



Towards Building

a Culture of Disaster Resilience
at an Early Age

Contextual Integration of
Disaster Risk Reduction in the
Ethiopian Primary Education Curricula

*Reflection workshop on Contextual Integration of DRR in primary education curricula
January 29 – 30, 2013, Addis Ababa, Ethiopia*

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Invest Today for a Safer Tomorrow

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Praise for this Case . . .

We live in a world that is increasingly affected by disaster events where children are one of the most vulnerable groups. With the increasing trend of disasters and disaster impacts, children will be affected in the future even more disproportionately. The work recorded in this document is an excellent example of how the established trend can be reversed. Through children, DRR bridges school, home and community. With proper education, exposure and tools, children can not only protect themselves from disaster risks, but also be change agents in their communities. That is why the inclusion of DRR components in the Ethiopian education curriculum for primary schools will go a long way in building a culture of safety and resilience.

Dr. Maereg Tafere,

HEA Learning Center Associate Director, EAR - World Vision International

Disaster risk poses perhaps the greatest threat to the achievement of educational outcomes for children. Specifically, disasters have a major impact on educational achievements by damaging school infrastructure and disrupting education cycles. In many cases this forces children to drop out of school, increases poverty and undermines the resiliency of communities. At the same time, however, education, which increases public awareness and equips children with critical thinking skills, is essential to build disaster resilience and reduce future risk for both children and communities. Collaboration with the Ethiopian Government to establish an integrated DRR curriculum to build risk awareness with children is a very significant step towards enhancing the resilience of vulnerable children throughout Ethiopia.

Richard Rumsey,

Director of Disaster Risk Reduction & Community Resilience, World Vision International

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**Towards Building a Culture of Disaster Resilience at an Early Age:
Contextual Integration of Disaster Risk Reduction in the Ethiopian Primary School Curricula**

This report is the culmination of an intensive lesson learning reflection Workshop for stakeholders working in Ethiopia on contextual Integration of Disaster Risk Reduction (DRR) in primary education curricula of GoE. The workshop was held in Addis Ababa from 29 - 30 January 2013. and was conducted by WVI Ethiopia in collaboration with stakeholders in the Education sector, namely; Ethiopian Ministry of education, Disaster Risk Management and Food Security Sector of the Ministry of Agriculture and Rural Development, Plan International, Save the Children International, UNDP and UNICEF.

This report is first presented at the 4th Session of the Global Platform for Disaster Risk Reduction: 19-23 May 2013; Geneva, Switzerland Invest Today for a Safer Tomorrow



Invest Today for a Safer Tomorrow

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ACKNOWLEDGMENT

Revision of school curriculum has never been an easy task in Ethiopia, if not in most countries of the world. It involves huge investment, qualified professionals, strong advocacy work, and strong political will. This success was not observed within a short period of time; and to reach to this level, it took considerable time and energy quietly and without fanfare.

Hence, WWI EAR HEA learning center felt to showcase, sustain, and scale up this commendable endeavor to inculcate a culture of disaster resilience among children and future generations and to lay foundation for building a disaster resilient society.

The first draft of this lesson learning reflection report was presented at a consultation workshop held in Addis Ababa from 29 - 30 January 2013. The following individuals participated in the seminar and provided valuable feedback on the structure and content of the report. The institutions for which they were working at the time and their function title are given in parentheses: Animesh Kumar [DRMFSS, MoA - Gov't of Ethiopia, UN - WFP, and DRR advisor to the State Minister for DRMFSS], Anteneh Mekonnen [Save the Children International - Ethiopia, Education in Emergencies Manager], Eyerusalem Azmeraw [UNICEF – Education Cluster - Ethiopia, coordinator], Fasil Tsegaye [Plan International – Ethiopia, DRM Manager], Jose Neil A. C. "Bong" Manzano [UNDP Ethiopia, DRMFSS, MoA - Gov't of Ethiopia - DRR and Recovery Advisor], Solomon Wondimu [MoE - Gov't of Ethiopia, Curriculum Development Expert], Teye Yadessa [WVE – DRR specialist].

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We would like to thank AusAid for funding C-ERDM program implementation across Africa since 2007.

Gutu Tesso [World Vision International - C-ERDM Program Coordinator] and Mary Mukwavi [World Vision International - ACRP Coordinator] undertook substantial writing. The overall writing and editorial work was directed by Ermiyas Abebayehu [World Vision International - ACRP Manager].

ABBREVIATIONS & ACRONYMS

ACRP	-	Africa Community Resilience Program
AIDS	-	Acquired Immune Deficiency Syndrome
AWD	-	Acute Watery Diarrhea
CBOs	-	Community Based Organizations
C-ERDM	-	Children – in Emergency Response and Disaster Mitigation
CFDRR	-	Child Focused - Disaster Risk Reduction
DFID	-	UK's Department for International Development
DRM	-	Disaster Risk Management
DRMFSS	-	Disaster Risk Management and Food Security Sector
DRR	-	Disaster Risk Reduction
DRR/M	-	Disaster Risk Reduction/Management
DRMTWG	-	Disaster Risk Management Technical Working Group
EAR	-	East Africa Region
ESD	-	Education Sector Diagnosis
FDRE	-	Federal Democratic Republic of Ethiopia
GEQIP	-	General Education Quality Improvement Package
GoE	-	Government of Ethiopia
GTP	-	Growth and Transformation Plan
HEA	-	Humanitarian Emergency Affairs
HFA	-	Hyogo Framework for Action
HIV	-	Human Immuno-Deficiency Virus
INGOs	-	International Non Governmental Organizations
JICA	-	Japan International Cooperation Agency

Kebele	-	Government's smallest administrative unit [Ethiopia]
M&E	-	Monitoring and Evaluation
MDG	-	Millennium Development Goals
MLC	-	Minimum Learning Competencies
MoA	-	Ministry of Agriculture
MoARD	-	Ministry of Agriculture and Rural Development
MoE	-	Ministry of Education [this includes Regional Education Bureaus, which are autonomous to function by their own].
MoU	-	Memorandum of Understanding
PDD	-	Project Design Document
RRC	-	Relief and Rehabilitation Commission
SPIF	-	Strategic Programme and Investment Framework
ToT	-	Trainer of Trainer
UN	-	United Nations
UNDP	-	United Nations Development Planning
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNICEF	-	United Nations International Children Emergency Fund
UNISDR	-	United Nations International Strategy for Disaster Reduction
US\$	-	United States Dollar
USAID	-	United States Agency for International Development
Woreda	-	akin to district
WVI	-	World Vision International

KEY MESSAGE

Attention is due to disaster risk reduction in Education

Education is a purposeful, systematic and organized social process aimed at engendering behavioral changes among learners. Irrespective of their level of development or political ideologies communities have been providing education in one way or another since time immemorial. It is through teaching-learning process, which is carried out on the basis of curricula documents (Curriculum Framework, Objective and Content flow charts, grade level Syllabi and Textbooks, note to say anything about the teacher-bedrocks of education) students are shaped to fit into the community they live with and with the international community at large. To be of the right congruent to the community to which they are a member they are required to have the capacity to live, among other things, in calamitous situations, which are in most cases unforeseen phenomena happening for the reasons which are beyond their control, and have the resilience to resume working within the prevailing situations and mitigate and do away with the hazards they are exposed to eventually.

Calamities such as regional conflicts, drought, flood, earth quake etc...are recurring hazards calling for the preparation of the education system and the students at different levels of the education ladder. In an epoch of the 21st Century an education system in general and the curricula in particular are expected not only to create awareness but also build the capacity how to deal with situations of disasters; presumably any neglect to prepare the students with the required skills and dispositions to meet head-on with the problems and have the resilience to resume working under the existing conditions will be tantamount to willingly submit to the scourge with disastrous consequences both for the individual learner and for the nation at large. Moreover, there is no argument to the contrary that students who are taught to appreciate natural and manmade plagues, play pivotal role in serving the communities in time of their (the communities') predicament as well as sensitizing them with the hazards of different nature so that they will have the capacity to resist and be resilient when they happen.

Ethiopia fully cognizant of the potential occurrences of disasters any time and the centrality of risk reduction did its level best to integrate contents pertinent to the problems especially at primary education curricula which is the foundation for all learning that come after. Thus, it is high time that all countries give due attention and take contextual measures to integrate issues of disaster and ways of mitigating the problems in their curricula so that their citizens shall have the resilience and the confidence to stand up and face the situations in time of difficulties.

Ato Girma Alemayehu Dano,

Director, Curriculum Development Directorate - Ministry of Education, Government of Ethiopia

FOREWORD

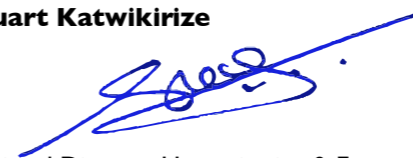
This workshop report captures and presents to the reader the critical process steps through which various multi-stakeholders under the team leadership of World Vision in Ethiopia went through leading to the eventual integration of Disaster Risk Reduction in the primary school curricula of the Government of Ethiopia. It represents the culmination of many years of development and planning that involved all the partners and interests in primary education. The report also shares lessons learned, challenges faced and constitutes a detailed interpretation of feasible recommendations for stakeholders willing to follow a related process.

What makes this report very important? The 2011 UN Global Assessment Report on Disaster Risk Reduction asserts that in regard to the Hyogo Framework for Action (HFA) Priority for Action # 3, which is "use knowledge, innovation and education to build a culture of safety and resilience at all levels", progress is unevenly distributed across countries, and levels of progress are also different across regions with Asia regions and Central America scoring highest; whilst East and West Africa and the Middle East scoring lowest. This Ethiopian accomplishment therefore, is a big breakthrough that paves way for others to refer to and use lessons there from to replicate in respective countries, especially in Sub-Saharan Africa.

There is an ancient proverb that says, "train up a child in the way they should go, and when they are old, they will not depart from it." While there is global acceptance that children are the most affected by disasters, against the above proverbial counsel, they are still the least targeted (at least in Africa) for empowerment with disaster resilience building techniques and skills. With Ethiopia setting the Eastern Africa example, remaining challenges notwithstanding, the integration of DRR into the primary school curricula will help to eventually inspire children to grow up with a culture of risk reduction, without which, it remains impossible to reach the required critical mass pivotal for enabling a sustainable culture of resilience.

I therefore commend this vital and extraordinary collaborative effort by all stakeholders involved in making this initiative the success we have today.

Stuart Katwikirize



Regional Director, Humanitarian & Emergency Affairs

World Vision International, East Africa Region

KEY CONCEPTS

Climate change: Climate change is largely understood as change in the statistical properties of the climate system when considered over long periods of time, regardless of cause. Accordingly, fluctuations in average temperature, average rainfall and others over periods of more than 20 years may represent climate change (Houghton and John, 2001)¹.

Core Competencies: The education building blocks and essential sets of knowledge and skills expected of learners (e.g. oral, written and drawing activities may be used to determine communication core competencies).

Curriculum: Refers to the selection and organization of learning experiences for students that are deemed important for their personal and community development. It encompasses knowledge, values, attitudes and skills that should be well-selected and appropriately sequenced in compliance with learning and development needs at different ages and education stages. Usually, a curriculum is laid down through specific documents (e.g. curriculum frameworks, syllabi, textbooks and other learning resources) comprising education aims, learning objectives and expected outcomes (student competencies), learning content and methods, including student activities, strategies for assessment and evaluation.

Disaster risk: The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period.

Hazard: A dangerous phenomenon or human activity that may damage, disrupt, or lead to loss of life, health, property, livelihoods, social, and economic services. Hazards arise from a variety of sources and sometimes act in combination. Technically, hazards can be described quantitatively as 'likelihood x frequency of occurrence x intensity of impact'. They can include conflict and natural disaster.

Life skills: Skills and abilities for positive behaviour that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life. Life skills fall into three inter-related categories: cognitive; personal or emotional; and inter-personal or social. They may be about specific content areas such as risk reduction, environmental protection, health promotion, HIV prevention, prevention of violence, or peacebuilding.

Prevention: A set of measures taken to eliminate the root-cause that makes people, property and areas vulnerable to disaster. It aims at eliminating or minimizing vulnerability and strengthens the capacity of community to cope up with disaster. This is usually done before a disaster; but can also be done during or after a disaster. It is also understood as taking measures in order to avoid an event turning into a disaster such action can include planting trees which may prevent erosion, landslides drought and others.

Mitigation: A set of actions to reduce the risk to life and property by modifying the hazard. Mitigation accepts the occurrence of some hazards and tries to strengthen the community's ability to withstand the shock so that the hazard cause no or minimal damage; measures that reduce vulnerability to certain hazards. For instance, there are building techniques that ensure that our houses, schools or hospitals will not be knocked down by an earthquake or a hurricane.

Preparedness: Preparedness can be defined as measures taken before and between hazard events to forewarn and prepare in order to ensure a timely and effective response. Examples: An early warning communication mechanism; evacuation drills; building skills in fire suppression, first aid, and search and rescue; stockpiling and prepositioning of food, water, and educational supplies ahead of flood season or worsening conflict; safe keeping of records, teacher's guides, and curriculum material; a national emergency preparedness and response plan; a provincial contingency plan and a school safety/preparedness plan. The examples above are just illustrations of these concepts. Since each country and community is different, local ideas, adaptation, ingenuity, and learning from other experiences are essential.

Risk: Risk is the probability that a hazard will turn into a disaster. Vulnerability and hazards are not dangerous, taken separately. But if they come together, they become a risk or, in other words, they increase the probability that a disaster will happen. Nevertheless, risks can be reduced or managed. If we are careful about how we treat the environment, and if we are aware of our weaknesses and vulnerabilities to existing hazards, then we can take measures to make sure that hazards do not turn into disaster risk. Risk management doesn't just help us prevent disasters; it also helps us to put into practice what is known as sustainable development. Development is sustainable when people can make a good living and be healthy and happy without damaging the environment or other people in the long term.

10 ¹ Houghton, T. and John, Theodore, 2001. Climate change. The scientific basis. Contribution of working group I to the third assessment report of the intergovernmental panel on climate change. Cambridge, UK: Cambridge University Press. ISBN 0-521-80767-0. <http://www.ipcc.ch/ipccreports/tar/wg1/518.htm>

Resilience: Resilience is the opposite of vulnerability. It means having an ability to cope with and recover from shocks and stresses. Resilience can be understood as the positive capacity of people to cope well with life's defining events. This coping may result in the individual "bouncing back" to a previous state of normal functioning. Whilst people generally adapt well, to these life defining events over time, some people just seems to bounce back². A resilient community is able to respond to changes or stress in a positive way, and is able to maintain its core functions as a community despite those stresses. A particular change may have vastly different consequences in different communities, and different communities will demonstrate different degrees of resilience to the change³.

In the education context, resilience is the ability of an education system (at different levels) to minimize disaster risks, to maintain its functions during an emergency, and to recover from shocks. Resilience at the individual level is the ability to apply knowledge to minimize risks, to adapt to emergency situations, to withstand shocks, and to rapidly resume learning and other life-sustaining activities. Resilience can be strengthened when factors underlying vulnerability are addressed. Resilience is reinforced when the 'inherent' strengths – of individuals and systems – are identified and supported⁴.

Vulnerability: The characteristics and circumstances of a community, system, or asset that make it susceptible to the damaging effects of a hazard. There are many aspects of vulnerability, arising from various physical, social, economic, and environmental factors. At the education system level, vulnerability is the combination of exposure to conflict-related, natural, and human-made hazards, and the degree to which the education system at different levels is susceptible to collapse and disruption of function. At the learners' level, vulnerability is the combination of exposure to hazards and the degree to which learners are susceptible to interruption or complete loss of access to quality education opportunities.

² Andre, Parsons, 2011. Your journey to resilience. Providing workplace solutions. Clibre clinical consultants. US

³ Andre, Parsons, 2011. Your journey to resilience. Providing workplace solutions. Clibre clinical consultants. US

⁴ Adapted from Global Education Cluster, 2011

EXECUTIVE SUMMARY

Global statistics indicate that over 40 per cent of the world's out-of-school children live in poor countries, and an estimated 175 million children per year are likely to be affected by natural disasters during the current decade. As a result, a growing sense of urgency among the international community has given rise to the need to engage in strategies to mitigate the risks of conflict and natural disasters. Disaster risk reduction not only saves lives, but is also cost effective: it has been estimated that every US\$1 invested in risk management before the onset of a disaster prevents US\$7 in losses.

The education curriculum is a powerful tool for building a culture of safety and resilience. It has an important role to play in transmitting knowledge and skill for disaster risk reduction. The education system has a responsibility to ensure that it does not act as a vehicle for domination, but should rather play a supportive role, for teachers and learners to engage in safe practices in case of disaster to potentially save lives.

In countries like Ethiopia where resources for curriculum revision and its subsequent processes are limited, it is a challenge to get school curriculum revised and important issues like DRR integrated in it. The capacity building needs that follow a revised curriculum add further worries to the ministry of education. Thus, for a long time, the curriculum has been revised in 2005, once since its implementation 14 years ago. Currently, however, the curriculum is expected to be revised every 5 years.⁵

The method of integrating DRR in the education curricula may differ according to the different contexts, depending on the policy decision, conditional on how countries prefer to handle the matter and dependent on the overall capacity to do so. In this regard, WV Ethiopia was proactive and supported the government initiative in what was only practical and possible.

Ethiopia is not signatory to the HFA, and neither is the national DRR/M policy approved and nor is the strategic programming investment framework finalized. Despite the limitations and challenges in the process of integrating DRR in the school curricula WVI decided not to miss the important opportunity to ensure integration of DRR concepts in the education system and to do what is only possible to contextually integrate DRR in the education curricula of the GoE, based on the prevailed context.

⁵ Curriculum Framework for Ethiopian Education (KG – Grade 12), FDRE MoE, 2010.

In 2008 World Vision Ethiopia has begun the implementation of child focused disaster risk reduction under its Children Emergency Response and Disaster Mitigation (i.e. C-ERDM) project, with its long term goal of 'DRR contextual integration into the school curriculum and co-curricular activities'. C-ERDM is a child focused DRR project which has been operational in Africa, since then. Phase I of the project was implemented in Ethiopia, Lesotho and Ghana, while phase II also incorporated Burundi. The C-ERDM project primarily focused on building capacity of the communities of the four countries and local stakeholders.

The approach is within the **Hyogo Framework of Action – third priority**, which emphasizes the **use of knowledge, innovation and education to build a culture of safety and resilience at all levels**. One of the specific actions set under this priority was the **contextual integration of DRR into school curriculum**⁶. Moreover, "the project aims at strengthening community resilience through the engagement of children in the application of DRR approaches. As a result of such efforts, DRR has been contextually integrated into the primary education curriculum"⁷. In Ethiopia, primary education takes 8 years and is split into grades 1 - 4 (primary first cycle) and grades 5 - 8 (primary second cycle).

14 ⁶ C-ERDM PDD 2008
⁷ Government of Ethiopia, National progress report on the implementation of the Hyogo Framework for Action (2011-2013) – Interim report, 2012.

OVERVIEW

The provision of education in Ethiopia is the joint responsibility of federal and regional governments. Despite rapid expansion of the education system, however, the education sector faces key challenges. Access to quality education opportunities continues to be an obstacle, especially for females and other most vulnerable children, poor students and children in pastoral areas. This is widespread as better resourced schools are generally located in urban areas and in the non-emerging regions. There is limited physical access to education, especially in pastoral and agro pastoral regions, socio-cultural barriers to participation (especially for girls in rural areas) and there are financial constraints with households paying a large share of non-salary recurrent education expenditures.⁸

The Government's current vision for education development is described in the Growth and Transformation Plan, which serves as the overarching development framework, giving high priority to quality improvement at all levels. Within this framework, the MoE has developed a General Education Quality Improvement Package (GEQIP). A key recommendation of the education sector Annual Review Meeting 2007 is that MoE and Development Partners work together to implement the GEQIP through partnership. This proposed partnership will support the implementation of Curriculum revision, Textbooks adjustment, publication, assessment and inspection, as part of the six components of the GEQIP. GEQIP is designed to enhance coordination and synergy among components that have operated separately in the past. The newly revised curriculum will serve as a crosscutting foundation for the first three components of the program. The revised curriculum will guide the revision of the textbooks and teacher guides, as well as the teacher educator and pre- and in-service teacher training program curricula that will be developed under GEQIP.

Children participate in disaster risk reduction to create the necessary skills and abilities for comprehensive risk management as their participation creates positive attitudes in risk reduction, enable them to identify risks and vulnerabilities and to nurture the appropriate values.⁹ The focus on children as active participants in DRR is further informed by changing roles of children as the traditional family unit structure breaks down due to poverty and HIV and AIDS that has left many children taking the roles of adults as they act as household heads with responsibilities for production of food and income generation, looking after their siblings, undertaking daily chores of cooking, laundry, harvesting etc.

⁸ C-ERDM PDD 2008
⁹ GEQIP 2008

In all societies, children represent the hope for the future. By extension, schools, because of their direct link to youths, are universally regarded as institutions of learning for instilling cultural values and passing on both traditional and conventional knowledge to younger generations.

Equipping children with disaster management knowledge therefore, requires two distinct yet inseparable priorities for action:

- Disaster Risk education contextually integrated into the education curriculum
- The understanding of the immediate environment in which children and their families live and work and ensure the safety of the environment as well as a collective responsibility for the environmental sustainability.

It is with this thinking that if children are taught about the risks of natural hazard, they will play an important role in saving lives and protecting members of the community in times of crisis. Hence, this process recognizes children as change agents and through integrating Disaster Risk Reduction (DRR) education into schools and school curriculum will empower the children. This is in tandem with the World Vision Transformational Development's domains of change that look at empowered boys and girls as agents of change.



Photo 1: Life skill trainings are as important as Science classes to layout foundation for building a disaster resilient society.

Revision of School Curriculum has never been an easy task in Africa, if not in most countries of the world. It involves huge investment, qualified professionals, strong advocacy work, and the political will. In the present day when many organizations want key agendas like HIV/AIDS, gender, environmental protection, child rights, disaster risk reduction, etc to be included into the school curriculum and education system, the success was not observed within a short period of time. The complexity and diversity of issues to be integrated can cause conflict amongst partners, when they come with different priorities of their interest.

This is because many cross-cutting issues that may be proposed for integration could overcrowd the school syllabus and overshadow the normal subject matter. In countries like Ethiopia where resources for curriculum revision and its subsequent processes are limited, it is a challenge to get school curriculum revision integrating important issues like DRR can be a challenge. The capacity building needs that follow a revised curriculum require additional resources.

Thus, the curriculum has been revised in 2005, once since its implementation 14 years ago. Currently, however, the curriculum is expected to be revised every five years.

The method of integrating DRR in the education curricula differs according to the different contexts, depending on the policy decision, conditional on how countries prefer to handle the matter and is dependent on the overall capacity to do so. WVI Ethiopia was proactive and supported the government initiative in this regard in what was only practical and possible.

Ethiopia is not a signatory to the HFA, and the national DRR/M policy is not yet approved and neither has the strategic programming investment framework been finalized. Although there were limitations and challenges in the due process of integrating DRR in the school curricula [e.g. meaningful partnership among government ministries, stakeholders and research and higher institutions - for example, with Bahar Dar University, which is offering undergraduate and post graduate as well as short term courses in DRR/DRM contributing substantially towards the professionalization of the DRR/DRM workforce], WVI decided not to miss the important opportunity to ensure integration of DRR concepts in the education system and to do what is only possible to contextually integrate DRR in the education curricula of the GoE, based on the prevailing context.

In 2008 World Vision Ethiopia began the implementation of child focused disaster risk reduction under its Children in Emergency Response and Disaster Mitigation (i.e. C-ERDM) project, with its long term goal of 'DRR contextually integrated into the school curriculum and co-curricular activities'. C-ERDM is a child focused DRR which was initially implemented in Ethiopia, Ghana and Lesotho while Burundi was included into phase II of the project cycle (2012 - 2014). The C-ERDM project is a capacity building initiative involving World Vision, the communities of the implementing countries and local stakeholders.

¹⁰ Curriculum Framework for Ethiopian Education (KG – Grade 12), FDRE MoE, 2010.

¹¹ C-ERDM PDD 2008

The approach is within the **Hyogo Framework of Action – third priority**, which emphasizes **the use of knowledge, innovation and education to build a culture of safety at all levels**. One of the specific actions set under this priority was the **contextual integration of DRR into primary school curriculum**¹¹. Moreover, “the project aims at strengthening community resilience through the engagement of children in the application of DRR approaches. As a result of such efforts, DRR has been contextually integrated into primary school curriculum”¹². Hence, the concepts of DRR, as indicated in Table 1, were integrated by combining with portions and specific chapters in the environmental science [Grade 1 - 4], integrated science [Grade 5 -6] and social studies [Grade 5 - 8] subjects. Moreover, supplementary reference books on issues of DRR for students grade 5 – 8, and other guidelines - like traffic safety rules teaching manual [Grade 5 – 8] were developed and made operational.

The curriculum revision process was initiated early in 2008, and the subsequent actions to formulate and operationalize the policy took more than three solid years; It was only at the end of 2012 that the revised text books were published and made available for student use. Please see Table 2.

WHY CONTEXTUAL INTERGRATION OF DRR IN EDUCATION CURRICULUM

Numerous examples across the globe show that children are most vulnerable to disasters, constituting 50 – 60% of those affected. The vulnerability of children to disasters has been well documented in recent years,¹³ with impacts of disasters on children including death, injury, illness, separation from families, interruption to education, and increase in child labour and trafficking. It is estimated that over the next decade, approximately 175 million children a year will be affected by climate-related disasters.¹⁴ As a result of the impact of disasters on children, it is essential that Disaster Risk Reduction (DRR) and climate change adaptation practice and policy includes children and recognizes their fundamental right to participate. Children are particularly vulnerable to disasters, constituting 50-60 per cent of those affected. Impacts also vary according to the sex and age of the child. Climate change is exacerbating the situation.

Between October 2010 and September 2011 severe droughts in East Africa caused 50,000 fatalities and at the height of drought 13.3 million people were suffering from malnutrition, displacement, loss of livelihoods, and a fear of no way out of the catastrophic circumstances.¹⁵ In the due course, we have learnt that disasters discriminate against the most vulnerable [i.e. the poorest, women, children, disabled, elderly, orphans and other marginalized groups], and adversely affect the pace and quality of socioeconomic development.

In 2012 in the Sahel region of West Africa, over one million children were estimated to be facing severe and life-threatening malnutrition during the drought and food crisis.¹⁶ As a result of the impact of disasters on children, it is essential that Disaster Risk Reduction (DRR) and climate change adaptation practice and policy includes children and recognizes their fundamental right to participate.

Conversely children can be influential and effective change agents in regard to disasters and associated risks. Often, lessons learnt at school are later transmitted to the home. Introducing disaster awareness and risk reduction education in the school curriculum would foster better understanding amongst the children and the teachers about the immediate environment in which they and their families live and would help to reduce the risk faced by the community.

¹³ Children in a Changing Climate, Children and Disasters: Understanding Impact and Enabling Agency, F. Seballos, T. Tanner, M. Tarazona and J. Gallegos, May 2011.

¹⁴ Save the Children, Legacy of Disasters, 2007.

¹⁵ *HARD Annual Report 2012, WV EAR*

¹⁶ Save the Children and World Vision, Ending the Everyday Emergency – Resilience and Children in the Sahel, July 2012.

The children's consultations that were conducted in 2011 and in 2012 as part of research by the children in a changing climate coalition consistently identified risk reduction education and school safety as a priority issue to be addressed. Children bemoaned damage to their schools as a result of disasters resulting in their missing education for prolonged periods. A further impact of disaster was that children were unable to safely access school and have a safe place to play. During the consultations in 2012, children frequently identified safe schools and uninterrupted education as their top priority. Other challenges that were identified by children included: DRR not being integrated into the curriculum so the school safety programme was limited in the community.

Child-focused DRR is a rights-based approach to DRR that combines child-focused (for children) and child-led (by and with children) activities with interventions geared towards bringing about change in community, local and national duty bearers.¹⁷ It fosters the agency of children and youth to work towards making their lives safer and their communities more resilient to disasters. As disasters impact all the rights of children, child-centred DRR focuses on children's rights to protection, participation, survival and development in the face of disasters, consistent with the Convention on the Rights of the Child.

Given that DRR has been recognized as a key strategy in terms of climate change adaptation,¹⁸ there are clear linkages between many of the climate change adaptation activities involving children and child-centred DRR, as both focus on reducing children's vulnerability to disasters.

Children constitute one of the most vulnerable groups during disasters. Exposure to disaster can be a traumatic experience, affecting their future full development potential. Factors that contribute to their vulnerability and limit their coping capacities include their lack of knowledge and experience in reacting to disaster situations, their age, families' economic and social status and living environment. Children have particular needs that must be met for their wellbeing & development. Besides their physical threat to life, other noticeable threats to them include experiences of fear, violence, and separation from parents, exploitation and abuse. Even, the loss of livelihood of their families can lead to homelessness and extreme poverty exacerbating difficulties to children.

Schools are the best venue and source for sowing a culture of preventive mechanisms information, using school children and teachers as a vehicle toward resiliency. Awareness is the first step toward action and it can trigger interest which in turn can prompt action.

The contribution of children to risk reduction can be encouraged, developed and consolidated through formal and informal education. Schools are of fundamental importance for DRR at the community level for a number of reasons: the realization of universal primary education stands as the second MDG; and it is widely recognized that ensuring greater access for children to schools is fundamental for sustainable development. Integral to the success of this MDG is that school curriculum and governance support children's knowledge and participation in DRR.



Photo 2: Children's living environment heavily contributes to children's vulnerability to disaster and limits their coping capacities

20 ¹⁷ Plan International, Child-Centred Disaster Risk Reduction – Building resilience through participation, 2010.

¹⁸ UN Secretary General, <http://www.un.org/News/Press/docs/2008/sgsm11841.doc.htm>.

PURPOSE OF THE REPORT

This reflection workshop report aims to identify and understand good practices, success factors and processes that have worked as an initial step in the benchmarking process towards integrating DRR in the school curricula in Ethiopia. It also highlights growth areas and challenges in the process of integrating DRR in school curriculum in terms of policy, strategy, implementation process, learning materials development, teacher training, etc.

Generally, this report aims to inspire education sector stakeholders such as MoE, schools, students, parents, and stakeholders in general in their objectives to integrate disaster risk reduction in the educational system. It also seeks to provide guidance on how to effectively contextually integrate disaster risk reduction in the school curriculum based on actual experiences.

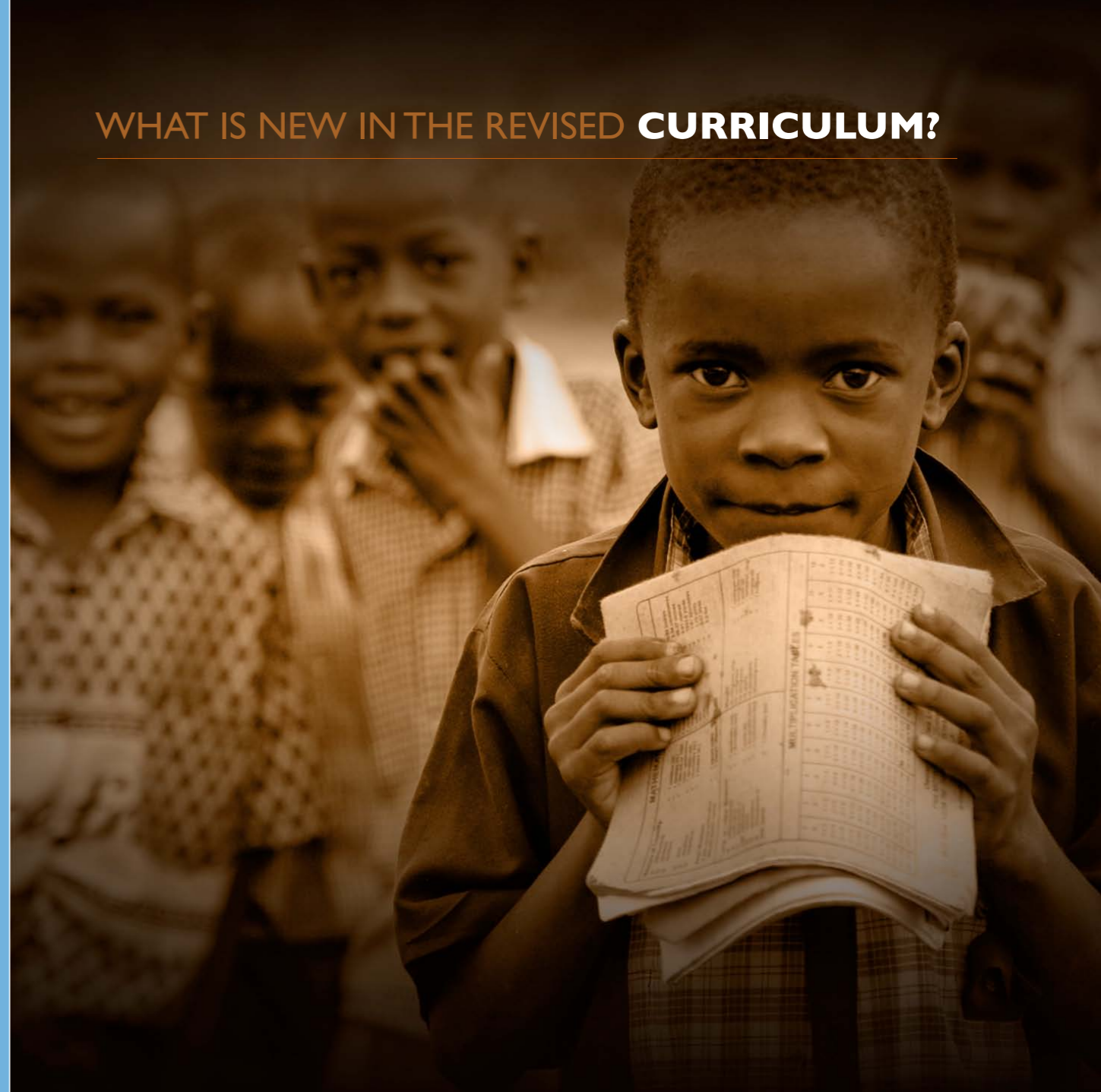
The contextual integration of DRR in the primary education system was made by curriculum experts through a guideline or legal framework provided by the MoE. This report provides a compact set of ideas revolving around the best and sound practices for DRR integration, which can be evaluated to fit unique country settings and make replication possible. Stakeholders, curriculum experts and teachers are also in the best position to offer recommendations to policy-makers and relevant authorities in education sector on how to further improve the DRR practices they currently observe to make their efforts parallel to successful ones in other countries.

The technical staff provides support to teachers in ensuring that the integration of DRR in education is implemented according to the guide established by MoE. They are likewise expected to have a sound understanding of the basic concepts and terminologies unique to DRR contextual integration to ensure that they can provide accurate support to the school and its students. The students are expected to be responsive to efforts by their educators to effectively integrate DRR in education. Proper observation of drills, adequate understanding of concepts, adoption of appropriate skills and mindset, and active participation during class discussions about the risk of disasters in their respective communities are some of the expected response within a classroom setting or any other learning environment.

Parents' involvement in integrating DRR in education is crucial as making children understand the importance of building communities that are disaster resilient begins at home. From their homes, parents and guardians are also expected to engage in active participation in the various efforts of school administrators and educators to increase awareness among children about the risk of disasters in their area and the appropriate responses to help reduce the impact of disasters.

Lastly, anchored on the role of school settings in building disaster resilient communities, policy-makers in the ministry level set the guideline needed by school curriculum experts and teachers to implement DRR strategies and practices in the classroom and other co-curricular activities.

WHAT IS NEW IN THE REVISED CURRICULUM?



WHAT IS NEW IN THE REVISED CURRICULUM?

The previous education curriculum of the GoE integrated mainly the theoretical aspects of HIV & AIDS with no competencies and content for life skills for major hazards and disasters.

In contrast, the revised curriculum seeks to incorporate life skills on different major hazards – like flood, road accident, fire, explosive materials, global warming, loss of biodiversity, pollution, desertification and food shortage, child protection, child right and safety issues like Child trafficking, child labour exploitation, good governance, and population pressure. Further additions include escaping mechanisms from social disorders – like child right violations, rape, peer pressure, juvenile delinquency, and various problem solving skills that are vividly highlighted in the syllabi and text books, covering information on the causes, preparedness and actions to be taken during a disaster. The depth of knowledge on these hazards increase as the students move from lower to higher grade levels.

Table 1 - Examples of DRR related Minimum Learning Competencies [MLC] by grade level [Environmental Science, Social Studies and Integrated Science]

Grade	Unit	Minimum Learning Competencies
Grade 1	Unit 1	Identify general categories and names of diseases in their locality
		Know how dangerous it could be to smell and taste unknown matters
	Learn about disease preventive mechanisms and their responsibility to protect themselves from diseases and harmful substances.	
Unit 3	Reflect on road accidents and their experience	
	Learn on road safety rules, accident preventive mechanisms and their responsibility to protect themselves and others	
Grade 2	Unit 1	Identify general symptoms of common diseases in their locality
		Learn the importance of communicating the same to their teachers and families – through drama, ...
	Unit 2	Learn about the importance of personal hygiene & environmental sanitation to prevent AWD, Trachoma, Malaria, etc. and avoid blood contact to avoid HIV prevalence.
Unit 2	Identify accidents that may occur at home, etc – electricity shock, fire, stove, boiled water, handling knives, climbing up high places and using ladder, lightening etc...	
	Learn about accident preventive mechanisms and their responsibility to protect themselves and others	
Grade 3	Unit 1	Learn about proper Food handling, hygienic food preparation, house and environmental sanitation in practice, consequences of poor food handling, etc...

Table 1 - Examples of DRR related Minimum Learning Competencies [MLC] by grade level [Environmental Science, Social Studies and Integrated Science]





Grade	Unit	Minimum Learning Competencies
		Learn about the importance of sanitation in food preparation and food handling. Students will be able to know the importance of cleanliness in the house, maintaining clean toilets and sewerage system etc...
Grade 4	Unit 2	Learn general concepts of Natural resource protection
		Learn about techniques of Soil and Water Conservation and learn about air pollution
		Define deforestation as the loss of trees and other vegetation from forests, explain how erosion, flood and drought may result from deforestation, describe methods of conserving vegetation, take an active role in tree planting activities...
Grade 5	Unit 1	Identify the prevailed problems on the natural resources in their environment – like pollution of air & water, deforestation, soil erosion, etc ...
		Students will explain the causes and recommended solutions of food shortage. Hence, apart from planting trees in and around their schools and home compounds; children will learn on how biogas technology could be used as an alternative source of energy. Demonstration will be made using a simple model.
	Unit 2	Define HIV and AIDS, describe the ways of transmission and prevention of HIV Demonstrate assertiveness, interpersonal communication, coping with emotions, decision making and critical thinking skills that help them prevent AIDS.
	Unit 3	Discuss eating raw meat, drinking un-boiled milk and disposal of human waste at wrong places as harmful practices
		Explain the effects of cigarette smoking on health. Describe the effects of inhaling "gaya" and "suret" and uvular mutilation as harmful traditional practices
	Unit 4	Discuss on child right issues, on how they can be affected, how their right can be violated etc...and what they can do in such circumstances, and how they can help others
		Explain the harmful traditional practices that expose people to HIV/AIDS and its impact in Ethiopia; Analyze the impact of rapid population growth; Describe the features of good governance Relate accidents [fire, flood, traffic accident ...] to their safety mechanisms.
		Learn about some common drug abuse in their locality – alcohol, "chat", tobacco, hashish...and explain the effects of drug abuse on individuals and their families and express willingness to conform to a drug free behaviour
	Unit 1	Learn about electricity safety rules – using / handling overloaded sockets, frayed cables, damaged plugs and sockets, exposed Wire, using appliances near water...
		Learn about fire accident, classification of fire, preventive and mitigation measures.
Explain the causes and effect of water pollution and state methods of controlling pollution		

Table 1 - Examples of DRR related Minimum Learning Competencies [MLC] by grade level [Environmental Science, Social Studies and Integrated Science]

Grade	Unit	Minimum Learning Competencies
	Unit 4	List some common sexually transmitted diseases and their prevention methods
		Discuss female genital mutilation, early marriage, illegal abortion, abduction, rape and sexual harassment as harmful practices
		Participate in combating HIV/AIDS ... the care and affection that should be given to people living with HIV and AIDS and explain the social impacts of HIV and AIDS
		Exemplify actions violating child right & escaping mechanisms Distinguish the difference between escaping mechanisms.
Grade 7	Unit 1	Define global warming and discuss its causes and effects
		State the causes and effects of overgrazing and deforestation on the eco-system
	Unit 3	Recognize the influence of rapid population growth on vegetation, wild life and soil
		Realize the methods to conserve natural resources - state major methods of conservation of natural vegetation, wild life, water, air and soil in Africa
		Develop skills to plant trees and care for animals in their vicinity (locality)
	Unit 4	Realize the effect of biodiversity on the livelihood of the people
Adhere escaping mechanisms against child right violation. Analyze the characteristics of good governance and Verify the effect of the lack of good governance in Ethiopia and Africa. Compare & contrast the practice of good & bad governments. Analyze the socio-economic impact of HIV/AIDS in Africa.		
Grade 8	Unit 3	Identify delinquency behaviors that lead to mal practices
		Describe the causes and consequences of damage to resources. Select the appropriate methods and implement it to conserve natural resources.
		Identify the major effects of land degradation, verify the most common agents of erosion in their surrounding and learn on its preventive measures. Explain the main key players of pollution; identify the major types of pollutants and preventive action.
	Unit 4	Recognize the remedial steps to mitigate the severity of population by international organizations and countries
		Realize the causes and effects of global warming. Analyze the global effect of climate on people, vegetation, water and wild life
	Unit 4	Demonstrate means that entertain gender issues.
		Assess the impact of good (and bad) governance.
		Develop sense of combating delinquency problems.
		Appreciate the role of youth in combating HIV/AIDS, promoting the population policy and gender equity




KEY MILESTONES: 2007 - 2013

Table 2: Timeline in integrating DRR into the primary education curricula of GoE

2007 	<ul style="list-style-type: none"> October 2007 - C-ERDM program was launched in Africa [Ethiopia, Ghana and Lesotho] with its long term goal of 'DRR contextual integration into the school curriculum and co-curricular activities'. Program implementation in Ethiopia commenced. [i.e. DRR trainings, Workshops, advocacy engagements ...]
2008 	<ul style="list-style-type: none"> February 2008 - GoE, MoE did Sector diagnosis – “Where we are now”? March 2008 - GoE, MoE initiated the national curriculum revision process – “where do we want to get to”? November 2008 - GoE, MoE General Education Quality Improvement Package (GEQIP) launched. – How are we going to get there? C-ERDM program continuously engaged MoE policy decision makers and curriculum revision experts in different awareness raising events and advocacy forums
2009 	<ul style="list-style-type: none"> February 2009 - GoE, MoE launched the Education and training implementation guideline C-ERDM program continuously engaged MoE policy decision makers and curriculum revision experts in different DRR trainings and workshops Establishment of pilot School DRR committee through C-ERDM programming.
2010 	<ul style="list-style-type: none"> December 2010 - GoE, MoE finalized and launched its curriculum framework or blue print to provide guidance for the preparation of the subsequent curriculum materials C-ERDM program imputed different DRR tools [i.e. Information and Education Materials production and Distribution] to curriculum revision experts for possible inclusion into the revised education syllabi and continued to engage the experts in different DRR trainings, national level forums and workshops

MAJOR EVENT DESCRIPTION

Table 2: Timeline in integrating DRR into the primary education curricula of GoE

2011 	<ul style="list-style-type: none"> MoE prepared the respective grade syllabi and textbooks. Moreover, preparatory actions were made on the overall implementation of the teaching learning activities across the grade levels. C-ERDM program imputed different DRR tools to curriculum revision experts, took part in reviewing and giving feedback to the revised syllabi and continued to engage the experts in different DRR trainings, national and regional level forums and workshops.
2012 	<ul style="list-style-type: none"> MoE published the revised textbooks [Grade 5 – 8] in July 2012. C-ERDM program initiated “DRR in Education” theme under education in emergencies cluster and started to engage with child – centered partner organizations
2013  The way Forward	<ul style="list-style-type: none"> MoE published the revised textbooks [Grade 1 – 4] in April 2013; the books will be operational as of September 2013. C-ERDM program continues to push the agenda of “DRR in Education” theme forward under “education in emergencies” cluster and keep on engaging with child – centered partner organizations. Sectoral assessment with the broader federal line ministries, teachers, students, the community & key humanitarian and development partners to fine tune the already integrated DRR contents in the primary education curricula. Work together with all pertinent stakeholders to look for possible options to include DRR in other subjects and beyond primary education to scale up to high school level [grade 9 – 12].

1. An Education Sector Diagnosis [ESD] was the first step in the education planning process. It was an ‘X-ray’ of the situation / context and examined trends in educational development. It identified the strengths and weaknesses of the education system and their causes, including potential constraints or challenges.

Objective:

- To outline the purpose and steps of an ESD;
- To demonstrate how to integrate DRR and other important national agenda;
- To analyze factors of resilience with the education system.

How

- Through revising the education policy and curriculum content

Result

- In the previous education curriculum of the GoE, there were no competencies and content for Life skills for major hazards / Disasters. The only DRR content that was integrated in the previous syllabus was HIV/ AIDS, and it was more of theoretical than practical. Hence, the need for curriculum reform was very clear.

2. General Education Quality Improvement Package [GEQIP] was launched as an act or process of setting and directing the long-term course of action to be pursued by the government.

Objective:

- Define the GEQIP formulation process, its importance, and the choice of policy for disaster risk reduction amongst other important national agenda;
- Explain the priorities allocated to programmes based on the ESD;
- Identify the process by which to do this.

How

- Task curriculum revision experts with the responsibility for integrating DRR policies into the education sector Plan;
- Consult with key stakeholders;
- Identify priority programmes and objectives.

Result

A. Access -

- Curriculum reform to include information on hazards, risks, and response mechanisms in the case of a natural disaster.

B. Quality -

- Teacher training policy - to ensure teachers have sufficient skills in disaster risk reduction and response techniques.

PROCESS STEPS



PROCESS STEPS

1) Awareness raising campaigns

In the early stages of the C-ERDM project, World Vision Ethiopia embarked upon raising the awareness level of students, out-of-school children, community members, teachers, government staff and members of various local institutions on disaster risk reduction. In 2007/2008, the concepts of DRR were relatively new by almost all stakeholders. This might be because Ethiopia was not a signatory of the Hyogo framework for action and hence the government had not invested much in this regard, at the time. Specific awareness raising guidelines and messages on pamphlets, flyers, etc were prepared and disseminated by project staff for different target audiences.

Because of the lower level of awareness about disaster risk reduction in the C-ERDM project implementation areas, the pace at which the project moved was quite low in the early period of the project's commencement. Moreover, because the project originally begun in one of the most slum area close to Africa's biggest open market called "Merkato", the access to community members whose livelihood is largely on commercial merchandise was not easy. More than anything, in such high market places the opportunity to get the out of school children was very much difficult as the normally depend on selling their labor the whole day to win their living.

However, because of the great effort made by the World Vision to align it schedule with that of the community and out of school children, it was made possible to get its awareness raising effort reach them. Hence, tens of thousands of children, parents, teachers, government staff etc ... get aware. Consequently, the knowledge of risk reduction and identification of the prevailing disaster risk in their setting was flourished.



Photo 3: DRR sensitization event for school children

2) Disaster Risk Reduction Training

In line with the Hyogo framework for action priority three, which emphasizes the use of knowledge, innovation and education to build a culture of safety at all levels DRR training was delivered at community level, to local authorities, targeted sectors – more importantly schools and education sector staff, Intensive training on disaster risk reduction to different community groups and school community, sought to improve their knowledge and understanding and thereby enhance their capacities to implement what was relevant in their respective domains. The targets were students, curriculum experts from MoE, school teachers, and community members. The training topics varied from hazard assessment, vulnerability assessments, risk analysis, and defining local level mitigation and adaptation strategies etc. Participants were also trained on methodologies of reaching the wider population and on methods of ensuring sustainability of disaster risk reduction knowledge dissemination. In the period 2007 - 2009, such capacity enhancing trainings were provided

The trainings offered were based on standard training manual developed for such purposes. Different training manuals were prepared for adults, school and out of school children. The different trainings provided at various levels were able to enhance the knowledge and understanding of the different targets. When the curriculum revision was made, these training manual were the major source documents for the curriculum revising experts.

Box 1 'Entry points' for CFDRR – Training and capacity development

►► I. How can training lead to capacity development in a wider sense ?

Training may be a good place to start new initiatives. Take training as an entry point to build relationships and confidence and raise awareness/advocate for a specific topic. To ensure a wider impact, undertake action planning with trainees targeted at organizational and institutional levels including specific responsibilities and accountabilities. Remember : every action plan is only as good as its implementation and follow-up.



Photo 4: Community Trainings on DRR issues

3) Information and Education Materials production and Distribution

Apart from the aforementioned process steps, World Vision was constantly engaged in the preparation and adoption of relevant DRR educational materials. The materials included TOT manual on child focused DRR, children DRR booklets, videos, flyers, posters, banners and more. Many of the teaching materials were translated into local languages. During the curriculum exercise by the ministry of education, these materials served as source documents to curriculum experts.



Photo 5: Different brochures and Billboards were among the many information channels used as for information sharing

4) Establishment of school DRR clubs to foster DRR learning among school children

It took a thorough analysis to select the best and simple way to make difference in successfully building DRR knowledge among children, teachers and community members. As a result, the major strategy selected in this endeavor was the establishment of Disaster Risk Reduction Clubs (DRR Clubs) in the schools as part of the co-curricular activities to be run by the schools with technical support from World Vision. Under this initiative ten schools from Addis Ababa city administration were selected as pilot program for intervention. In these schools DRR clubs were formed comprising children of both sexes from the age of 10 - 18 years. The total numbers of clubs formed were ten, which was one per school. On average there were twenty six members per club. The primary objectives of DRR clubs were:

- 1) to foster DRR learning and actions among the club members through regular gathering,
- 2) To use the club members as peer educators to the other children by promoting peer education in the school and community,
- 3) to broadcast club's DRR activities (entertainment) through School mini media and
- 4) to use the club members prepare DRR entertainment activities like drama, role play, music, beauty contest, poems, questions and answers, and others during community DRR gathering.

The club members were first trained on various life skills with regard to disaster risk reduction measures, which includes but not limited to first aid training, risk assessment, school environmental project, awareness on disaster risks, children vulnerabilities, response to hazards trough drills, safe school and community environment and some games. Then the club members in turn formed a regular weekly gathering to discuss on the different training they received and plan with their club leader (from teachers)

on the how of reaching the whole school community. In this process a strong partnership was established between schools' DRR clubs, Red Cross, Fire brigade, traffic police, and ministry of education in this initiative.

The children use various creative methods in their clubs to foster their knowledge and teaching their peers in the schools. These include the DRR competition among children in school and competition among DRR clubs between schools. Moreover, DRR clubs usually prepare annual events whereby the whole school community and the parents of the children attend the dramas, role plays, children disaster message speakers present their activities. This is meant to raise the awareness of the wider community in the school and out of school.



Photo 6: DRR club members performing drama to students

Through the program over the last five years, tens of thousands of community members, government staff, and school teachers were reached through the activities of DRR clubs and other complementary activities.

The formation of DRR clubs in school around DRR issues have resulted the following

- 1) Created learning forum among club members to meditate on what they have given during training;
- 2) Promoted peer education through club members to reach the wider students in school;
- 3) Fostered a creative methodology in terms of formats used by club members to convey their DRR message, while entertaining and
- 4) Increased the spirit of competition among club members of different schools to championship by performing better

Thus in this way, the long term objective of the Children Emergency Response and Disaster Mitigation (C-ERDM) project's in integrating DRR into the school curricula has taken promising course. Disaster safety education is now an integral part of the co-curricular activities of the education system at least in the schools included in this initiative

5) Establishment of DRR committee, as part of WVI's education development program

The primary objective of establishing DRR committee at Kebele [smallest formal administrative unit in Ethiopia] level alongside of government structure was to develop a cadre of local government professionals, school leaders and community level development partners sensitively working on the recurrent hazards institutionally along the government structure. This intends to enhance knowledge and capacity of committee members who works along with the schools, government authorities, associated NGOs and other stakeholders in streamlining disaster risk reduction in development program as well as education programs. It create opportunities for mainstreaming risk reduction as a component of governance (which is one of the priority area in Hyogo Framework for Action). The secondary objective of the committee formation on DRR is to build the capacity of local training partner, local institutions, which will make an attempt to institutionalize the capacity building program on this theme at local level. It will also help communities at risk and local institution to support the governance and participate in creating safer communities and sustainable development through DRR.



Photo 7: Community DRR committee after a joint meeting in one of the schools

The Kebele level DRR committee was formed by representatives from Kebele administration, education and health offices, women and children affairs desk, justice and legal desk, traffic police, fire brigade office, World Vision ADP and representative from community opinion leaders. They are responsible for managing the activities of DRR clubs in School and DRR clubs in the community. The committee work along with the Kebele level government administration. The public awareness, community training, DRR information dissemination through CBOs [like Idir and Equb], and the integration of DRR activities into the local level government structure is usually done by the Kebele DRR committee..

The major responsibilities of the committee are to work toward the integration of DRR activities into the government structure at sub city level (one of which is the education bureau). Hence, the curriculum revision experts drew lessons and practical evidences from what the Kebele level DRR committee did, School club activities and the works of World vision on the ground as a lesson for contextual integration.

Over the last five years the government administrative structures along with these DRR committees have achieved numerous results in terms of public awareness and DRR education at all levels. They have reached thousands of children through DRR education, child right education, conducted thousands of community conversation around Disaster Risk Reduction, provided youth education on the various contributing factors to disaster risk and tens of thousands of students were trained on risk reduction measures.

This process of reaching the wider public with DRR information and contextually integrating DRR into the government structure (especially the education system) can be considered as best practice in Ethiopia, as this strategy pioneered in institutionalizing and making DRR an integral part of the government's structure. This practice has focused on three strategic interventions;

1. Disaster Risk Reduction Education and awareness campaign at all level from children and community level actives to highest government administrative structures,
2. Institutionalizing Disaster Risk Reduction into all level of the government sectors with specific focus on the education and Food Security Sectors, and
3. Creating a safer environment for children through scanning school facilities, and integrating DRR into c act-curricular activities.

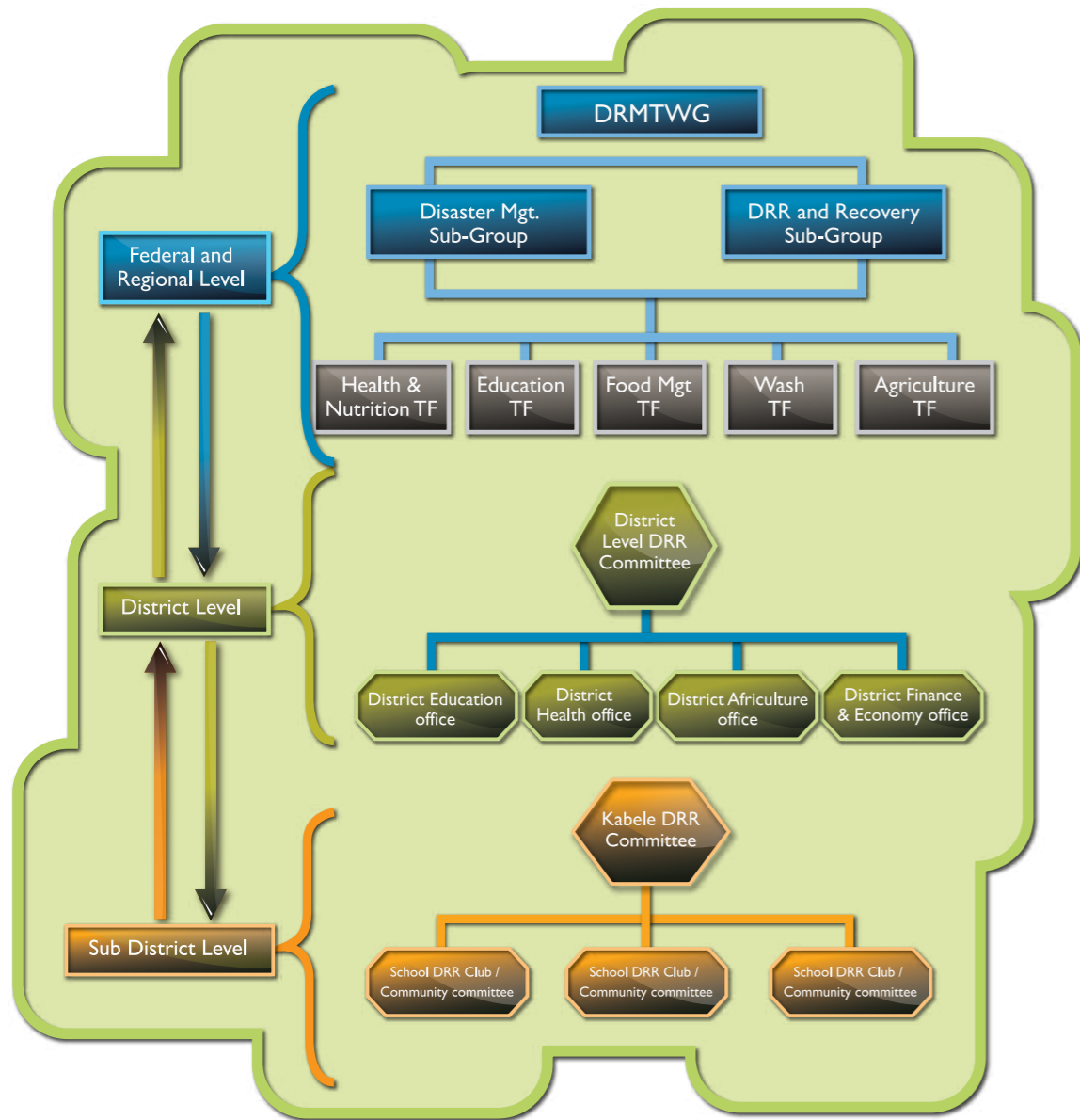


Figure 1: Institutional arrangement of DRM in Ethiopia

To build a culture of safety, risk awareness at school level and instituting school level disaster risk Management committees and plans were enhanced, in all pilot area development programs, where the C-ERDM project was functioning.

School-based activities that complement, but are not part of the school curriculum and that didn't even fall outside of the regular scope of the curriculum, are considered necessary in reinforcing DRR lessons taught inside the classroom. As a result, DRR and emergency-related drills are being conducted as co-curricular activities that involve the participation of DRR club students (boys and girls), the police, and fire brigade.

Community-based initiatives contributed to raising awareness and enhancing preparedness for disasters among children outside the school environment. For example, in one of the pilot ADPs, (Lideta), the C-ERDM project targeted awareness-raising on disaster preparedness among children who are not attending school. These children are taught to prepare risk maps, locate evacuation areas, protect themselves from drowning, help other children, and communicate disaster preparedness to other community members. In addition to this, DRR concepts have also been integrated in the environment textbook used for non-formal education. The textbook has been approved by MoE.



Photo 8: Children telling their priorities to government officials and policy makers at the national DRR platform

6) Advocacy and Lobby platforms

To make DRR part of the development plan and sector strategies, WorldVision Ethiopia organized many advocacy campaigns and platforms in the country. In order to foster political commitment and ensure DRR is a national priority, and also to make children's voice heard by policy makers and development planners, WorldVision Ethiopia initiated and engaged in a number of advocacy and lobbying works, relentlessly.

As a result, policy decision makers from the ministry of education, Disaster Risk management and Food Security Sector, Office of the Traffic Police, Women and Children's Affairs Office, Fire Brigade, etc were frequently engaged in regional and national level platforms. This was done mainly to expose them to the prevailing conditions of children's vulnerabilities to manmade and natural disasters; and to help them make an informed decision on the need to build resilient culture at an early age. Children themselves prepared role plays, dramas; conveyed messages, poems, etc to push the policy makers to consider children's risk reduction in the wider development agenda.

The advocacy works were also done by using national media like the FM 97.1 radio program, Ethiopian television [state TV] and the Ethiopian Herald newspapers. Various stories and news were prepared and disseminated so as to create a national level understanding on children's vulnerabilities to disaster; which in-turn would serve to exert positive pressure on policy decision makers.

7) Engaging curriculum experts to DRR contextual integration trainings, forums and workshops

In order to make the path of DRR inclusion into school curriculum easy, World Vision has developed different contextual integration tools and conducted workshops for MoE curriculum development experts. Several round table discussions and trainings were done where experts from the curriculum development process of the ministry of education has taken part. The trainings have been eye-opener in terms of the processes and methodologies that can be followed to successfully integrate DRR into different sectors even outside of the education system.

The first crucial step in mainstreaming DRR in the school curriculum is for the curriculum experts to formally initiate the review of its existing school curriculum vis -à-vis the natural hazards that the country is exposed to and the potential social, physical, psychological, and economic impacts of disasters in order to assess the needs for DRR mainstreaming of the education sector. Based on the results of the needs assessment, appropriate school subjects and grade levels are then selected for mainstreaming.

8) Regional level platforms

World Vision facilitated several round regional level workshops in Africa so as to expose the government offices and policy makers to experience existing practices elsewhere in other regions. Two round table regional workshops in Nairobi and two round table meetings in Addis Ababa were conducted. These workshops brought people from eastern, southern and western Africa to share experiences on how DRR can be integrated into the education system. Participants took home a lot of key learning that enabled the curriculum development experts of MoE to get more resources on the relevant issues to be integrated into the curriculum.

9) Memorandum of Understanding (MOU) with stakeholders has been forged

MOU has been forged between the Ministry of Education and Children and Youth Bureau, Women's Affairs, Environmental Protection Authority and Beautification, Park and Cemetery development and Administration Agency and Water and Sewerage Authority. The MOU stipulates the roles of each partner in the curriculum revision consultation process and on how they can work beyond. The MoE – Addis Ababa Education Bureau is tasked to support the institutionalization of the DRR module in the national curriculum and in the national teachers training system; develop the national curriculum framework plan to aid in the future integration of DRR; identify opportunities for integrating disaster resilient school construction features in one pipeline, and facilitate the expansion of the Technical Working Group and the engagement with the Education Sector Working Group. Hence, despite the limited consultation process, the curriculum revision experts were given insights on what was to be included and to what extent.



Photo 9: Sample text books

10) Contextual Integration of DRR into the curricula and production of textbooks

When the C-ERDM project commenced its CF-DRR implementation in Ethiopia, the ultimate goal of including DRR issues into the school curriculum was envisioned as a long term goal, which was thought that this would happen in no less than 10-15 years' time. This was because the ground work to be done was so immense; the attitudinal change to be brought on DRR contextual integration both internally, within the organization and externally, among key government decision makers was a challenge. It was also envisioned that developing DRR technical personnel would take a long time.

The massive ground laying works mentioned under steps 1 - 9 have enabled to positively influence policy makers to consider the contextual integration of DRR into the primary education system. Consequently, the curriculum revision unit of the MoE took the leadership to consider the integration of DRR into the curriculum. World Vision constantly provided the necessary inputs and stood beside the government by providing resources and technical backstopping during writing up of the DRR topics into core subjects for schools. In this regard the difference is clear that the previous curriculum lacked clear objective of creating a resilient culture at an early age, and appears to have been randomly designed with blurred target of risk reduction. The profile behaviour of the students at the various levels of grades was not clearly considered previously.

In order to remedy this situation, the content of the curriculum was designed in such a way that it would integrate national and regional realities. Thus following this curricular principle, primary school textbooks have been prepared based on the realities of the specific region and on the achievements of the local community.¹⁹

11) Publication and dissemination of new textbooks

MoE published the revised textbooks for Grade 5 – 8 in July 2012; while the textbooks for Grade 1 – 4 are expected to be published by April 2013. It is hoped that the books will be in use as of September 2013. Based on the results of the needs assessment, appropriate school subjects and grade levels [i.e. science (Grade 1 – 4), integrated science (Grade 5 - 6) and social studies (Grade 5 – 8)] were selected for integration of DRR. A competency-based approach [i.e. no new subject will be developed exclusively for DRR; rather DRR topics and concepts are integrated only in existing subjects] anchored on the national education standard is part of the national curriculum development process. This approach is anchored on the learning competencies that include knowledge, skills, and attitudes or behaviors which are expected of each grade in the different subjects of the curriculum. Illustration of DRR integration for different grade levels is given in Table 1.

KEY LESSONS



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A. Enabling Factors

I. Political Commitment, National DRR Policies and Plans, Legal & Regulatory Systems, and Institutional Structure and Mechanism

Review Parameters:

- Does political commitment and support to contextually integrate DRR in education exist, with coordination mechanisms in place involving relevant entities?
- Does the government have a national DRR policy and / or plan? Do these national DRR policies and / or plans include integrating DRR in education as a goal and key component?
- Has the MoE issued an official policy statement on integrating DRR in the school curriculum as a priority? Is the policy reflected in the internal and external documents of the ministry?
- Who are involved in setting DRR integration in education as a priority? What factors facilitated this?
- What are the manifestations of this political commitment, e.g. development and implementation of policy and strategy for integrating DRR in the curriculum?
- Is there legislation (with necessary compliance and accountability process) that requires contextual integration of DRR in school curriculum?
- Is the policy well understood and accepted across the different departments/offices of the ministry? Allocation of resources, etc...
- Does a multi-sectoral committee (or equivalent) for integrating DRR in school curriculum exist? Does it have the authority, resources, and mechanisms to implement changes? Does it have access to the highest decision-making offices in relevant ministries? Is it working with the appropriate authorities? Are there well-defined institutional mandates and responsibilities? Does it have the benefit of public support and has it been successful in implementing changes?

Realized context:

In Ethiopia, the federal government has a long history of disaster management policies and institutions. The first federal disaster management agency, the Relief and Rehabilitation Commission (RRC), was established in the wake of the 1973/74 famine in Ethiopia. Since that time the federal government of Ethiopia has promoted various iterations of national disaster management policies moving a limited (and ineffectual) emphasis on disaster response towards a more proactive, development-oriented approach to disaster prevention. Ethiopia has had a “National Policy on Disaster Prevention and Management” since 1993, which is currently under revision. Recently the GOE launched two significant policy directives.

The first was Growth and Transformation Plan [GTP], broadly intended to address chronic poverty in Ethiopia through broad-based, accelerated and sustained economic growth. The second, aimed at addressing vulnerability to disasters, is the adoption of the National Disaster Management Policy emphasizing that ‘DRM is a crosscutting and multi-sectoral responsibility whereby concerned institutions shall integrate DRM into their regular development activities. National development cannot be sustainable unless DRM is considered as part of sectoral development processes’. The disaster risk management structures are created so that all levels, from federal to Woreda and Kebele [smallest administrative unit], are responsible that ‘integrated and consolidated DRM plans shall be developed’. ‘Community based organizations, the private sector and humanitarian organizations such as UN agencies, Donors, INGOs, professional institutions, etc., play important roles in the implementation of DRM strategies’

Moreover, a dedicated institutional structure led by the government has been formulated to implement various programmes complying with HFA. A Strategic Programme and Investment Framework [SPIF] is also under formulation for coordinated implementation. A comprehensive risk assessment exercise has been undertaken which is building up risk profiles at the lowest administrative unit of the government. DRR programmes are being built upon these profiles.

On the other hand, the MoE GEQIP plan, in 2008 clearly stated that a full general education curriculum reform was needed. As a result, the previous curriculum has been subject to revision in that same year, “This revision focused mainly on re-arranging content and addressing concerns such as civic education, gender equity, HIV/AIDS education, disaster risk reduction, and other government policies and strategies”²⁰ Hence, the MoE gave the overall guidance on the inclusion of risk reduction issues to all regions in the country, together with other agendas for integration. On the other hand, since the regional governments are autonomous in the federal system of the country; the curriculum revision process has given them room to contextually align and integrate DRR along the strategic direction from the central government.

²⁰ GEQIP Plan 2008.

2. Using the National Curriculum Development Process to contextually integrate DRR and Developing Instructional Materials on DRR

Review Parameters:

- Has the regular curriculum review and development process been followed to integrate DRR in the school curriculum?
- Has it been done legitimately under the authority of relevant education bodies? Have the materials been approved by relevant authority?
- Has the process been institutionalized to continue to other levels, i.e. regular process for integration of DRR in higher grades and selected subjects?
- Does formal curriculum articulate the relevant knowledge, attitudes, skills, and learning outcomes in disaster preparedness, mitigation and prevention that learners are expected to acquire?

Realized context:

Revision of school curriculum has never been an easy task in Ethiopia. The first curriculum revision has been made in 2005, once since its implementation 14 years ago. The recent curriculum revision was made in 2011, where the incorporation of DRR components were made in due course.

The Curriculum development directorate within the Ministry of Education is responsible for curriculum revision. The curriculum revision experts strictly followed the curriculum development process as a practical strategy to contextually integrate DRR. The actual process of revision is a long process and the revision is conducted over a period of four to five years, grade by grade [Grade 1 – 8] across three subjects. Hence in order to successfully integrate disaster risk reduction into the national curriculum system, the beginning of the new curriculum cycle is the best stage to commence activities; and WWI utilized the opportunity to introduce disaster risk reduction concepts to the curriculum development.

Another key issue is that any change in curriculum has budgetary implications. Change in the curriculum results in increase in teaching time and increase in corresponding costs of teaching and printing of textbooks. Hence, WWI used this ideal time and engaged the curriculum revision experts with sufficient time and understanding to place the revisions in forthcoming education sector plan, so that budgetary arrangements are in place to cater for the increase in teaching costs necessitated due to the revision of the curriculum. The first crucial step to contextually integrate DRR in the education curriculum is for the curriculum revision experts

to formally initiate the review of the existing school curriculum vis -à-vis the natural hazards that the country is exposed to and the potential social, physical, and economic impacts of disasters in order to assess the needs for DRR integration in the education sector. Based on the results of the needs assessment, appropriate school subjects and grade levels [i.e. science (Grade 1 – 4), integrated science (Grade 5 - 6) and social studies (Grade 5 – 8)] were selected for integration of DRR. A competency-based approach [i.e. no new subject will be developed and DRR topics and concepts are integrated only in existing subjects] anchored on the national education standard is part of the national curriculum development process. This approach is anchored on the learning competencies that include knowledge, skills, and attitudes or behaviors which are expected of each grade in the different subjects of the curriculum. Illustration of DRR integration for different grade levels is given in Table 1. Moreover, development of instructional materials likewise used the competency-based approach within the process of national curriculum development and follows the learning competencies and standards set by the ministry of education. On the other hand, with the help of WW's C-ERDM Program, the MoE has developed teaching aids such as posters that focus on safety measures before, during and after disasters such as traffic accident, floods, and fire. These have been subsequently endorsed and approved by the MoE.

In addition to this MoE has produced DRR resource manuals and resource packs which teachers could draw from when they incorporate DRR in the subject they are teaching or teach DRR as a module. The DRR Resource Manual developed by the curriculum experts of the MoE provides a uniform or standard knowledge for teachers and education administrators that cover both DRR concepts for curriculum integration and guidelines for school safety and post-disaster continuity of learning. The manual serves as a ready reference on manmade and natural hazards (fire, road traffic accidents, pollution, flood, land degradation and food poisoning and the causes, and preventive and mitigation strategies.

3. DRR in Co-Curricular and Non-Formal Education Activities

Review Parameters:

- Are there any co-curricular activities and non formal education or programmes related to DRR? What are these activities and how are they implemented?
- Is DRR incorporated in community-based activities and other alternative learning programmes? How is it being integrated? Do textbooks and other instructional materials used in non-formal education activities reflect important DRR concepts?

Realized Context:

WVI understands education is more than Schools. School-based activities that complement, but are not part of the school curriculum and may even fall outside of the regular scope of the curriculum, are considered necessary in reinforcing DRR lessons taught inside the classroom. Schools are encouraged to program their academic calendar and allocate time and resources for such co-curricular and extracurricular activities.

Moreover, community-based initiatives contributed to raising awareness and enhancing preparedness for disasters among children outside the school environment. For example, in one of the pilot ADPs, Lideta, the C-ERDM project has targeted awareness-raising on disaster preparedness among children who are not attending school. These children are taught to prepare risk maps, locate evacuation areas, protect themselves from drowning, help other children, and communicate disaster preparedness to other community members. In addition to this, DRR concepts have also been integrated in the environment textbook used for non-formal education. The textbook has been approved by MoE.

4. Training of Teachers in Disaster Education

Review Parameters:

- Are curriculum changes linked to training and continued support of teachers to ensure curriculum changes are supported at the classroom level? Are there resources to coordinate and support necessary training, orientation, or re-orientation of trained teachers? Are there immediate programmes for skills development for specific areas such as pedagogy, educational modalities, and content done through workshops, online, study visits, and other alternative forums? Is there a long term capacity development programme for teachers and relevant education personnel for the purpose of teaching DRR?

Realized Context:

General trainings on DRR issues were given to school community, including teachers, starting from 2007 to now. Moreover, technical cooperation with Bahar Dar University has commenced on teachers' TOT. Nonetheless, up to date teachers are not provided with the necessary trainings to enhance their DRR pedagogy skills. Hence, there is a need for continuous teacher professional development.

B. Challenges and Growth areas:

- Though this can be regarded as a huge first step towards integrating DRR in the curricula, the partnership between WV Ethiopia / MoE and the other multi-sectoral line ministries and wider stakeholders working on child education is very minimal in the overall process.
- In Ethiopia the Ministry of Education is not an active member of the DRMFS technical working group.
- Though DRMFS is the national sector mandated with the task of disaster risk reduction, partnerships were not effectively established between Ministry of Education and DRMFS. It was since 2010 that limited engagement amongst the two was observed. Moreover, though the process of integration should be led by the Ministry of Education, the DRMFS should provide technical support to the Ministry as well as help in sourcing funds to initiate the process.
- There were no adequate and sufficient consultative processes with all key agencies.
- Even if DRR is integrated into the curriculum, there are still bottlenecks; the teachers are not provided with the necessary trainings to enhance their DRR pedagogy skills. Hence, there is a need for teacher professional development.
- Though the text books are published and supplementary guidance notes are published, there is still more room for improvement in the content and quality of the contents.
- The revision of the DRR/M policy is taking more time than expected which is also delaying the endorsement and implementation of the Strategic Programme and Investment Framework.
- Although the concepts of DRR are there, all regional governments in the country are not at equal pace in contextually translating and integrating DRR into their respective text books due to technical and financial capacity limitations. For example, Afar and Somali regional states need due support to meaningfully align the agenda into their respective regional education system.

C. Conclusion

- With all the mentioned constraints and challenges a big leap has been made in the Ethiopia's education system.
- In countries like Ethiopia where resources for curriculum revision and its subsequent processes are limited, it is a challenge to get school curriculum revised and important issues like DRR integrated in it. The capacity building needs that follow a revised curriculum add further worries to the ministry of education. Thus, for a long time, the ministry of education has been undertaking curriculum revision on a subject basis approximately once in 10 years.
- The method of integrating DRR in the education curricula differs according to the different contexts, depending on the policy decision, is dependent on the overall capacity to do so and is conditional on how countries prefer to handle the matter. WV Ethiopia was proactive and rendered support to the government initiative in this regard in what was only practical and possible.
- Ethiopia is not a signatory to the HFA, and neither is the national DRR/M policy approved yet nor the strategic programming investment framework yet finalized. Despite the limitations and challenges faced in the process, WV did not miss the important opportunity to ensure integration of DRR concepts in the education system and to do what is only possible to contextually integrate DRR in the education curricula of the GoE, based on the prevailing context.
- In 2008 World Vision Ethiopia began the implementation of child focused disaster risk reduction under its Children in Emergency Response and Disaster Mitigation (i.e. C-ERDM) project, with its long term goal of 'DRR contextually integrated into the school curriculum and co-curricular activities'. C-ERDM is a child focused DRR project which has been operational in Africa, since then. The initial project phase was implemented in Ethiopia, Ghana and Lesotho while Burundi got included in the second phase (2012-2014). The C-ERDM project is a capacity building initiative involving World Vision, the communities of the implementing countries and local stakeholders. The approach is within the Hyogo Framework for Action – third priority, which emphasizes the use of knowledge, innovation and education to build a culture of safety at all levels. One of the specific actions under this priority was the contextual integration of DRR into primary school curriculum. The project aims at strengthening community resilience through the engagement of children in the application of DRR approaches. As a result of such efforts, DRR has been contextually integrated into the Ethiopian primary school curriculum".

D. Recommendations / way forward

- **Support Policy Decision:** Support the GoE to immediately approve the revised and comprehensive National Policy and Strategic investment framework on DRR/M. The institutional structure needs to change after the approval of the policy by the house of parliament. This will help all sectoral line ministries to be housed under the prime minister's office for partnership, complementarities and synergy to be enhanced.
- **Capacity Building:** Technical capacity building at all levels is the key to sustainability of this initiative of integrating DRR into education curriculum. It is extremely important to build additional capacity for the teachers so that the DRR curriculum/module does not become a burden. Regular trainings for teachers need to be carried out along with orientation workshops and advocacy campaigns for the education community as a whole. It is also essential to review the existing teaching aids, teaching manual, instructors guide, text books, work books, student activities, etc and make necessary changes so that the aids facilitate the teachers in delivering the curriculum effectively.
- As part of the professional development plan a selected number of teachers from various parts of the country should be trained in teaching in the new subject/module. Teacher's manuals should be developed for training the teachers.
- **Improve Quality:** Sectoral assessment with federal line ministries, teachers, students, the community & key humanitarian and development partners need to fine-tune the already integrated DRR contents, look for possibility to include in other subjects and to the contextual integration of DRR beyond primary school and scale up to high school level [grade 9 – 12], by taking the lessons learnt in the primary education.
- **Collaboration:** In Ethiopia, there are various UN agencies like UNICEF, UNDP and UNESCO, Red Cross Society, donors like USAID, DFID, JICA and INGOs like Plan International, Save the Children International, etc who are specifically involved in education sector development. Involvement of the civil society along with UN and non-governmental organizations is a must as they are often involved in educating communities on disaster risk reduction. More dialogue and discussion among national authorities, donors and humanitarian actors to push the agenda of DRR contextual integration in the development sector plans, until substantial paradigm shift is realized at national level.
- **Strategic partnerships:** should be developed with child focused INGOs / CBOs, UN Agencies, like UNICEF, UNDP, UNESCO, Plan International, Save the Children International, etc and higher institutions – like Bahar Dar and Addis Ababa Universities ... who have been working, researching and teaching in the Education sector of the country and which are offering undergraduate and post graduate as well as short term courses in DRR/DRM contributing substantially towards the professionalization of the DRR/DRM workforce.

- **M & E:** Technical working group needs to be established which should be tasked to develop clear M & E framework, with particular emphasis on developing performance indicators for monitoring and evaluation of the impact of the DRR integration into the education system. Participatory monitoring techniques should involve the communities.
- **Scaling - up:** It will be very important to expand the DRR integration process to higher grades of the education system by developing similar contents relevant to the level of each grade. This whole process of DRR curriculum adoption should be ultimately linked to the curriculum revision process (hence undergoing review and revision in each cycle) and to the Education Sector Development Plan for the country.
- **Platform:** The existing Education in Emergencies Cluster should be reshaped to house the issue of DRR in the Education sector.

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Towards Building

a Culture of Disaster Resilience
at an Early Age



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