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DOCUMENT INDEX

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**Executive Secretary Assistant: A. Banda
SOUTH AFRICAN DEVELOPMENT COMMUNITY SECRETARIAT
SADC HOUSE
PLOT 54385
CENTRAL BUSINESS DISTRICT
GABORONE
REPUBLIC OF BOTSWANA
0001**

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DISCLAIMER

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ACRONYMS

ADPC	Asian Disaster Preparedness Centre
AIDS	Acquired Immunodeficiency Syndrome
CESA	Continental Education Strategy for Africa
CSC	Climate Service Centre
DRM	Disaster Risk Management
DRR	Disaster Risk Reduction
EIMS	Education Information Management Systems
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IMS	Information Management Systems
M&E	Monitoring and Evaluation
NDMA	National Disaster Risk Management Agencies
NGOs	Governmental Organizations
PDNA	Post Disaster Needs Assessment
RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SHD	Social and Human Development Directorate
SHOC	SADC Humanitarian and Emergency Operations Centre
TWG	Technical Working Group
UNDRR	United Nations Office for Disaster Risk Reduction
UNESCO	United Nations Educational, Scientific and Cultural Organisation

GLOSSARY OF TERMS

Climate means the average weather, or more rigorously, as the statistical description in terms of the mean and variability of relevant quantities over a period ranging from months to thousands or millions of years. The classical period for averaging these variables is 30 years, as defined by the World Meteorological Organization. The relevant quantities are most often surface variables such as temperature, precipitation and wind. Climate in a wider sense is the state, including a statistical description, of the climate system (IPCC, 2015);

Climate change means a change in the state of the climate that can be identified (e.g., by using statistical tests) by changes in the mean and/or the variability of its properties, and that persists for an extended period, typically decades or longer. Climate change may be due to natural internal processes or external forces such as modulations of solar cycles, volcanic eruptions and persistent anthropogenic changes in the composition of the atmosphere or land use" (IPCC, 2015);

Disaster risk means the potential loss of life, injury, or destroyed or damaged assets which could occur to a system, society or a community in a specific period of time, determined probabilistically as a function of hazard, exposure, vulnerability and capacity (United Nations, 2016);

Disaster risk management means Disaster risk management is the application of disaster risk reduction policies and strategies to prevent new disaster risk, reduce existing disaster risk and manage residual risk, contributing to the strengthening of resilience and reduction of disaster losses (United Nations, 2016);

Disaster risk reduction means the policy objective aimed at preventing new, reducing existing disaster risk, and managing residual risk, all of which contribute to strengthening resilience. Concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events (UNDRR, 2017).

Early Warning means the identification, interpretation and recognition of events that indicate potential emergency (UNDRR, 2017).

Early Warning System means an integrated system of hazard monitoring, forecasting and prediction, disaster risk assessment, communication and preparedness activities systems and processes that enables individuals, communities, governments, businesses and others to take timely action to reduce disaster risks in advance of hazardous events (United Nations, 2016).

Hazard means a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental

degradation. There are hazards of natural origin and those related to environmental and technical risks (UNDRR, 2016).

Policy means a set of ideas or a plans that is used as a basis for making decisions, especially in politics, economics or business (Collins, 2020);

Prevention means activities and measures to avoid existing and new disaster risks (Collins, 2020);

Reconstruction means actions taken to re-establish a community after a period of rehabilitation following a disaster. Actions might include the construction of permanent housing, the full restoration of all services, and the complete resumption of the operations of the pre-disaster state (UNDRR, 2017);

Resilience means the ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management (UNDRR, 2017);

Response means actions taken during or immediately after a disaster and /or the provision of emergency services and public assistance during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected (UNDRR, 2017);

Sustainable development means development that meets the needs of the present without compromising the ability of future generations to meet their own needs (IPCC, 2015).

Vulnerability means the conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards (United Nations, 2016).

1. INTRODUCTION

The incidences of disasters and their devastating impacts are increasing worldwide. These disasters are associated with increasing costs of addressing their impacts that impinge on socio-economic growth and sustainable development efforts. Education is one of the sectors that enhances sustainable development through facilitation of the attainment of critical knowledge.

Mainstreaming of Disaster Risk Reduction (DRR) in education entails the development of proactive actions to prevent or reduce the negative consequence of various risks and hazards in the education sector through operationalization of policies, and implementation of relevant interventions. Mainstreaming of DRR in education aims to influence the acquisition of knowledge and skills through adoption of risk integrated policies and programmes in the education institutions through the establishment of measures to promote awareness on the disaster impacts with a view to reduce the impacts. This DRR Mainstreaming Guideline provides a review of how current education policy frameworks strategies and programme implementation and provides guiding interventions to facilitate mainstreaming of DRR in the sector's policies, strategies, institutional organization, and implementation of regional and national programmes. It also provides a monitoring and evaluation framework with milestones and indicators to track progress in mainstreaming DRR in the education sector.

2. OBJECTIVES OF THE GUIDELINE

Mainstreaming DRR is a process of institutionalisation of policy objectives anticipatory of decreased exposure and susceptibility to the negative impacts of hazards with an aim to strengthen resilience and therefore sustainable development. The process is supported by organisational structures, practices, that are incorporated within development interventions:

“Mainstreaming DRR into the development planning process essentially means looking critically at each programme, activity, and project that is being planned, not only from the perspective of reducing the existing risks of disasters, but also from the perspective of minimising its potential contribution to creation of new risks of disasters.” (UNISDR, 2014).

The objective of the Guideline is:

To promote disaster risk reduction mainstreaming in the education sector in the SADC region and Member States.

Specifically, the guideline will:

- (i) Enable the integration of DRR in the regional and national strategic instruments and tools for the education sector;
- (ii) Facilitate risk sensitive programming and activity implementation with a view to reduce the existing risks of disasters, and prevent new risks from disasters; and
- (iii) Provide a framework for monitoring progress in the mainstreaming of DRR in the education sector.

3. IMPACTS OF DISASTERS IN THE EDUCATION SECTOR

Disasters that often occur in the region include droughts, floods, and landslides, as well as disease outbreaks such as the COVID-19 pandemic. These disasters damage education and knowledge facilities such as schools and other learning centres, resulting in increased costs of maintenance and disruptions in the provision of education services.

For example, according to the Tropical Cyclone Idai Post Disaster Needs Assessment (PDNA) for the Republic of Mozambique, 1372 schools and 10 cultural centres were affected. The impacts also affected 382,717 students and 9,616 teachers. Children lost months of school days.

Such disaster shocks result in several impacts especially on vulnerable pupils and those at-risk as, in the process some pupils eventually drop out of school due to loss of parents or other support systems. This also increases absenteeism from school as pupils have to attend to other urgent needs posed by disasters. Schools in most parts of the region form part of community development through school feeding programmes that cushion thousands of children from hunger. Disruption of schools programmes due to disasters also jeopardises such services, thereby putting many children at risk of starvation, exploitation and violence.

Poor site selection, design, or construction are some of the contribution factors that lead to damage and destruction of educational facilities and amenities by disasters. There is need to prioritise disaster response in the planning and programming of education facilities and amenities as well as in the implementation of education interventions.

4. REGIONAL FRAMEWORKS THAT PROMOTE DRR MAINSTREAMING

Disaster risk Management in the region is guided by a number of regional and global frameworks. These include:

4.1 The Regional Indicative Strategic Development Plan (RISDP)

The SADC Regional Indicative Strategic Development Plan 2020-2030 (RISDP) enlists education as critical for maintaining human capital that can drive and sustain regional integration and development through the acquisition of appropriate skills, knowledge and competencies. The RISDP also explicitly highlights that such development should be disaster risk responsive and aim to build resilience of both institutions and people.

4.2 The Protocol on Education and Training

The Protocol on Education and Training came into effect in July 2000 and gives effect to the areas of cooperation which had been undertaken through the Regional Implementation Plan on Education and Training 2007 to 2015 (SADC, 2009). The Protocol promotes and addresses areas of cooperation between Member States and addresses other cross-cutting barriers to education, such as the impacts of Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS). The Protocol also provides for education and training at different levels, including basic, intermediate and higher education, research and development and publishing of information promoted through lifelong training. It also for the establishment of the Regional Training Fund. It also advances equal opportunities and access of all genders to education, which is emphasized by the SADC Protocol on Gender and Development of 2008, and the SADC Gender Policy of 2009 that aim to promote inclusive undertaking in providing equal learning opportunities and education for males and females. The Protocol also promotes partnerships and sustainable financing for the education sector as key to the development of the relevant materials and funding for the education interventions.

The 2015 SADC Policy Framework on Care and Support for Teaching and Learning recommits Member States to act together as a community and realise the right to education for all people in the region, through the progressive development of education laws, policies and programmes, in particular with focus on the most vulnerable and disadvantaged sectors of the population.

4.3 Regional Resilience Building

The SADC Regional Resilience Framework 2020-2030 appeals for mainstreaming of resilience in development, and the framework lists the development of mainstreaming guidelines in development sectors including in the education sector, as a regional undertaking for realisation by 2030¹. On the other hand, the Sendai Framework for Disaster Risk Reduction 2015–2030 highlights critical gaps and challenges for tackling underlying disaster risk drivers focused along four (4) priority areas for action, which include:

- Understanding risk;
- Strengthening disaster risk governance to manage disaster risk;
- Investing in disaster risk reduction for resilience; and
- Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction.

¹ Regional Resilience Framework 2020-2030, Action Plan Priority Objective 1.2.

The Framework underscores the importance of mainstreaming DRR in various development sectors to strengthen the resilient service provision to sustainable development. It also states that Disaster Risk Management (DRM) policies and practices should be based on mapping of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment, and disaster risk governance at the national, regional and global levels, as central to effective management of disaster risks. Table 1 below, outlines the provisions of the Sendai Framework and SDGs that relate to the education sector.

Table 1: Sendai Framework and Sustainable Development Goals relating to Education in SADC

Agenda 2030 - SDG 4	<p>Goal 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p> <p>Target 4.a - Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.</p>
Sendai Framework for Disaster Risk Reduction	<p>Global target D: Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030.</p> <p>Global target E: Substantially increase the number of countries with national and local disaster risk reduction strategies by 2020.</p> <p>Global target G: Substantially increase the availability of and access to multi hazard early warning systems and disaster risk information and assessments to the people by 2030.</p>
Linkages to SADC Framework	<p>Article 3(f); “to work towards the reduction and eventual elimination of constraints to better and freer access, by citizens of Member States, too good quality education and training opportunities within the region.”</p> <p>Article 5(3); “Member States hereby agree that in order to eradicate illiteracy, each Member State shall strive to provide universal basic education providing for at least nine years of schooling.”</p> <p>Article 3(e): “to promote and co-ordinate the formulation and implementation of policies, strategies and programmes for the promotion and application of science and technology, including modern information technology and research and development in the region.”</p>

5. GAPS IN DISASTER RISK REDUCTION IN EDUCATION

Mainstreaming serves two purposes; the first to ensure that development is protected from existing and future disaster risk through DRR elements, and the second to ensure that development does not increase existing and future levels of disaster risks. There are several gaps that have been noted with DRR Mainstreaming in the SADC region and Member States that include, governance, institutional arrangements, structural and programming.

5.1 Governance

While the SADC Policy on Education and Training and the 2015 SADC Policy Framework on Care and Support for Teaching and Learning refers to long-life learning and training it does not provide the strategic guidance and interventions to address disaster risk reduction in the sector. There is need for strategic guidance for DRR mainstreaming through the review of sectoral policies, legal frameworks, strategies and programmes for the sector to integrate DRR, in line with international and regional disaster risks instruments such as the Sendai Framework. Such review will provide an important foundation for integrating risk reduction and resilience into education sector and will pave way for integration of DRR in regional, national and sub-national level planning and development across the education sector.

5.2 Institutional Organisation and Coordination

The DRR Unit has the responsibility to coordinate DRM in the region in alignment with regional and global frameworks, while the Social and Human Development Directorate (SHD) undertakes a similar role with the advancement of education in the region. The Secretariat has established a DRR Technical Working Group (TWG) with representation from key directorates and units and coordinates the integration of DRR in the various development sectors.

Most Member States have established national institutions and sub-national level and local committees and platforms for coordination of DRR. These platforms promote disaster assessment, policy influence, development of contingency or response plans and conducting preparedness, response and early recovery activities. The platforms also include education clusters that facilitate sector specific issues that may act as interfaces for DRR Mainstreaming. However, such platforms have not been replicated at regional level to facilitate effective DRR mainstreaming through coordinated efforts.

5.3 Risk-based learning and training

According to the African Report on DRR 2015-2018 in the SADC Region, most Member States have integrated DRR in their school curriculum, and most countries have taken DRR up to the tertiary levels, where universities offer DRM courses.

Such efforts should combine risk assessment to generate data and information for awareness creation on the surrounding disaster profile at all levels (regional, national and local). The information will aid in the identification of risks that negatively affect communities and societies and enable the development of responsive policies and response plans. Importantly, it will also foster individual, community, national and regional early warning systems and early actions.

Primary, secondary and tertiary educational institutions generally do not address DRR but can benefit from training their learners about DRR. In doing so, they will increase resilience and reduce vulnerability. Training in DRR measures enables those affected to respond in a manner which aids post-disaster response and increases the ability of the affected society to cope by using their own resources. Training of vulnerable communities is closely linked to training at institutions of learning as these can be used as venues for training.

Risk assessment data and information will also enable appropriate training through drills and simulations exercises at all levels including schools, institution, national and regional level. However, such data is not systematically collected together with information on the impacts of disaster risks impacts on the education sector and on the operationalisation of the sectoral policies, the various institutions communities and groups.

5.4 Structural (Construction methods of Educational Institutions)

Disaster risks such as cyclones, torrential rains and floods result in the destruction of education facilities, thereby disrupting the provision of education services. This is in some instances due to poor site selection, design, or construction of education facilities, which is mainly associated with lack of provision for construction standards and building codes for building of new/educational institutions along the principle of “build back better” in national education policies

Lack of provision for emergency equipment, especially at schools, is another consideration that has not received adequate attention in the region. Well sited and well-built schools can provide the ideal venue for communities to assemble after a disaster. Provision of the necessary disaster equipment and other disaster response resources would also aid post disaster response, especially in areas which have a high risk of disaster and which are regularly affected by disaster.

5.5 Funding

The introduction of disaster risk management and reduction needs in the education sector needs to be phased over time with the appropriate human and financial resources. Currently, there is insufficient funding to ensure that education programmes can accommodate DRR. There is need for the allocation of both human and financial resources to facilitate DRR mainstreaming measures in the education sector.

5.6 DRR Mainstreaming Measures

The lack of official data and statistics on the number of children and schools affected by disasters is often highlighted as a limiting factor among coordination and response agencies, government bodies and community organisations for effective response across the education sector as a whole. This information is critical for planning and the development of the DRR mainstreaming measures that are currently lacking at various levels of the education sector in the region.

The lack of this critical information is a result of inadequacy in the Information and Communication Technology (ICT) infrastructure and DRR information management systems, due to high costs associated with acquisition of data and information that is critical for learning and decision-making.

6. MAINSTREAMING DISASTER RISK REDUCTION IN EDUCATION IN THE SADC REGION

The Sendai Framework has provisions that are key for mainstreaming DRR in the education sector along the priority areas including governance, risk identification and analysis, investments in resilience building and effective recovery and reconstruction, together with enabling coordination, organizational capacities and knowledge building. These are provided for below:

6.1 Governance issues around DRR mainstreaming

Improved regional Protocols, Policies and Strategies for mainstreaming of DRR in Education sector.

The Education Unit in the SHD Directorate should work with the SADC DRR Unit to encourage Member States to strengthen their DRR arrangements especially working towards the amendment of the Protocol on Education and Training to include DRR which takes into consideration disaster reduction, preparedness and response initiatives. These should also encourage the coordination between global and regional financial institutions with a view to facilitate assessments of the anticipated potential economic and social impacts of disasters in education.

To facilitate DRR mainstreaming in the education sector, the region has to:

- (i) Articulate goals, commitments and collaborate initiatives for comprehensive school safety at the regional level; and
- (ii) support national governments' capacity-building efforts, to promote knowledge exchange, enhance technical expertise, and promote sustainable, scalable and quality-tested approaches, and standardised monitoring across countries.

Specifically, at Member State level the following will be encouraged:

- (i) Become a Safe School leader by signing onto the Worldwide Initiative for Safe Schools in support of the implementation of the Sendai Framework for Disaster Risk Reduction;
- (ii) Identify national priorities for investment and support for disaster risk reduction in the education sector;
- (iii) Adopt an evidence-based child-centred approach to education sector risk reduction, putting children's safety and wellbeing at the centre of national, sub-national and local levels efforts;
- (iv) Establish leadership roles for coordination of risk reduction and resilience building including through trained and supported focal points at all levels of administration and at school-community level;

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- (v) Ensure that Education Information Management Systems (EIMS) are systematically recording data on the impact of disasters on education for use in risk reduction and response planning; and
 - (vi) Investigate and document the short- and long-term impacts of disasters on primary and secondary education. Such studies should aim to identify policy, implementation, data and knowledge gaps that will provide an evidence base to inform program and advocacy strategies, as well as to quantify and substantiate stories of the impacts of disasters.

6.2 Institutional and organisational coordination

Prioritise focus on DRR institutional cooperation and coordination.
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Effective institutional arrangements are critical for Disaster risk Management at the national, regional and global levels.

To achieve this, it is important to:

- (i) Collect and share evidence-base approaches to risk reduction in education sector programming;
- (ii) Foster collaboration across the regional mechanisms and institutions for the coherent implementation of instruments and tools relevant to DRR; and
- (iii) Promote partnerships including with regional intergovernmental organizations to enable their participation in the global and regional platforms for DRR.

6.3 Disaster risk awareness and information communication

Promote development of user-targeted and use-friendly information systems and use of data and information communication for better understanding of disaster risks and address of the impacts.

Educational institutions with information on hazards and their consequences are important for facilitating DRR mainstreaming. Generation and sharing of such information is necessary for the effective communication to enable early warning actions and preventative responses, for protecting infrastructure, livelihoods and lives. The dissemination of information will inform the region and Member States of any eminent disaster risk. The region collects and disseminates early warning information on climate and weather generated by the Climate Service Centre (CSC) and the Regional Vulnerability Assessment and Analysis Programme for drought, food security and nutrition.

The region has also established a DRR Information Management System (IMS), a platform to enhance information sharing for better policy coordination and implementation. The IMS will also foster DRR mainstreaming as well as monitoring of disaster risks that may require humanitarian relief action and effective coordination between the Secretariat Unit, SADC

Humanitarian and Emergency Operations Centre (SHOC) and the relevant Member States.

DRR Mainstreaming is to be enhanced through:

- (i) Conducting comprehensive surveys on multi-hazard disaster risks and the development of regional disaster risk assessments, risk profiles and maps (including climate change scenarios) and their impacts on the education sector;
- (ii) Promote disaster risk awareness amongst all levels of education, primary, secondary and tertiary through curriculum development;
- (iii) Promote partnership and cooperation with the scientific and technological community, academia and the private sector to establish, disseminate and share best disaster risk management practices;
- (iv) Enhance access to and support innovation and technology, as well as long-term, multi-hazard and solution-driven research and development in the field of disaster risk management to support DRR mainstreaming in the education sector; and
- (v) Undertake regional campaigns as instruments for public awareness and education for knowledge dissemination at all levels; and
- (vi) Promote awareness around disaster risk by conducting simulation exercises and drills at all levels, in schools and other institutions of learning, both formal and informal.

6.4 Safer learning institutions

Disasters may lead to destruction of school facilities or learning materials, as well as interrupt access to facilities and basic services that can lead to disruptions in education or negatively impact on the quality of education. Promoting disaster risk and resilience building education among students will ensure that they have greater awareness of the risks and potential impacts of disasters. This may be coupled with basic training on what to do during a disaster prior to a disaster occurring. Schools that are well built and located in safe areas will lend themselves to be used as emergency shelters (and quarantine facilities); first aid or clinic room equipped with first aid material to be used to assist injured people; cooking, food storage and preparation facilities. On the other hand, safer sports fields could temporarily be used to keep livestock in areas where people are highly dependent on animals for their livelihoods. The need to have temporary animal shelter and holding facilities need to be investigated to ensure that animals do not disrupt evacuation or emergency access routes. To ensure a safe and stable educational environment, the following guidelines are to be promoted by SADC Secretariat among its Member States:

- (i) Increase investment in understanding risks, disaster risk reduction, and response-preparedness in the education sector. The risks to children's education will be greatly reduced if national education systems are able to take a comprehensive approach to ensure safe school facilities, school disaster management (including educational continuity planning) and risk reduction and resilience education;
- (ii) Encourage safety inspections and risk assessments of educational facilities that evaluates the structural suitability of school buildings for the prevention of hazards and the spatial placement of facilities in relation to hazards;

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- (iii) Develop and promote the adoption and use of building codes for schools and education facilities;
 - (iv) Ensure that no new schools are located in areas exceeding acceptable risk levels, such as within a 1:100-year flood line;
 - (v) Relocate existing schools identified in areas of high risk or if possible protect such schools with physical barriers and other mitigation measures such as flood protection, retaining walls, strengthened foundations or reinforced roof structures;
 - (vi) Identify suitable locations that can be used as alternative facilities for continued schooling in the likelihood of imminent danger;
 - (vii) Ensure that schools have communication channels with parents of learners and have plans in place to communicate in the event of an emergency;
 - (viii) Establish school safety committees to be responsible for the drafting and implementation of a school safety plans that include relevant DRR measures;
 - (ix) maintain an updated list or database of learners and personnel at all times and ensure that any person with special needs is very clearly highlighted in the list to ensure that the appropriate assistance could be provided during an emergency;
 - (x) Establish school specific early warning systems including training of teachers and parents to identify and act on early warnings;
 - (xi) Ensure that evacuation plans and routes are put in place for all schools should evacuation be needed;
 - (xii) Support school level evacuation exercises to promote disaster risk awareness among learners and staff;
 - (xiii) Ensure that the “build back better” principal is applied post disaster. Design standards should also be revisited if schools have been damaged and lessons learned need to be applied to promote hazard resilient construction of new facilities; and
 - (xiv) Provide sufficient and separate access to sanitation facilities for boys and girls (men and women) and people with disabilities, special needs or mobility issues;

6.5 Investing in DRR Preparedness, Response and Recovery

Prioritisation and increased funding for the understanding of the impacts of disasters on education, risk reduction, preparedness and response for the education sector is important for reducing the impacts of disasters on education. While the cost of education in emergencies interventions can be high, such costs can be minimised with investment to ensure that national education systems are less vulnerable, and regional and local institutions (schools) are better prepared to bounce back from crisis and return children to learning as soon as possible.

Investment for DRR mainstreaming should include:

Preparedness

- (i) Undertaking thorough analyses of the known and expected hazards and risks, as well as taking actions to reduce risks;
- (ii) Strengthening preparedness capacities in educational institutions and providing information on how to be prepared for different types of local hazards that could cause disasters;
- (iii) Promoting development and investment in effective, multi-hazard contingency planning with the integration of the education cluster thresholds and scenarios for response pre- during and post disaster risks;
- (iv) Enhancing preparedness in school/university communities through development of institutional communication tool kits;
- (v) Training educators and learners in the various pre-disaster actions that reduce disaster risk and post disaster activities that support a speedy return to near-normal conditions, including training through the various modules such as United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations Office for Disaster Risk Reduction (UNDRR) modules on DRR which can be tailor made through SADC training modules to improve DRR mainstreaming; and
- (vi) Encouraging Member States to include a focus of DRR into the curricula of the primary, secondary and higher education phases of the education sector at all levels and in both formal and informal settings.

Response

- (i) Promoting and supporting the development of social safety nets as DRR measures linked through School Feeding Programmes and schools as centres for integrated livelihood enhancement programmes to ensure resilience to shocks at the household and community levels;
- (ii) Encouraging Member States to consider the use of educational institutions as centres for community relief, especially when disasters have destroyed local community accommodation and other essential services for community survival;
- (iii) Promoting technology-driven programmes and investments in telecommunication infrastructure to facilitate continuous provision of education services and learning opportunities during disaster events if access to traditional schooling methods are disrupted.

Recovery

- (i) Promoting further development and dissemination of instruments, such as standards, codes, operational guides and other guidance instruments, to support coordinated action in disaster preparedness and response and facilitate information sharing on lessons learned and best practices for improved policy, practice and post-disaster reconstruction programmes; and
- (ii) Providing educational institutions with methods for mitigating disaster risk using structural (building stronger facilities, installing easy access systems for the

disabled, etc) and non-structural methods like risk transfer through insurance policies and other measures

6.6 DRR Mainstreaming Organisation Measures

- (iii) Institute DRR measures and performance indicators through the mechanisms provided in the Protocol on Education and Training; and
- (iv) Provide funding through established mechanisms for mainstreaming DRR in the education sector.

7. MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) is used to assess the performance of projects, institutions and programmes set up by governments, international organisations and Non—Governmental Organizations (NGOs). Its goal is to improve current and future management of outputs, outcomes and impacts. It provides the means to assess the value of programmes being executed by systematically measuring and assessing programme activities and results. Implementation of an M&E plan is critical in determining strengths and gaps to allow appropriate changes to be made, at the right time and as necessary, for the success of the programme. The UNISDR's guideline on M&E, states that “Monitoring tracks mainly the use of inputs (activities) and outputs, but in some degree also tracks (intermediate) outcomes. In contrast, evaluation takes place at specific moments, and permits an assessment of a program’s progress over a longer period of time”. Evaluation tracks changes and focuses more on the outcome and impact level. This is illustrated by the graphic in Figure 1, which shows the link of the chain of inputs, outputs, outcomes and impacts with the planning cycle.

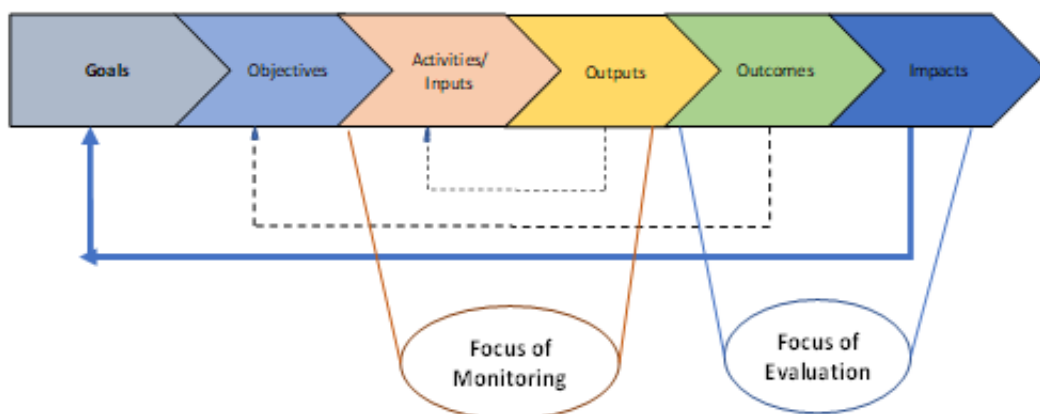


Figure 1 : Monitoring and Evaluation system (UNISDR, 2015)

Reporting is an essential component of M&E for timely provision of essential information at regular intervals. At the regional level, it is recommended that the M&E process for the mainstreaming of DRR in Education and Training sector be undertaken by the Education sector under the SHD working closely with the DRR Unit, while at the national level it should be undertaken by the Ministries of Education and Training working with the National Disaster Risk Management Agencies (NDMAs).

Annex 1 provides a DRR M&E Mainstreaming framework for the Education Sector with proposed activities and indicators on regional and Member State performance.

8. CONCLUSION

Disasters disrupt education and can also cause psychological trauma on all who are impacted by the disaster as it affects the ability of those affected to deal with the consequences of disaster. One way of reducing disaster impacts, is by educating adults and children about disaster risk and empowering them to use that knowledge to support the SADC's Protocol on Education and Training generally.

DRR education is essential for the survival of current and future generations. However, the nature in which disaster risk reduction is communicated within the educational systems determines, to a large extent, its effectiveness in building a culture of prevention, safety, and resilience among students.

Teacher training and professional development are prerequisites for effective disaster education. Communities and individuals will need to be schooled in DRR and resilience building.

For the SADC Secretariat to make meaningful impacts on DRR in the education sector, it would be recommended to amend the Protocol on Education and Training to incorporate DRR initiatives. This will enable those that educate to implement the DRR initiatives. It is only through a concerted effort and through approaching DRR differently, that gains towards reducing disaster risk can be made.

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Annexures

Annex 1: Monitoring Framework for Disaster Risk Reduction Mainstreaming in the Education Sector

Priority Area	Activities	Indicators	Responsibility	Timelines
Governance issues around DRR mainstreaming	Articulate goals, commitments and collaborate initiatives for comprehensive school safety at the regional level.	DRR Goals developed for school safety	MS SHDD/DRR Unit	2026
	Support national governments' capacity-building efforts, to promote knowledge exchange, enhance technical expertise, and promote sustainable, scalable and quality-tested approaches, and standardised monitoring across countries.	Number of Member States supported with capacity building	SHDD/DRR Unit	2025
	Become a Safe School leader by signing onto the Worldwide Initiative for Safe Schools in support of the implementation of the Sendai Framework for Disaster Risk Reduction.	Number of schools signing up for a Safe School leader by signing onto the Worldwide Initiative for Safe Schools	MS	2025
	Identify national priorities for investment and support for disaster risk reduction in the education sector.	List of national priorities for DRR per Member State	MS	2025

Priority Area	Activities	Indicators	Responsibility	Timelines
	Adopt an evidence-based child-centred approach to education sector risk reduction, putting children's safety and wellbeing at the centre of national, sub-national and local levels efforts.	Number of evidence-based child-centred approaches to DRR in the education sector	MS	2026
	Establish leadership roles for coordination of risk reduction and resilience building including through trained and supported focal points at all levels of administration and at school-community level.	Number of Focal Points taking up leadership roles in DRR	MS	2025
	Ensure that Education Information Management Systems (EIMS) are systematically recording data on the impact of disasters on education for use in risk reduction and response planning.	Evidence of education IMS recording data on impacts of disasters	MS	2026
	Investigate and document the short- and long-term impacts of disasters on primary and secondary education. Such studies should aim to identify policy, implementation, data and knowledge gaps that will provide an evidence base to inform program and advocacy strategies, as well as to quantify and	Study reports on short- and long-term impacts of disasters on primary and secondary education	SHDD/DRR Unit	2025

Priority Area	Activities	Indicators	Responsibility	Timelines
	substantiate stories of the impacts of disasters.			
Institutional and organisational coordination	Collect and share evidence-base approaches to risk reduction in education sector programming.	Reports on evidence based DRR approaches in education	MS	2025
	Foster collaboration across the regional mechanisms and institutions for the coherent implementation of instruments and tools relevant to DRR.	Number of institutional collaborating across MS in the region	SHDD/DRR Unit	2025
	Promote partnerships including with regional intergovernmental organizations to enable their participation in the global and regional platforms for DRR.	Number of new partnerships created	MS SHDD/DRR Unit	2026
Disaster risk and awareness information communication	Conduct comprehensive surveys on multi-hazard disaster risks and the development of regional disaster risk assessments, risk profiles and maps (including climate change scenarios) and their impacts on the education sector.	Number of surveys undertaken	MS SHDD/DRR Unit	2024

Priority Area	Activities	Indicators	Responsibility	Timelines
	Promote disaster risk awareness amongst all levels of education, primary, secondary and tertiary through curriculum development.	Number of disaster risk awareness materials and tools developed per MS	MS	2028
	Enhance access to and support innovation and technology, as well as long-term, multi-hazard and solution-driven research and development in the field of disaster risk management to support DRR mainstreaming in the education sector.	Number of new innovations and technologies for DRR	MS	2026
	Undertake regional campaigns as instruments for public awareness and education for knowledge dissemination at all levels.	Number of regional campaigns	MS/ SHDD/DRR Unit	2026
	Promote awareness around disaster risk by conducting simulation exercises and drills at all levels, in schools and other institutions of learning, both formal and informal.	Number of awareness creation tools and programmes per Member States	MS	2025
Safer learning institutions	Increase investment in understanding risks, disaster risk reduction, and response-preparedness in the education sector. The risks to children's education will be greatly reduced if national education systems are able to take a comprehensive approach to ensure	Investments in instruments and tools to facilitate the understanding of risk	MS	2025

Priority Area	Activities	Indicators	Responsibility	Timelines
	safe school facilities, school disaster management (including educational continuity planning) and risk reduction and resilience education.			
	Encourage safety inspections and risk assessments of educational facilities that evaluates the structural suitability of school buildings for the prevention of hazards and the spatial placement of facilities in relation to hazards.	Number of inspections made	MS	2030
	Develop and promote the adoption and use of building codes for schools and education facilities.	Building codes for schools and educational facilities	MS SHDD/DRR Unit	2025
	Ensure that no new schools are located in areas exceeding acceptable risk levels, such as within a 1:100-year flood line.	Guidelines and regulations for managing location and construction of new schools	MS SHDD/DRR Unit	2026
	Relocate existing schools identified in areas of high risk or if possible protect such schools with physical barriers and other mitigation measures such as flood protection, retaining walls, strengthened foundations or reinforced roof structures.	Number of schools relocated	MS	2025

Priority Area	Activities	Indicators	Responsibility	Timelines
	Identify suitable locations that can be used as alternative facilities for continued schooling in the likelihood of imminent danger.	Number alternative sites for schooling and shelter	MS	2024
	Ensure that schools have communication channels with parents of learners and have plans in place to communicate in the event of an emergency.	Communications codes and tools	MS	2025
	Establish school safety committees to be responsible for the drafting and implementation of a school safety plans that include relevant DRR measures.	Number of School Safety Committee	MS	2030
	Maintain an updated list or database of learners and personnel at all times and ensure that any person with special needs is very clearly highlighted in the list to ensure that the appropriate assistance could be provided during an emergency.	School databases	MS	2025
	Establish school specific early warning systems including training of teachers and parents to identify and act on early warnings.	Guidelines for developing early warning systems for schools	MS SHDD/DRR Unit	2028

Priority Area	Activities	Indicators	Responsibility	Timelines
	Ensure that evacuation plans and routes are put in place for all schools should evacuation be needed.	Guidelines for developing evacuation plans and routes for schools	MS SHDD/DRR Unit	2027
	Support school level evacuation exercises to promote disaster risk awareness among learners and staff.	Number of drills and simulation exercises	MS SHDD/DRR Unit	2027
	Ensure that the “build back better” principal is applied post disaster. Design standards should also be revisited if schools have been damaged and lessons learned need to be applied to promote hazard resilient construction of new facilities.	Guidelines for building back better	SHDD/DRR Unit	2026
	Provide sufficient and separate access to sanitation facilities for boys and girls (men and women) and people with disabilities, special needs or mobility issues.	Number of institutions with separate sanitation facilities for boys and girls (men and women) and people with disabilities, special needs or mobility issues	MS	2026
Investing in DRR Preparedness,	Undertaking thorough analyses of the known and expected hazards and risks, as well as taking actions to reduce risks.	Analysis report	SHDD/DRR Unit	2030

Priority Area	Activities	Indicators	Responsibility	Timelines
Response and Recovery				
	Strengthening preparedness capacities in educational institutions and providing information on how to be prepared for different types of local hazards that could cause disasters.	Number of education facilities participating in strengthening preparedness capacities	MS	2030
	Promoting development and investment in effective, multi-hazard contingency planning with the integration of the education cluster thresholds and scenarios for response pre-during and post disaster risks.	Number of investments in effective, multi-hazard contingency planning	MS	2030
	Enhancing preparedness in school/university communities through development of institutional communication tool kits.	Number of Universities participating in preparedness activities	MS	2024
	Training educators and learners in the various pre-disaster actions that reduce disaster risk and post disaster activities that support a speedy return to near-normal conditions, including training through the various modules such as UNESCO and UNDRR modules on	Number of educators and learners per MS in the various pre-disaster actions that reduce disaster risk and post disaster activities	MS	2026

Priority Area	Activities	Indicators	Responsibility	Timelines
	DRR which can be tailor made through SADC training modules to improve DRR mainstreaming.			
	Encouraging Member States to include a focus of DRR into the curricula of the primary, secondary and higher education phases of the education sector at all levels and in both formal and informal settings.	Number of MS with DRR in the primary, secondary and higher education Curricula	MS	2025
	Promoting and supporting the development of social safety nets as DRR measures linked through School Feeding Programmes and schools as centres for integrated livelihood enhancement programmes to ensure resilience to shocks at the household and community levels.	Number of safety nets to support school children	MS	2022
	Encouraging Member States to consider the use of educational institutions as centres for community relief, especially when disasters have destroyed local community accommodation and other essential services for community survival.	Number of educational institutions used as centres for community relief during disasters	MS	2023

Priority Area	Activities	Indicators	Responsibility	Timelines
	Promoting technology-driven programmes and investments in telecommunication infrastructure to facilitate continuous provision of education services and learning opportunities during disaster events if access to traditional schooling methods are disrupted.	Number of telecommunications innovations to aid communication during disasters	MS	2025
	Promoting further development and dissemination of instruments, such as standards, codes, operational guides and other guidance instruments, to support coordinated action in disaster preparedness and response and facilitate information sharing on lessons learned and best practices for improved policy, practice and post-disaster reconstruction programmes.	Number of standards, codes, operational guides and other guidance instruments adopted by Member States	SHDD/DRR Unit	2030
	Providing educational institutions with methods for mitigating disaster risk using structural (building stronger facilities, installing easy access systems for the disabled, etc) and non-structural methods like risk transfer through insurance policies and other measures.	Number of risk transfer mechanisms adopted by Member States	MS	2030

Priority Area	Activities	Indicators	Responsibility	Timelines
DRR mainstreaming Organisation Measures	Institute DRR measures and performance indicators through the mechanisms provided in the Protocol on Education and Training.	A set of performance indicators as guided by the Protocol on Education and Training	MS	2025
	Provide funding through established mechanisms for mainstreaming DRR in the education sector.	Amount of Member States funding for DRR in schools	MS	2030



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