation internally in addition to those confirmed in the 2020 Report, and one externally (see also paragraphs 52 and 53). Several other Respondents provided suggestions on both the intended recipients of future dissemination and the strategies to improve its reach and impact.

66. Chile acknowledges the need for broader dissemination among professional teams and public policy decision-makers to strengthen internal communication.

67. Costa Rica suggested improving dissemination both internally (primarily to the operational-level technical bodies of the Ministry of Public Education) and externally.

68. Greece considers it important to inform the Recommendation to not only other directorates of the Ministry of Education, Religious Affairs and Sports, but also other ministries and competent public authorities. Greece also consider that it could be helpful if the Secretariat could forward the Recommendation to the Ministry's Central Office and the Secretary General's Office. For external dissemination, it is believed that awareness-raising campaigns, educational materials, and school-based activities should be leveraged to inform the school community, the general public, and other targeted groups.

69. Italy suggested disseminating the Recommendation externally by leveraging web-based tools.

70. Kazakhstan considers that awareness of the Recommendation at the regional and local levels remains insufficient. To address this, dissemination efforts should be reinforced through local executive bodies responsible for updating the material and technical infrastructure of educational institutions, as well as through education and emergency departments. Additionally, leveraging online platforms and organizing training events for local specialists are seen as effective measures to improve outreach and understanding.

71. For Slovenia, more systematic dissemination of the Recommendation among key stakeholders, particularly the Ministry of the Environment, Climate and Energy, the

Ministry of Natural Resources and Spatial Planning, the Ministry of Education is considered necessary. Regarding external dissemination, convinced of the Recommendation's global relevance, Slovenia advocates for its broader dissemination to relevant international actors including the EU, so that earthquake safety is adequately recognised as an investment priority in seismic-risk countries. This aligns with the United Nations Sustainable Development Goals, particularly the targets related to resilient infrastructure under SDGs 9 and 11.

72. Consistent with the 2020 Report, and based on good industry practices and proposals by the Respondents, Adherents could consider implementing a number of practices to improve awareness of the Recommendation. Translation of the Recommendation and/or the report is required in many cases. Inserting the links to the Recommendation and the reports from the OECD webpage into the Respondents' Ministry of Education website is another possible action. Organising events with educational/informational character is important, such as meetings with experts, seminars, workshops and webinars.

73. Also reiterated from the 2020 Report, the Secretariat welcomes any proposal to participate in national and/or international events organised by the Adherents and the OECD observers, such as the World Bank, the European Development Bank, the Inter-American Development Bank and the Council of Europe Development Bank in order to promote the Recommendation and the report to a broader audience.

Continued relevance

74. In 2025, a total of fourteen Respondents replied to questions regarding the continued relevance of the Recommendation: Canada; Chile; Costa Rica; Croatia; Greece; Italy; Japan; Kazakhstan; Korea; Latvia; Mexico; New Zealand; Romania and Slovenia. Of these, four are among the sixteen countries in the world where more than 70% of all damaging earthquakes have occurred since 1990 (Greece, Italy, Japan and Mexico).

75. Table 17 presents a summary of the key findings on the relevance of the Recommendation and outlines future needs for both internal and external dissemination.

Table 17. Responses related to the continued relevance of the Recommendation

	Canada	Chile	Costa Rica	Croatia	Greece	Italy	Japan	Kazakhstan	Korea	Latvia	Mexico	New Zealand*	Romania	Slovenia
The Recommendation continues to be relevant	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Preparing for earthquake (either through The Recommendation or not) helps make the education more resilient to external shocks more generally	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Internal dissemination of the Recommendation should be improved by Adherents		●	●		●			●	●					●
External dissemination of the Recommendation (vis-à-vis non-Adherents and relevant stakeholders such as non-governmental actors) should be improved			●		●	●		●	●					●

Note: Blank cells denote that no direct response was provided for the respective proposition.

* In New Zealand, the Recommendation is not used extensively by the Ministry of Education to inform policies on seismic resilience in school buildings. This is governed by the relevant legislation, the Building (Earthquake-prone Buildings) Amendment Act 2016. However, they are interested to hear what other countries are doing to identify areas where we may make improvements, and contributing to that body of work to assist other countries as well.

Source: Responses to the self-evaluation questionnaire as reported by 2025.

76. Nearly all Respondents who addressed this section agreed that the Recommendation remains relevant, and preparing for earthquake in general helps make the education sector more resilient to external shocks. Table 18 consolidates the responses submitted by Respondents regarding the latter point.

Table 18. Earthquake Preparedness for Broader Resilience

Canada	In British Columbia, the Ministry of Education believes that implementing earthquake preparedness measures contributes to greater resilience for schools, districts, authorities, and childcare centres.
Costa Rica	Comprehensive risk management in the face of emergencies, disasters, and social risk in the Ministry of Education (MEP) is crucial, as the education system has faced unique challenges in recent years that have generated gaps in teaching and learning processes. Adverse events of natural, socio-natural, and anthropogenic origin, such as floods, landslides, earthquakes, high levels of civil insecurity, social movements, and even a pandemic, have highlighted the need to contribute to risk reduction, prepare or strengthen preparedness and response actions, and promote emergency recovery actions within the educational community.
Croatia	Preparing for earthquake safety has significantly contributed to making the education system more resilient to external shocks more generally. The processes involved—such as risk assessment, emergency planning, infrastructure strengthening, and stakeholder training—have built a foundation for broader crisis preparedness and response.
Greece	The design and the implementation of the earthquake safety initiatives by the e Earthquake Planning and Protection Organization has contributed to the overall resilience of the school community against earthquake disasters and external shocks.
Japan	The Ministry of Education, Culture, Sports, Science and Technology has created guidelines for developing school disaster preparedness manuals in order to ensure the safety of children and students in the event of earthquakes and tsunamis. Each school is expected to establish and enhance its own disaster preparedness manual, taking into account local characteristics and the specific needs of its students. In addition, we believe that earthquake resistance measures are important because school facilities are places for students to learn and live, and they also serve as evacuation centers for the community in the event of a disaster.
Kazakhstan	Seismic safety training has helped strengthen the resilience of the education system as a whole, as it has developed response mechanisms, interagency cooperation, and increased school preparedness for various emergencies, not only earthquakes schools, and sustainable financing are particularly relevant.
Mexico	Article 3 of the Political Constitution of the United Mexican States (CPEUM) states that educational establishments constitute a fundamental space for the teaching-learning process, and that the State shall guarantee that teaching materials, educational infrastructure, their maintenance and the conditions of the environment are suitable and contribute to the purposes of education. It has been recognized that INFE has a positive influence on student motivation, improving their hygiene practices and health, increasing their sense of security and attendance levels, which together have an impact on their academic achievement, in addition to improving teaching-learning processes. Therefore, it is essential in the educational task to have an INFE made up of safe, dignified, illuminated, ventilated spaces and with sufficient equipment to develop daily educational dynamics.
New Zealand	Preparing for earthquake safety provides a useful platform for improved general hazard and risk understanding and preparation. Also, an improved understanding of how buildings may perform in an earthquake and how their performance can be improved by specifying design requirements has resulted in a broader awareness and discussion on design standards that align with long term property objectives.
Romania	The school infrastructure is of great importance not only for the beneficiaries but also for the whole community.
Slovenia	On July 11, 2025, the Regulation on the Implementation Plan for SPRS2050 until 2034 was adopted (the Regulatory Part of the Official Gazette of the Republic of Slovenia, 053/2025). The plan includes a proposal for the sustainable renovation of buildings from 2024 to 2026. This measure, NEPN M19.4, incorporates earthquake safety considerations, reflecting Slovenia's conviction that strengthening earthquake preparedness is essential not only for seismic risk reduction but also for enhancing overall resilience and sustainability. The Ministry of the Environment, Climate, and Energy (MOPE) is leading the activity. From 2028 to 2034, the plan also includes activity 2.3c, which provides recommendations and guidelines for the urban and architectural planning of educational buildings and their outdoor spaces.

Source: Responses to the self-evaluation questionnaire as reported by 2025. Only Respondents who provided substantial responses are included in the table.

77. Finally, a few Respondents provided specific suggestions regarding the content of the Recommendation. As in the 2020 Report—which noted the value of accommodating strategies applicable not only at the national level but also across a range of stakeholders, and of expanding the scope beyond earthquakes to include other types of disasters—the following two areas of enhancement were primarily suggested:

- a. **Support for effective implementation in diverse contexts:** To enable more effective implementation in countries with varying levels of development,

additional support is needed in the form of practical guides tailored to local conditions, technical assistance, and examples of successful implementation models. Furthermore, recommendations related to intersectoral coordination, the prioritization of vulnerable schools, and sustainable financing mechanisms were highlighted as particularly important [suggested by Kazakhstan].

b. Expanding the scope to include other types of disasters

- i. Emphasizing the interrelations between safety and other requirements in construction and renovation of school buildings, to support the development of national and international investment policies that would adequately integrate all the requirements throughout a project [suggested by Slovenia].
- ii. Exploring the connections between earthquake risks and not only climate change but also other types of disasters that threaten school buildings—some of which are intensified by climate change. These include floods combined with landslides (as experienced during the August 2023 floods in Slovenia), fires (particularly on roofs equipped with photovoltaic panels), and extreme winds (e.g., roofs being lifted during severe storms). These hazards are considered critical due to their potential to cause multiple, compounding damage risks following earthquakes [suggested by Slovenia].
- iii. Addressing anthropogenic impacts from powerful seismic sources, such as schools located near industrial quarries in which the mining of minerals takes place using blasting technology [suggested by Latvia].

Next steps

78. Overall, the Respondents have made some additional progress in implementing the provisions of the Recommendation. Nevertheless, as identified above, there are still areas where additional efforts could enhance and strengthen implementation, depending also on the seismic risk of each Adherent. In line with the recommended next steps outlined in the 2020 Report, Adherents could consider (i) engaging further in peer learning and sharing of best practices, and (ii) further promoting and raising awareness of the Recommendation nationally and internationally.

79. Furthermore, while it is important to note that a few Respondents reiterated proposals for revisions to the Recommendation—consistent with the 2020 Report—most Respondents did not request any specific changes or expansion of its scope. Given the largely unchanged nature of responses compared to those in the 2020 Report, it is proposed that the EDPC continue to assess the implementation of the Recommendation and report back to the Council in ten years' time rather than five, as the self-evaluation questionnaire results have remained largely stable over the past five years. An earlier report will be prepared, if developments in the field warrant it.