

Mid-Term Review of the Sendai Framework

Risk Reduction Hub on Disaster Risk Reduction and Education

Thursday, 18 May 2023

08:30 am-09:30 am - New York / 02:30 pm-03:30 pm - Paris

Summary Report

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I. BACKGROUND AND CONCEPT NOTE

Schools should be safe learning spaces, where children and staff are protected from ALL risks. Yet children, particularly in the most vulnerable regions, are facing unprecedented threats from climate change, epidemics and pandemics, violence, and conflict. When these threats are realized, they can cause permanent and complex harm to children and societies - with the most marginalized children being unacceptably vulnerable.

Compelled by the rising threats to children and education, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) launched the [Comprehensive School Safety Framework \(CSSF\) 2022-2030](#)¹, calling on governments and partners to act now for child rights and resilience in education.

This Risk Reduction Hub (RRH) event on DRR and education, organized as part of the Midterm Review of the Sendai Framework (concluded on 17-19 May 2023 with the adoption of a High-Level Political Declaration) was an opportunity to take stock of progress made in translating such commitments in the education sector, review challenges faced and solutions to address these. It followed several other events, including the CSSF 2022-2030 global launch and the UN Transforming Education Summit, both in September 2022; the CSSF 2022-2030 regional launches for Eastern and Southern Africa and Latin America and the Caribbean, respectively in December 2022 and January 2023; and preceded the CSSF 2022-2030 regional launches in Asia-Pacific, and West and Central Africa, later in 2023; and COP 28 in Dubai in December 2023, on the occasion of which education will be high on the agenda.

The Midterm Review of the Sendai Framework and Education

2023 marks the midpoint in the implementation of several sustainable development frameworks agreed upon in 2015, including the 2030 Agenda for Sustainable Development, the Addis Ababa Action Agenda for Financing for Development, the Paris Climate Agreement, and the Sendai Framework for Disaster Risk Reduction. Within this context, the UN General Assembly decided to hold a “midterm review of the implementation of the Sendai Framework 2015-2030” (MTR SF). Convened by the President of the General Assembly, the High-Level Meeting of the General Assembly on MTR SF took place on 18 May 2023 at the United Nations Headquarters in New York.

From 17-19 May 2023, UNDRR coordinated a [Risk Reduction Hub](#) on the margins of the official sessions to include an array of side events and thematic engagements of various formats in order to discuss advancing risk reduction efforts across sectors, regions, and contexts. These events were for governments, experts, and stakeholders, including and beyond traditional disaster risk reduction actors, to discuss how the calls to action contained in the Political Declaration can be taken forward and to offer concrete solutions that can be the genesis of initiatives or coalitions emanating from the MTR SF.

¹ A [summary version](#) of the CSSF 2022-2030 is available.



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In 2022, [input to the MTR SF](#) was submitted by State and non-State stakeholders. The findings, conclusions and recommendations of the MTR SF were drawn from these and other inputs provided.

This RRH on DRR and Education consisted in presenting a synthesis report on education based on the MTR SF submissions, prepared by UNESCO, as the UN agency mandated to lead and coordinate Sustainable Development Goal 4, and as GADRRRES chair. It also showcased the CSSF 2022-2030 as a practical framework to promote DRR, child rights and resilience in the education sector, and achieve the outcome of the Sendai Framework.

About GADRRRES

GADRRRES is a multi-stakeholder platform co-chaired by UNESCO and UNICEF, advocating for and supporting child rights, resilience and sustainability in the education sector. Its membership comprises UNDRR, several child rights INGOs, the IFRC, the World Bank, the Inter-Agency Network for Education in Emergencies (INEE), etc. as well as two regional affiliates in Asia-Pacific and Latin America and the Caribbean (see the full list [here](#)).

Objectives

The RRH on DRR and Education aimed to:

- Raise awareness about the critical role of education towards achieving the outcome of the Sendai Framework.
- Outline major achievements, challenges and barriers to the implementation of the Sendai Framework since 2015, from the perspective of the education sector.
- Introduce and showcase the CSSF 2022-2030 as a practical framework to promote DRR, child rights and resilience within and through the education sector.

Format

Online event



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II. WEBINAR REPORT

Key resources:

- Comprehensive School Safety Framework 2022-2030 for Child Rights and Resilience in the Education Sector - [full version](#)
- Comprehensive School Safety Framework 2022-2030 for Child Rights and Resilience in the Education Sector - [summary version](#)
- Webinar recording in [English](#)

A. Introductory remarks



Ruth Custode
Regional Education Specialist
UNICEF Regional Office for Latin America and the Caribbean

“I am Ruth Custode and I am the Regional Education Specialist at UNICEF Regional Office for LAC. I am also co-chairing with Save the Children GRE-LAC, one of the two Regional Affiliates of GADRRRES. I am honoured and excited to be moderating this important event

In the past 2 decades, 1 billion children have had their lives and their education disrupted, and 80,000+ schools have been damaged or destroyed by disasters and attacks. We continue to learn the wide-ranging profound impacts and vast inequities on children’s education from the global pandemic. And just over the past year, we have witnessed devastating flooding in Pakistan last summer, war and displacement in Ukraine, extreme temperatures in Europe, and of course the Türkiye/Syria earthquakes in February, all disrupting education and threatening the future of our children.

2023 marks the midpoint in the implementation of several sustainable development frameworks agreed upon in 2015, including the 2030 Agenda for Sustainable Development, the Addis Ababa Action Agenda for Financing for Development, the Paris Climate Agreement, and the Sendai Framework for Disaster Risk Reduction. Within this context, the UN General Assembly decided to hold a “midterm review of the implementation of the Sendai Framework 2015-2030” (MTR SF). Convened by the President of the General Assembly, the High-Level Meeting of the General Assembly on MTR SF takes place from 17-19 May 2023 at the United Nations Headquarters in New York.

This Risk Reduction Hub (RRH) event on DRR and education, organized a few hours prior to the adoption of the Midterm Review Political Declaration, is an opportunity to take stock of progress made in translating the Sendai Framework’s commitments in the education sector, review challenges faced and solutions to address these. It follows several other events, including the CSSF 2022-2030 global launch



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and the UN Transforming Education Summit in 2022; and precedes COP 28 in Dubai, on the occasion of which education will be high on the agenda.”

B. Welcome and introduction: why education is key to achieving the outcome of the Sendai Framework



Jair Torres
Programme Management Officer
UNDRR

Mr. Torres stressed the importance of education and the Comprehensive School Safety agenda to achieve the objectives of the Sendai Framework. He reminded the audience of the fact that disasters continue to increase due to human activities, with developing countries hit the hardest. As part of the Midterm Review, the number of people impacted by disasters has increased by 80% since 2005. The good news is that disasters can be prevented, but this is as long as we adopt a holistic approach, and tackle emerging hazards such as those linked to environmental degradation. Education services have been disrupted in most countries – preventing meeting one of the targets of the Sendai Framework. While progress has been made such as in the way we build schools, many issues remain that challenge the functioning of the education sector. At the same time, many countries recognize the crucial role of education in resilience-building. The UN system, which has been working on achieving as one and, in the case of GADRRRES, jointly with civil society organizations and other major actors, provides support and instruments to countries, such as the Comprehensive School Safety Framework (CSSF) 2022-2030, which has been adopted by many Governments. Last but not least, a priority is to follow a whole-of-government approach, promoting inter-sectoral collaboration between Ministries of Education and e.g., Ministries of Health, Planning, Finance, Telecommunications, etc.

C. The Sendai Framework and education: a brief overview



Soichiro Yasukawa
Chief of DRR Unit
UNESCO

See annex 1

D. Education-focused review of country submissions for the Midterm review of the Sendai Framework



David Knaute
DRR, Climate Change and Education Consultant
UNESCO

See annex 2



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E. A practical framework to promote DRR, child rights and resilience in the education sector: the Comprehensive School Safety Framework 2022-2030



5-minute [video](#) on the CSSF 2022-2030, with contributions from the Governments of Indonesia and St Maarten, GPE, ECW, FCDO, Prudence Foundation, and youth from Barbados and Zimbabwe.

F. Government Statements

Five government representatives presented statements on their country's experience implementing the Sendai Framework for Disaster Risk Reduction in the education sector (see **annex 3**), including compelling calls to action on **“why education needs to be central to the Sendai Framework implementation from 2023 to 2030”**.

“We recognize that much more needs to be done to ensure that education is central to the Sendai Framework implementation from 2023 to 2030. We must work together, hand in hand, to strengthen partnerships between governments, civil society and the private sector to advance education and build more resilient communities. Therefore, we call all Member States to prioritize education in their Sendai Framework implementation plans, to ensure that all children have access to quality education that will equip them with the skills and knowledge needed to build resilience and thrive in the face of natural hazards.”, government speaker from Malaysia, webinar on DRR and Education, 18 May 2023

Government speakers:



Suharti, Ph.D.
Secretary General
Ministry of Education, Culture, Research and Technology
Indonesia



Dr. Norisah Binti Suhaili
Deputy Director General of Education Malaysia, School Operation Sector
Ministry of Education
Malaysia



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Pedro Cossa
National Director of Division of Cross Cutting Issues
Ministry of Education and Human Development
Mozambique

[statement recorded in December 2022 for another GADRRRES event]



Jaya Prasad Acharya
Undersecretary, Development Assistance Coordination Section
Ministry of Education, Science and Technology
Nepal



Dr. Idelia Ferdinand
Senior Education Officer
Ministry of Education and National Reconciliation
Saint Vincent and the Grenadines

III. ANNEXES

Annex 1: The Sendai Framework and Education

Since the beginning of the 21st century, disasters have had a major toll on the education sector across the world. The most direct impacts are in terms of damage to (destruction of) schools, and population displacements disrupting educational services.

In 2015, the Sendai Framework for Disaster Risk Reduction set a specific target to reverse this trend. **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.

Including sub-indicators: *D3: # of destroyed or damaged **educational facilities** attributed to disasters;* and *D6: # of **disruptions to educational services** attributed to disasters.*

Linkages between the Sendai Framework Priorities for Action and Comprehensive School Safety (source: GADRRRES)

- **Priority 1: Understanding disaster risk.** To apply **child-centred risk assessment in the education sector** with systematic plans for risk reduction. To integrate climate-aware risk reduction and resilience knowledge and practice in **formal and non-formal education at all levels.**
- **Priority 2: Strengthening disaster risk governance to manage disaster risk.** Policies and practices at all levels to implement **Comprehensive School Safety** for school based disaster management and educational continuity.
- **Priority 3: Investing in disaster risk reduction for resilience.** Investments for disaster and climate-proofing education sectors (especially facilities and capacity-building).
- **Priority 4: Enhancing disaster preparedness for effective response.** Schools and local communities to practice and plan for effective anticipatory action and post-disaster response. Ensure that **educational** facilities remain safe, effective and operational during and after disasters in order to provide live-saving and essential services.

Other references to education in the Sendai Framework

- **Under Priority 1:** Understanding disaster risk. To promote the incorporation of disaster risk knowledge [...] in **formal and non-formal education**, as well as in civic education at all levels, as well as in professional education and training
- **Under Priority 4:** Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction. To promote the resilience of new and existing critical infrastructure, including [...] **educational facilities** [...] to ensure that they remain safe, effective and operational during and after disasters in order to provide live-saving and essential services
- **Role of stakeholders.** Children and youth are agents of change and should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and **educational curricula.**



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Sendai Framework Midterm Review

The SF MTR Political Declaration does not refer to the education sector per se, but includes two references to education:

- We recognize the need to implement integrated and inclusive [...] **educational** measures that prevent and reduce hazard exposure and vulnerability to disasters, increase preparedness for response and recovery and thus strengthen resilience.
- “We call upon States to strengthen understanding of disaster risk, [...], including by enhancing efforts to promote a culture of disaster prevention, resilience and responsible citizenship and to **promote education on disaster risk** [...]”

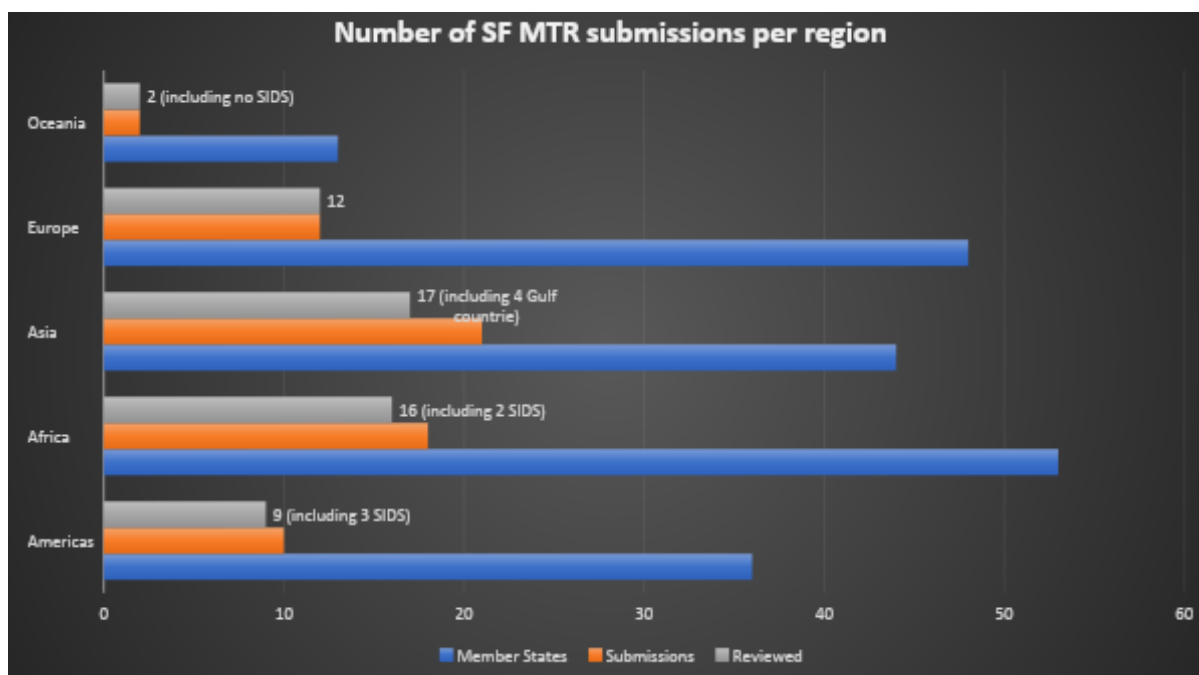
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Annex 2: Education-focused review of country submissions for the Midterm Review of the Sendai Framework for Disaster Risk Reduction

2023 marks the midpoint in the implementation of a number of sustainable development frameworks agreed in 2015, including the 2030 Agenda for Sustainable Development, the Addis Ababa Action Agenda for Financing for Development, the Paris Climate Agreement, and the Sendai Framework for Disaster Risk Reduction. Within this context, the UN General Assembly decided to hold a “midterm review of the implementation of the Sendai Framework 2015-2030” (MTR SF). Convened by the President of the General Assembly, the High-Level Meeting of the General Assembly on MTR SF will take place from 18-19 May 2023 at the United Nations Headquarters in New York.

In 2022, [input to the MTR SF](#) was submitted by State and non-State stakeholders. The findings, conclusions and recommendations of the MTR SF will be drawn from these and other inputs provided.

Out of 56 country submissions – from Americas (9), Africa (16), Asia (17), Europe (12) and Oceania (2) – approximately 47 (80.7%) refer to the education sector, from a short paragraph to most substantial input. The submission from Bosnia and Herzegovina, for example, includes the words “education” and “school” 137 and 81 times, respectively, making education a relatively central theme.



Out of 11 thematic studies, one focuses on the education sector. It is a thematic case view on the Caribbean Safe School Initiative (CSSI), prepared by UNDRR. Among the 7 submissions from the UN system, the one from UNESCO fully focuses on education.

This synthesis report on education for the MTR SF, prepared by UNESCO, as the UN agency mandated to lead and coordinate Sustainable Development Goal 4, and as [GADRRRES](#) chair, includes input from country submissions, the UNESCO submission and the UNDRR submission on the CSSI.



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The structure is adapted from the MTR SF template developed as guidance for stakeholders. Input from submissions is presented in the form of bullet points. The report also includes a selection of answers to questions from the MTR SF template used in the submission by UNESCO.

What is GADRRRES?

Established in 2013, the Global Alliance on Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) is a coalition of organizations working together to implement the Sendai Framework in the education sector. GADRRRES is co-chaired by UNESCO and UNICEF and includes various members including UNDRR, the World Bank, INGOs and private sector. It has developed and facilitates the dissemination of the [Comprehensive Safe School Framework](#) (CSSF) and its three Pillars, which has been updated for the period 2022-2030.

In addition to the CSSI Thematic Case View, several country submissions refer to GADRRRES or the CSSF, as a key instrument supporting their action in the education sector, e.g., Bosnia and Herzegovina, Côte d'Ivoire, Thailand and Trinidad and Tobago.

Key messages

Context shifts, new and emerging issues

In their submissions, countries have highlighted the growingly systemic nature of risk, illustrated by the unique impacts of the COVID-19 pandemic on the education sector. They have also expressed deep concerns over the accelerating climate crisis, as children will face “increasingly unpredictable and extreme climate conditions in the future”.

Sendai Framework outcomes and goal

UNESCO noted that in most countries, “risk levels are escalating much faster than resilience in the education sector, so increased ambition and action is needed to meet the expected outcomes of the Sendai Framework”. Lack of capacity/readiness was highlighted as one of the factors inhibiting the sector from adapting to this new risk environment. Likewise, several countries mentioned the need to prioritize the education sector, as “DRR education is one of the tools in preventing hazards from becoming a disaster”.

Sendai Framework Priority 1: Understanding disaster risk

*Priority 1 has linkages with Pillar 1: **Safer Learning Facilities** and Pillar 3: **Risk Reduction & Resilience Education** of the CSSF*

On Pillar 1, best practices were identified in the field of school infrastructure vulnerability assessment, such as the roll-out of VISUS, a multi-hazard school safety assessment tool developed by UNESCO. On Pillar 3, many countries referred to the need to reinforce public awareness and education, and presented various training and research initiatives involving the tertiary sector. Responding to the MTR SF’s question on how to improve risk knowledge and insight, UNESCO suggested further integrating risk reduction into Education Management Information Systems (EMIS). On the question related to indigenous/local



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knowledge, various submissions present initiatives contributing to “leveraging indigenous knowledge to understand the inherent strengths within communities”.

Sendai Framework Priority 2: Strengthening disaster risk governance to manage disaster risk

Priority 2 has linkages with the Foundation Pillar: Enabling Systems and Policies of the CSSF

Various initiatives contributing to strengthening enabling systems and policies at national and subnational level – and involving the education sector - were presented, with a focus on inter-sectoral approaches and the consultation of education stakeholders in DRR policymaking. Still, as noted in the Americas synthesis report, “an important challenge is that DRR/DRM is still largely regarded as a sector in and of itself. This, in turn, causes limited integration of DRM issues within [...] education and other key sectors and policies. A best practice is the Caribbean Safe School Initiative (CSSI), which brings 19 countries and diverse stakeholders together around the school safety agenda in a climate hotspot region.

Sendai Framework Priority 3: Investing in disaster risk reduction for resilience

*Priority 1 has linkages with Pillar 1: **Safer Learning Facilities**, Pillar 2: **School Safety and Educational Continuity Management** and Pillar 3: **Risk Reduction & Resilience Education** of the CSSF*

A multi-country submission reports that significant progress has been made by Ministries of Education to include a school safety line into annual budgets. On Pillar 1, reported achievements are related to the development of resilience school infrastructure guidelines, increased investments in the area building back better / building better before, and green school infrastructure. On Pillar 2, see next section ‘Sendai Framework Priority 4’. On Pillar 3, numerous initiatives to mainstream DRR and climate change in education curricula and teacher training are presented. However, even more submissions recommend scaling up existing efforts in order to create a “DRR generation” by adopting “laws requiring the integration of DRR into the national education curriculum”. Some submissions also refer to the need to target non-formal education and encourage innovative learning approaches.

Sendai Framework Priority 4: Enhancing disaster preparedness for effective response

*Priority 4 has linkages with Pillar 2: **School Safety and Educational Continuity Management** of the CSSF*

Country submissions present many initiatives at national level, such as “a dedicated DM unit under the School Planning and Coordination Division” of the Ministry of Education, the prioritization of educational continuity and the creation of guidelines or material dedicated to preparedness in the education sector; at subnational level, such as “cooperation with municipalities, schools and pre-school institutions”; and at school level, through activities ranging from the elaboration of school emergency plans, emergency drills to safety inspections. Many of the projects and programmes that are presented involve GADRRRES members, including Save the Children, World Vision, UNICEF and the Red Cross.

Sendai Framework Target D: Substantially reduce disaster damage to critical infrastructure and disruption of basic services,

Target D has linkages with Pillar 1: Safer learning facilities of the CSSF

In their submissions, several countries acknowledged that they “failed to make progress” in reducing disaster damage to critical infrastructure and disruption of basic services, such as education facilities,



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including by strengthening their resilience. They also point at the lack of data and the need to improve disaster databases. UNESCO recommends as a first step the development of specific, disaggregated and context-specific targets and indicators supporting the implementation of the Sendai Framework in the education sector.

Collaboration, partnership and collaboration

Key education-focused partnerships include: [Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector](#) (GADRRRES); [Global Coalition to Protect Education from Attack](#) (GCPEA); [Geneva Global Hub for Education in Emergencies](#); [Inter-Agency Network for Education in Emergencies](#) (INEE); and the [Global Education Cluster](#). Responding to the MTR SF's question on how development partners and the international community can provide better support, UNESCO suggests in its submission to support the adoption of trackable (or mandatory) targets, such as DRR/climate education, and mobilize resources needed to provide such support. As climate funds are looking at prioritizing the education sector, and education funds at addressing climate change, existing partnerships/investments need to be strengthened.



Annex 3: Government statements

Statement #1: Indonesia



Suharti, Ph.D.
Secretary General
Ministry of Education, Culture, Research and Technology
Indonesia

“Chair of the Global Alliance for Disaster Risk Reduction and Resilience in the education sector, distinguished guests, ladies, and gentlemen.

Thank you for your invitation to this important event, being a part of our effort to create a safe and comfortable learning environment for our students. We are responsible for ensuring that more than 56 million students and more than five million educators in 500,000 schools nationwide are safe from the disruptive impacts of disasters in Indonesia.

Considering Indonesia’s geographic location, surrounded by the Ring of Fire, we must be prepared to face the risk of volcano eruptions, earthquakes, floods, and tsunamis.

Our experience shows that such catastrophic events can put our education system on halt and total disruption. Learning stops, schools are closed, and worse, our students’ and educators’ safety are threatened.

On top of that, we are also concerned with the pressing issue of climate change. We have first-hand experience that climate change makes disasters more frequent and disruptive, further threatening our education.

Since only a decade ago, more than 60 thousand schools and more than 12 million students have been impacted, and the number keeps rising. We must act NOW, and we cannot even afford the loss. To rebuild what has been destroyed is not easy by itself. Imagine the cost of building an education system that is partially crumbling by disasters. Without action, our nation’s future may falter.

The recurring nature of disasters and the impact of climate change calls for an urgent need to enhance awareness and preparedness within educational institutions. Many schools need comprehensive disaster risk reduction plans, while teachers need training to respond effectively to emergencies. Addressing this challenge requires ensuring that teachers receive adequate training to seamlessly integrate disaster risk reduction education, climate change adaptation, and mitigation strategies into their curriculum and teaching methods.



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Inadequate infrastructure also presents a significant obstacle. Schools in vulnerable areas often need more infrastructure to withstand disasters and the impacts of climate change. These schools usually need more earthquake-resistant designs and adequate drainage systems to cope with floods. Furthermore, a lack of early warning systems makes these buildings vulnerable to damage, thereby risking the safety of students and educators.

Nevertheless, amidst these formidable challenges, Indonesia has achieved remarkable milestones. We have implemented *the Satuan Pendidikan Aman Bencana (SPAB)*, or Comprehensive School Safety program, that has successfully heightened awareness among students, teachers, and communities regarding disaster risks, climate change impacts, and preparedness. This program also ensures students acquire crucial knowledge and skills in disaster preparedness, response, recovery, and sustainable practices to address climate change.

The Ministry of Education, Culture, Research, and Technology (MoECRT), in collaboration with the Ministry of Religious Affairs, Natural Disaster Management Agency (NDMA), Ministry of Health, Ministry of Home Affairs (MoHA), along with UN agencies, international organizations, non-governmental organizations, and local communities has established a strong partnership through the National Safe School Secretariat (Seknas SPAB) to implementing the Comprehensive School Safety, or CSS not only at the national level but also established in local and school level.

These collaborative efforts have strengthened disaster risk reduction initiatives and climate change education in the education sector, fostering the exchange of best practices, technical support, and resources, ultimately enhancing the resilience of schools in the face of multiple challenges.

As of speaking, the program has reached more than 35,000 schools in Indonesia, resulting in local policies on CSS along with guidelines and modules for the implementation. The program has also promoted the issuance of the CSS road map for the year 2020 to 2025, which serves as a reference guidance indicator for minimum achievement.

It is our plan to continue and scale up the implementation of CSS, making it part of the **Merdeka Belajar** or emancipated learning initiatives.

Therefore, we wholeheartedly support the global call to include and prioritize the education sector in **implementing the Sendai Framework for Disaster Risk Reduction**. By placing education at the core, we empower students with the knowledge, skills, and attitudes necessary to comprehend and respond to disasters and the impacts of climate change. They become active agents of change, contributing to establishing disaster-resilient communities and driving sustainable practices to address climate change.

Integrating education into the Sendai Framework implementation enables us to identify and enhance school infrastructure, promote disaster risk reduction and resilient education, and strengthen school management to withstand future disasters and climate-related events better.



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in the Education Sector

Midterm Review

SENDAI FRAMEWORK
FOR DISASTER RISK REDUCTION 2015-2030



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Prioritizing safe, climate-resilient, and environmentally sustainable schools creates secure learning environments and significantly contributes to community resilience.

Let's do it!

For the safety of our children,

For the future of our nations.

Thank you for your time.”



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Statement #2: Malaysia



Dr. Norisah Binti Suhaili
Deputy Director General of Education Malaysia
School Operation Sector
Ministry of Education
Malaysia

“Assalam Aleykum. On behalf of the Ministry of Education of Malaysia, I am honored to share the experience of Malaysia on this important topic of education and its role in implementing the Sendai Framework. Every country in the world is exposed to many kinds of disasters. Without exception, Malaysia has experienced various disasters from climate change, such as floods and drought, as well as landslides, epidemics and pandemics.

Ideally, schools should be safe spaces where children and teachers are protected from all risks. To better safeguard and protect those at school, we need to instill a DRR culture with the students and teachers. As such, the Ministry has established Disaster Management Committees at all levels within the Ministry, including at school level. The Ministry has produced guidelines and manuals, as references for students and teachers to respond to every kind of disaster. In addition, the Ministry has formed a Smart Support Team consisting of school counselors that support students to be more resilient when facing post-disaster effects.

In Malaysia, we have made considerable progress in advancing education and resilience-building efforts, including increasing access to education and training, as well as improving the skills of educators. Within Malaysia, the DRR programmes in schools have been organized independently by civil society organizations with support from the Ministry.

Upon discussion, we realized the need for greater coordination from various Ministries to ensure better integration of disaster risk reduction efforts within the education sector. Therefore, we are now coordinating with relevant authorities and parties to provide them with information on schools most impacted by disasters and a platform for sharing experiences, lessons, thoughts and resources to achieve a greater impact on children’s resilience through the Disaster Management Committees. Currently, we are working with UNICEF and NGOs to bring together best practices in Malaysia, to ensure that programmes conducted are effective, meaningful, and communicating DRR knowledge to students and teachers. Our intention this year is to organize disaster risk reduction school programmes for around 100 primary schools, which is 1% of all primary schools in Malaysia. This will be the first step towards improving awareness of natural hazards and fostering a culture of preparedness among our children.

Ladies and gentlemen, as educators, we understand the key role that educators have in instilling a culture of disaster risk reduction in schools. With this in mind, the Ministry plans to enhance the knowledge of DRR among teachers. We are also exploring all possibilities of establishing a network of DRR Youth Champions consisting of students selected from schools that are part of a DRR school programme. This



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will allow students and teachers to continue getting the training and information they need to be local champions in their area.

In addition, ladies and gentlemen, I would say that all State and District Officers will be provided with training to build their capacity, skills, confidence and knowledge in DRR so they will be able to assist schools in DRR programmes.

We recognize that much more needs to be done to ensure that education is central to the Sendai Framework implementation from 2023 to 2030. We must work together, hand in hand, to strengthen partnerships between governments, civil society and the private sector to advance education and build more resilient communities. Therefore, we call all Member States to prioritize education in their Sendai Framework implementation plans, to ensure that all children have access to quality education that will equip them with the skills and knowledge needed to build resilience and thrive in the face of natural hazards.”



Statement #3: Mozambique



Pedro Cossa
National Director of Division of Cross Cutting Issues
Ministry of Education and Human Development
Mozambique

[statement recorded in December 2022 for another GADRRRES event]

“My name is Director Pedro Cossa, Director of the Department of Cross-Cutting issues in the Ministry of Education and Human Development in the Republic of Mozambique.

I would like to inform that Mozambique is a vulnerable country as a result of its geographic location and for this reason, cyclically it is impacted by extreme climatic events that result in large social economic impact through the destruction of infrastructure, economic and social as in the case of school buildings and consequently the halting of lessons.

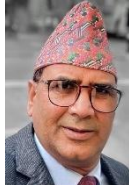
I should say that Mozambique has established principles and mechanisms to prevent and reduce the risk of disasters and their impacts. These methods are well integrated in the national strategies and policies. For example, we have Agenda 2020 and the government's five-year plan. It is an approach which responds to the African Commitments to Disaster Risk Reduction, for example the Sendai Framework for Disaster Risk Reduction and the Sustainable Development Goals. Specifically, SDG 4 and 11.

In the scope of these principles, the education sector has worked in reinforcing and building the resilience of schools and children. Already approved are the technical guidance for the resilient construction of school infrastructure and with the support of partners the production of tools for building school resilience, which prepares schools in the implementation of measures to promote disaster risk reduction.

Specifically, I am referring to the guidance for the elaboration of a basic school emergency plan, which provides orientation for schools to create a minimum plan, which may be implemented before, during and after an emergency. The elaboration of this basic emergency plan is done through the creation of school disaster management committees. These committees are representative and participative.

I will end here and say thank you for the invitation.”

Statement #4: Nepal



Jaya Prasad Acharya
Undersecretary, Development Assistance Coordination Section
Ministry of Education, Science and Technology
Nepal

“Nepal is a breathtaking country, famous for our magnificent terrain. Yet, some of the country’s most enticing attributes are linked to hazards that put Nepal in the top 20% of riskiest countries. In the first five years of the Sendai Framework’s implementation, Nepal experienced five thousand seven hundred disasters. Furthermore, the frequency of disasters, such as landslides, is increasing because of the nation’s topography, the settling effects from the 2015 earthquake, and the impacts of climate change bringing increased and unpredictable rainfall.

For this reason, Disaster Risk Reduction (DRR) and Comprehensive School Safety are essential to reduce the physical and physiological risks to children, and to minimize disruption to education. Our sector plans are integrated with the 2017 Comprehensive School Safety Master Plan, and the 2018 Comprehensive School Safety Minimum Package. This mainstreams DRR by setting minimum standards under three pillars of school safety:

- Safe learning facilities;
- Strengthening of school disaster risk management; and,
- Education for stakeholders and communities.

This holistic approach, combined with a framework for school level implementation, means that the physical, institutional and human preparedness is maximized to mitigate and manage risk. The Comprehensive School Safety Minimum Package does not just protect schools, children and education. By integrating community education, the Package helps to organize and protect whole communities.

However, we live in a complex world, and risks are changing. For example:

- Nepal’s success in reforestation has created greater dangers from forest fires;
- Climate change has exacerbated rain patterns leading to both scarcity of water and increased flooding; and
- The warmer mountain temperatures mean water is no longer stored as ice and snow, but quickly melts and overwhelms rivers.

The irony of climate change is that the greatest victims are often the least to blame. Therefore, we require a global approach to help victims of climate disasters. In addition, Nepal will continue to pursue our economic development objectives. It is our greatest hope that Nepal will have the resources to educate



Global Alliance for
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in the Education Sector

Midterm Review

SENDAI FRAMEWORK
FOR DISASTER RISK REDUCTION 2015-2030



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our children to participate in a green society and green economy that allows us to reach our goals for prosperous livelihoods without furthering environmental degradation.

Statement #5: Saint Vincent and the Grenadines



Dr. Idelia Ferdinand
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Ministry of Education and National Reconciliation
Saint Vincent and the Grenadines

Small Island Developing States in the Caribbean face many challenges in addition to those created by hazards, which can hinder the achievement of some development goals. All sectors of our society are at risks but our children are among the most vulnerable population and our schools the most vulnerable structures.

The complex nature of challenges faced by SIDS were manifested in SVG, through multiple hazards over the last four years. These include Dengue Fever outbreak, January 2020, Covid 19, March 2020, volcanic eruption, April 2021 and Hurricane Elsa, July 2021. All sectors of the country were impacted by these phenomena but some more than others, including the education sector.

The Caribbean Safe School Initiative (CSSI) which is the region's contribution to the Worldwide Initiative on Safe School (WISS) is the Framework used to implement Comprehensive School Safety as a means to address risk in the Education Sector.

The launch of the Caribbean Safe School Initiative and Regional Road Map in Antigua 2017, brought much focus and success towards a more resilient education sector across the Caribbean region.

To date 18 countries have signed on to the CSSI which is country led with support from regional and international development partners. The Regional Road Map on School Safety represents both national and regional priorities including an enabling environment and 3 pillars of Comprehensive School Safety.

There is a commitment by signatories to meet in a Ministerial Forum with partners to report, share, identify gaps and update the road map to guide the way forward.

SVG initially signed on to the Worldwide Initiative for Safe Schools in Turkey 2014, contributing to the development of the Istanbul Roadmap thereby making a commitment to make school safety a national priority. With the launching of the CSSI in Antigua which SVG signed as well, further cementing the commitment towards comprehensive school safety.

The Ministry of Education, SVG understands the importance of integrating disaster risk reduction into the education sector and championing the WISS and CSSI. To this end we have seen progress across the three pillars and the enabling environment as follows;

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The Ministry of Education, SVG successfully hosted the Second Caribbean Safe School Ministerial Forum, 29 – 30th April 2019. That Forum provided the opportunity for updating the roadmap as well as for six additional countries to sign the Antigua and Barbuda Declaration on School Safety.

The 2nd Ministerial Forum was preceded by the First Caribbean Safe School Youth Forum held on the 25th and 26th April 2019. This provided an opportunity for 17 young people from 9 Caribbean countries to engage in discussions on the Caribbean School Safety Initiative and forward a resolution to the Ministerial Forum. Young people represent a significant proportion of the education sector, hence SVG considers their voices as critical to the implementation of school safety initiatives.

There is a School Safety Unit in the Ministry of Education with a dedicated staff of 3 persons, with the prospect for expansion. We now make a submission to the annual budget of the MOE and are fully integrated in planning within the sector.

There is National Schools Safety Policy that was approved by cabinet and is earmarked for review based on the recent disaster experiences.

All schools from early childhood to post primary now have access to a model school disaster plan they can use as a guide and adapt to suit their own school context. In conjunction many schools have formed school safety committees, organized professional development sessions for staff, increased awareness for students and sensitisation for parents. Some schools have done complementary training in areas such as fire safety and are undertaking drills and exercises to test their plans.

The education sector in SVG benefits through Technical Support from the Caribbean Safe School Initiative through access to a range of tools and resources such as the Enhanced Building Assessment tool which assesses the level of safety and greenness in schools in the Caribbean. This tool was piloted in several states including SVG. In collaboration with NEMO the tool is being integrated with the annual shelter assessment programme.

The secondary schools have access to a Climate Change Mitigation and Adaptation (CCMA) and Disaster Risk Reduction (DRR) curriculum for forms 1 to 3. We have provided training to pre- and in-service teachers and other stakeholders in the delivery of this curriculum and there are plans to provide further support to drive the integration across subject disciplines.

SVG also benefited from collaboration with the OECS in 2018 to develop guidelines for disaster resilient schools taking into consideration design, location and construction. The project was done in consultation with schools, construction professionals and other stakeholders to develop and review the guidelines. It is expected that with such guidelines that all new schools will start out as safe schools and existing schools will be improved to safer standards.



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The Ministry collaborates with national stakeholders to implement its school safety programme including Red Cross, NEMO, Fire Department, Physical Planning, Central Planning and other agencies. Some of the initiatives include the Tsunami Smart project (NEMO) and volcanic hazard activities, DIPECHO project in resilient communities (Red Cross) incorporating schools.

SVG fully endorses the Comprehensive Safe School Initiative as a means of ensuring the education system is resilient and school safety is a priority for a sustainable future.

We appeal to all our stakeholders and development partners locally, regionally and international to continue to work with us to ensure that Comprehensive School Safety goals are achieved.

We appeal to all our stakeholders and development partners locally, regionally and international to continue to work with us to ensure that our educational institutions are safe spaces for students, teachers and other users.

Ladies and gentlemen, thank you.