Action Lines of the Education Sector 2012-2015 in the framework of the Central American Policy on Comprehensive Disaster Risk Management (PCGIR for its acronym in Spanish) and the Regional Strategy on Climate Change (ERCC for its acronym in Spanish)

“For the right to prevention”
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in the framework of the Central American Policy on Comprehensive Disaster Risk Management (PCGIR for its acronym in Spanish) and the Regional Strategy on Climate Change (ERCC for its acronym in Spanish).

“For the right to prevention”
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<tr>
<td>ACC</td>
<td>Climate Change Adaptation, by its acronym in Spanish</td>
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<tr>
<td>AECID</td>
<td>Spanish Agency for International Development Cooperation</td>
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<td>WB</td>
<td>World Bank</td>
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<tr>
<td>CCAD</td>
<td>Central American Commission on Environment and Development</td>
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<tr>
<td>CC-SICA</td>
<td>Consultative Committee of SICA</td>
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<tr>
<td>CECC</td>
<td>Educational and Cultural Coordination of Central America</td>
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<tr>
<td>CEDUCAR</td>
<td>Community Education for Central America and Dominican Republic</td>
</tr>
<tr>
<td>CEPAL</td>
<td>Economic Commission for Latin America and the Caribbean (ECLAC)</td>
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<tr>
<td>CEPREDENAC</td>
<td>Coordination Center for the Prevention of Natural Disasters in Central America</td>
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<td>COSUDE</td>
<td>Swiss Agency for Development and Cooperation (SDC)</td>
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<td>CSUCA</td>
<td>Superior Central American University Council</td>
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<td>EDAN</td>
<td>Damage Assessment and Needs Analysis</td>
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<td>ERCC</td>
<td>Regional Strategy on Climate Change, by its acronym in Spanish</td>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>GIR/GIRD</td>
<td>Comprehensive Disaster Risk Reduction Management</td>
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<td>IFRC</td>
<td>International Federation of Red Cross and Red Crescent Societies</td>
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<td>JICA</td>
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<td>PCGIR</td>
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<td>PCRRDSE</td>
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<td>PRRD</td>
<td>Regional Plan for Risk Reduction</td>
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<td>REDULAC</td>
<td>Latin American and Caribbean Network of Universities for Disaster Risk Reduction</td>
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<td>SICA</td>
<td>Central American Integration System</td>
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<td>SISCA</td>
<td>Secretariat for Central American Social Integration</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNICEF</td>
<td>United Nations’ Children’s Fund</td>
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<td>UNISDR</td>
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<tr>
<td>UP</td>
<td>University of Panama</td>
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<tr>
<td>USAID-OFDA</td>
<td>United States Agency for International Development- Office of US for Foreign Disaster Assistance</td>
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Action Lines of the Education Sector 2012-2015 in the framework of the Central American Policy on Comprehensive Disaster Risk Management (PCGIR for its acronym in Spanish) and the Regional Strategy on Climate Change (ERCC for its acronym in Spanish).

1. Justification

Central America is a disaster prone area due to its geographical position coupled with the accumulation of risks posed by both levels of vulnerability, as the increase of natural, socio-natural and anthropogenic hazards.

In recent decades, the region has been affected by major disasters associated with threats that trigger them and to the region’s characteristics of complex geological history and telluric and volcanic features coupled with a series of geotectonic fractures at global level and local faults of its countries.

As it relates to hydro-meteorological hazards, disasters associated with climate variability cause droughts and temperature increases; sometimes floods due to its exposure to the effects of “El Niño”, “La Niña” and the impact of tropical cyclones and hurricanes, particularly in the Caribbean basin.

Such phenomena threaten the stability of the sustainable development processes undertaken by countries, which delays the continuity of welfare policies, equity and governance, among others. Also, the need to divert significant resources to be allocated for response activities, rehabilitation and reconstruction projects which coupled with the high rate of recurrence of some events and the fragility of many economies; definitely constraints and delays the countries’ efforts to resume and continue with their planned agendas.

In Central America, climate change contributes to an increase of disasters as a result of natural hazards, particularly those of hydrometeorological origin. In order to deal with them, the countries have managed to reduce the number of casualties as a result of multi-sectoral efforts to reduce disaster risk. Nonetheless, at regional level the affected population increases every year.

These threats are enhanced by the vulnerability generated by the model of land occupation, compounded by a steady increase in population, which is translated into a tangible result due to uncontrolled and rushed urban growth which has an adverse effect in the environmental degradation of the Mesoamerican ecosystems.

In spite of the evident increase in the frequency and impact level of disasters, an appropriate analysis of the risks that populations are exposed to has not been carried out along with an adequate assessment of the prevention, preparedness and mitigation actions towards disaster reduction. Obviously, people react to the disaster; therefore, it is necessary to implement proactive actions for disaster reduction in the regular planning, implementation, monitoring and evaluation processes of the development plans.
The search for strategies to change this situation through the following:

- Addressing the topic with the actors involved;
- In-depth analysis and understanding of the factors and causes—external and endogenous that originate the risks to which they are exposed to;
- Internalization of the role for the increase or reduction of the same;
- Finally, without a doubt, only through the Education Sector, transformation of the people’s perception and attitudes can be achieved, a culture of risks and disasters can be instilled and developed by generating the capacities, attitudes and competencies at all levels of society as well as increasing the resilience of the nations and communities to disasters (Hyogo Framework for Action).

The Region has made significant efforts to include these topics in the curriculum of the Education System, including:

- The Regional Plan for Risk Reduction (PRRD for its acronym in Spanish)
- The Central American Plan for Disaster Risk Reduction of the Education Sector (PCRRDSE for its acronym in Spanish),
- Actions of the Educational and Cultural Coordination at the Central American level. (CECC/SICA for their acronym in Spanish);
- Actions of Superior Central American University Council (CSUCA for its acronym in Spanish);
- The Coordination Center for the Prevention of Natural Disasters of Central America (CEPREDENAC for its acronym in Spanish) and;
- Multiple joint efforts among the Ministries of Education, the national systems of risk reduction and emergency and disaster response of the region’s countries in coordination with UNICEF, UNISDR, IFRC, OAS and USAID/OFDA.

In the XXVII Ordinary Meeting of the CECC (for its acronym in Spanish), held in Panama City, Anton, from May 6-9, 2008, the Council of Ministers of Education, agreed the following:

Agreement 18.

a) Approve the proposal “Regional Strategic Framework for Education for Disaster Risk Reduction”, presented in this XXVII Ordinary Meeting of the CECC (for its acronym in Spanish) by Claudio Osorio, UNICEF Representative, an initiative of the Ministry of Education of Panama.

B ) Support the relevant departments of the Ministries of Education of the CECC (for its acronym in Spanish) member countries to use this Strategic Framework in the definition of policies and related actions.

Despite the above, it is estimated that such actions have not been sufficient; therefore, the preparation, dissemination and implementation of Action Lines of the Education Sector that adjusts to the realities of the global, regional and national millennium, are mandatory.

On June 30th, 2010, at the XXXV Meeting of Heads of State and Government of SICA member countries, the Central American Policy on Comprehensive Risk Management in Central America (PCGIR for its it acronym in Spanish) was approved.
Its main objective is “to provide the Central American region with a general framework for comprehensive disaster risk management, facilitating the relation between policy decisions and the corresponding implementation of mechanisms and tools, thus connecting risk management with economic, social cohesion and environmental management through a comprehensive approach.” (PCGIR, p. 9 S.F. in Spanish).

In section V, under the name of “Core elements and measures “ (PCGIR, p. 19, s, f, in Spanish), the second objective on “Development and social compensation to reduce vulnerability “, paragraph 1 “Incorporating risk management into formal and non-formal Education” (idem, page 20), states that “Understanding risks in the education processes and fostering of a culture of prevention will be a priority to strengthen within the formal education levels (basic, secondary and higher), and in the existing supplies of non-formal education. This task will be undertaken by the Council of Ministers of Education and Culture with the support of CECC, SISCA, CEPREDENAC and CSUCA (for their acronym in Spanish) general secretariat “.

Following, adds that: “This understanding will include concrete criteria about the different ways in which men and women address risk and the differences to deal with it. The processes will consider as well the need to propose the contents and proposals taking into account traditional knowledge and multiculturalism of the countries”.

The latter ends with the following remark: “The Council of Ministers of Education and Culture, with the support of the CECC (for its acronym in Spanish) and SISCA (for its acronym in Spanish), will implement sustainable actions for these processes, thus identifying their own internalization mechanisms for educational structures, both at administrative and teaching levels as well as in the different fields such as research, teaching and outreach”.

Based on that, the call of Heads of State and Government of the SICA countries to the Secretariats involved (CECC/SICA-CEPREDENAC-CSUCA for their acronym in Spanish) is evident for implementation of the Priority objective “B” of PCGIR (for its acronym in Spanish), as coordination and joint work become imperative for a field which characteristic is to be proactive and prospective. This proposal “Action Lines of the Education Sector 2012-2015” emerges as a process of reflection and analysis between CEPREDENAC-CECC/SICA – CSUCA (for their acronym in Spanish) with the purpose of serving as a framework of reference for the region’s countries in order to strengthen their efforts on this topic.

2. The context

In recent decades, the Central American Integration System (SICA) member countries have suffered an increase in risks levels due to extreme events associated with high climate variability due to the global climate change. The situation is such that most of SICA countries are on top of the Germanwatch Index in the recent years, The Global Climate Risk Organization. This organization identifies the impact of events such as storms, floods and droughts of around 177 countries, based on the absolute number of deaths, that is, the number of deaths per 100
thousand people, total losses in US Dollars and losses in proportion of GDP. In the 2004-2009 period, six out of eight countries of SICA were at the first places in the global climate risk index, as follows: Guatemala and El Salvador, first place in 2005 and 2009 years respectively; Dominican Republic, second place in 2004; Nicaragua, third place in 2007; Honduras, the seventh in 2005, and Belize, ninth place in 2008. (CEPREDENAC –CCAD for their acronym in Spanish, 2011).

Losses and damages are staggering. For example, in the case of El Salvador, between November 2009 and November 2011, the losses and damages to this country as a result of three events (November 2009: Low Pressure E96/Ida Storm, May 2010: Agatha tropical storm and October 2011: Tropical depression 12E), according to an estimate of ECLAC and the government of El Salvador losses went up to 1,300 million, 6% of GDP, in just two years. As it relates to Guatemala, losses and damages in 2010 by the Tropical Storm Agatha and Pacaya Volcano eruption that occurred at the same time were estimated by the Government and ECLAC in 982 million US Dollars (7.856 million Quetzals), more than 2.2% of GDP. (CEPREDENAC -CCAD, 2011).

It is evident, as expressed in the State of the Region 2011, ninth Chapter (www.estadonacion.or.cr) that the impact of climate change in Central America should encourage all the stakeholders to make decisions on public policies in a timely and fast manner, hence allowing society to get prepared for a permanent state of alert (State of the Region, page 393-455). It is obvious that the culture sector along with the education area, have an important responsibility in facilitating access to relevant information and development of capacities for disaster response.

2.1 Main implications of climate change for Central America.

On page 393, the State of the Region Report says: “Climate change highlights the region’s lags in human development. Forecasts indicate that there will significant changes in the average temperature and precipitation patterns. Therefore, it is likely to exacerbate the growing number of disasters in the region. As a result, it is foreseen to experience adverse effects on food security, agricultural production, water management, coasts, biodiversity and the ecosystems, among others. Such phenomenon deepens the historical threats and vulnerabilities of Central America, caused by factors such as environmental degradation, lack of land use planning, exposition and disaster risk for the poorest people- mainly energy inefficiency and dependence on fossil fuels, poor water management and institutional weaknesses in environmental management. Climate change poses a contradictory situation: the region is responsible for less than 0.5% of emissions of greenhouse gases (GHGs), but it is recognized as the most prominent “hot spot” of the tropics, e.g. the potentially most vulnerable area of the world to the impacts. Although the region is paying a bill that is not entirely of its making; the region has contributed to the environmental degradation and deforestation through unsustainable energy use and urban disorder, and thus it is not exempt from the global responsibility. Without neglecting the actions destined to diminish the latter issues, the greatest challenge is to prepare for the mitigation of this phenomenon’s repercussions, due to Central America’s weak institutionalism and poor capacity to adaptation”.
In chart 9.8 of State of the Region 2011 (page 416), shows a description of the sustained increase of hydrometeorological disasters in Central America, between 1940 and 2010.

The analysis indicates that the impact of these events is a phenomenon that worsens over the years, which leads not only to natural effects but has an adverse effect in the living conditions of the people, particularly the poorest given its impact on the production sector, access to water and energy, which is essential to their development. Social vulnerability is high and management structures are very weak.

The little planning in land use and limited risk management have affected significantly all the infrastructure of the countries. As shown in the chart below, forecasts are that future events of greater intensity and severity than those experienced in the last decade will affect the region.

Central America
Number of meteorological and hydrometeorological disasters, by decade. 1940-2010

![Graph showing number of disasters by decade]

Note: includes drought, extreme temperatures, floods, mass movement and storms as well as event that meet one of more of the following criteria: i) ten or more deaths, ii) hundred or more affected population, iii) declaration of emergency status, iv) call for internacional assistance. The data from 2000 to 2010 are preliminair extrapolated projections.

Source: Lavell and Lavell, 2010, with data from EM-DAT.
Given the increasing recurrence of these phenomena, the SICA countries have strengthened their systems of civil protection and have improved their mechanisms to prepare for future climate risks; however, these efforts have been insufficient to reduce the impacts significantly. Consequently, the Heads of State and Government of the SICA countries have decided to include the comprehensive risk management as well as the fight against climate change as a priority in their agendas. In the XXXIV Ordinary Summit, the mandate to develop the Central American Policy on Comprehensive Disaster Risk Management (PCGIR for its acronym in Spanish) was given. Hence, the latter was approved in the XXXV Summit in June 2010. At the Extraordinary Summit of 2010, it was agreed to undertake comprehensive risk management and climate change as one of the five priorities for the region, and in the XXXVII Summit of July 2011, it was decided to assess the progress made in the implementation of the PCGIR by the end of the year in the so-called Summit on Comprehensive Risk Management and Climate Change: “For the Right to Prevention.” At this summit, the Regional Strategy on Climate Change (ERCC for its acronym in Spanish) was also ratified, which had been previously approved by the Council of Ministers of the Central American Commission on Environment and Development (CCAD for its acronym in Spanish) in the XLVII Regular Meeting of November 2010.

This consolidates the strategic framework of the region for Comprehensive Climate Risk Management, which links the criteria of risk management and adaptation to climate change. This consolidation was already anticipated in the Central American Policy of Comprehensive Disaster Risk Management and the Regional Strategy on Climate Change. The conclusion is that current risks for Central America are the result of Climate Change and related Climate Variability which highlights it as an essential component of development to be taken into consideration. Thus, it requires adequate planning and allocation of resources, as well as the foreign cooperation's understanding on the serious impact that climate change has made in the region.

Despite the efforts made in the region, the issue of Comprehensive Disaster Risk Management is usually deemed as an isolated topic and is not part of the institutions and activities of sustainable human development. Thus, increasing risk among communities.

Education, as a process to socialize and contribute to the formation of citizens well aware of their rights and personal, family and social responsibilities, shall transmit the knowledge necessary to prevent and cope with disaster impacts in their lives to all citizens, those within the classrooms or those that, for whichever reason, are outside of them. Therefore, the Comprehensive Disaster Risk Management should be an essential and permanent component in the Education Sector.

The Action Lines of the Education Sector within the Framework of the PCGIR for Disaster Risk Reduction, emerge as a result of an in-depth reflection of the CEPREDENAC, CECC / SICA, CSUCA (for their acronym in Spanish) Representatives, in coordination with the Ministries of Education and national systems for risk reduction and disaster assistance in the countries of the region, as well as other governmental and existing technical cooperation agencies at regional and national level. All these actors have been instrumental, by working in an comprehensive and coordinated way, to ensure that the strategies reflected in such document adhere to the
goal of implementing the processes necessary to instill and foster a culture of prevention, risk reduction and increasing disaster resilience from the Education Sector as an essential and comprehensive part of a sustainable and safe development process for the Central American region.

CECC/SICA-CEPREDENAC and CSUCA (for their acronym in Spanish) possess an extensive regional expertise in the development and implementation of policies, plans, programs, projects and activities involved in reducing vulnerability from the Education Sector, as member organizations of the Central American Integration System (SICA for its acronym in Spanish) along with the ministries of education and national systems for risk reduction and emergency and disaster assistance in the countries of the region. As such, they have contributed to having a strong approach on the issue at regional and national level. Their joint work facilitates synergic approaches, methodologies and efforts, allowing at the time to replicate best practices and to apply lessons learned within the Regional Strategic Framework of Education for Disaster Risk Reduction which was designed as a set of inputs to be used as tools for the development of mechanisms of integration and cooperation among the region’s countries, while targeting channels for engagement and participation of other sectors and sub-sectors. This on the basis that the CECC / SICA (for their acronym in Spanish), along with the ministries of education, will assume the regional and national management for the implementation of such actions in coordination with the CEPREDENAC and CSUCA (for their acronym in Spanish) and the risk management systems and emergency and disaster assistance, which will allow developing and strengthening the engagement opportunities for the integration while being mindful of each country’s particularities.

The action lines of the Education Sector within the framework of PCGIR and ERCC (for their acronym in Spanish) will provide the CECC / SICA, CSUCA and CEPREDENAC, the ministries of education, the national systems for risk reduction and emergency and disaster assistance of the Central American countries and other actors of the regional platform for disaster risk reduction that also comprises the communities, civil society groups and United Nations agencies, with a guiding tool conducive to the formation of a culture of prevention, disaster risk reduction and resilience in the sector. It is important to highlight that this perspective is an essential and comprehensive part of sustainable development of the region that will contribute, through the strengthening of policies, guiding principles and strategic work, to significantly reduce the losses of lives and social, cultural, economic and environmental assets that are generated by disasters; thus supporting the sustainability of the regional and national development plans. For this reason, it is fundamental to guarantee the commitment at national and regional level to develop, implement and evaluate the proposed strategies as well as obtain the political, institutional, technical and financial support required for the accomplishment of these objectives.

2.2 About this document

This document has been prepared in close collaboration with CECC, CEPREDENAC and CSUCA (for their acronym in Spanish). It is a working and reference tool for the region’s countries
and suggests priority areas of action to be used with national organizations as a mandate for disaster risk reduction from the Education Sector (in particular ministries/departments of education, governing bodies of the comprehensive disaster risk management –GIRD by its acronym in Spanish-, universities, among the main ones).

As it is known, progress in the address of this topic in the region varies. Each country should consider this document as a reference for the planning of their work, a mandate of the Presidents/Ministers of Education of Central America.

CEPREDENAC, CECC and CSUCA (for their acronym in Spanish) will support national institutions in strengthening their capacity for the sound development of the topic. Although among the lines of work there is no particular mention of “Reduction of vulnerability in school infrastructure”, this will also be promoted by the aforementioned SICA secretariats.

3. Objectives

The objectives of the Action Lines of the Education Sector are as follows:

3.1. Overall objective

To contribute with SICA countries in the development and strengthening of policies, programs and projects at public and private level, aimed at fostering and creating a regional culture of prevention, disaster risk reduction and resilience for the Education Sector as an essential and comprehensive component of the sustainable human development process in Central America.

3.2. Specific objectives

3.2.1. As for the “Curricula”

3.2.1.1. Promote the development of educational policies and strategies (formal and non-formal education) to incorporate the topic of disaster risk reduction in the supply of educational systems in each of the countries of the region.

3.2.1.2. Accompany the incorporation process of the disaster risk reduction topic into the curriculum at all levels of formal and non-formal education, thus promoting the preparation and reproduction of materials to support teaching and learning of students along with evaluation of the formative learning processes.

3.2.1.3. Collect strategies destined to facilitate the relevant and adequate learning approach for teachers on the topic of risk reduction management.
3.2.2. As for the “Initial Teaching Training”

3.2.2.1. Incorporate disaster risk reduction in the curriculum of the initial teaching education at schools in the region, both public and private.

3.2.2.2. Promote the development and reproduction of materials to support the teaching and learning processes of students-teachers, in regard to disaster risk reduction.

3.2.3. As for “Education and training of teachers”

3.2.3.1. Develop training processes, in full-attendance, semi-attendance as well as virtual modalities for the ongoing education and continuous training of hired teachers, with the respective certification.

3.2.4. As for “School Protection Plans”

3.2.4.1. Achieve for school at all levels to have in place School Protection Plans that embrace the development of a culture of prevention, risk reduction and emergencies and disasters preparedness.

3.2.4.2. Achieve for the Education Sector (ministry of education, schools) to ensure the continuity of the teaching and learning processes during emergencies and disasters, as an inalienable human right.

3.2.4.3. Promote simulations and drills at schools at individual, local, departmental and national level, according to various scenarios of probable emergencies (individual and collective) and disasters.

3.2.5. As for “Coordination of actions with Higher Education institutions”

3.2.5.1. Promote the incorporation of Comprehensive Disaster Risk Management (GIRD for its acronym in Spanish) and Climate Change Adaptation (ACC for its acronym in Spanish), as a policy for higher education, in the substantive work of the CSUCA’s public universities, advocating for a generation of positive attitude in society in relation to these challenges.

3.2.6. As for the “Coordination of actions of several international organizations for the Education Sector”

3.2.6.1. Promote dialogue among several international organizations with CECC/SICA and CEPRÉDENAC (for their acronym in Spanish), in order to learn about and seek synergies in the work for the implementation of the action lines of the Education Sector.
3.2.6.2. Subscribe letters of intent with the numerous international organizations to coordinate efforts and have greater impact at lower cost.

3.2.6.3. Hold a meeting every two years in the framework of the Consultative Forum, with international organizations with specific actions for the Education Sector, to establish a roadmap for the following year along with strategies for joint work.

4. AREAS OF WORK

4.1. Curricula

Its purpose is the incorporation, through development of public policies within the curriculum proposals of each country, of disaster risk management as conducive element towards a culture of prevention, disaster risk reduction and resilience in the Education Sector as an essential and comprehensive component of sustainable development.

As part of the certain role of Education as an agent in the reduction of risk to disaster, the incorporation of the topic in the curricula should include and link all levels and types of formal and non-formal education assisted by the ministries of education in the countries of the region. It should be made on an ongoing, comprehensive and inclusive basis; not circumstantial but as an essential part of overall education, with inter and multidisciplinary approach that respects each country’s margin of action to conduct the incorporation within the curricular modality in current use.

The decisions in relation to the objectives, content, activities and evaluation to be included in the curriculum on risk management must be the product of a process of awareness raising and training of all education stakeholders on the topic.
### 4.1.1. Strategic Lines for the Curricula.

**Specific objective #1**
Promote the development of policies and educational strategies (formal and non-formal education) for the incorporation of disaster risk reduction in the supply of educational systems of each of the region’s countries.

**Strategic Line #1**
Incorporation of the topic Comprehensive Disaster Risk Management in the Regional Agenda of Education 2012-2021.

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| Obtain the approval of the Council of Representatives of CEPREDEANAC for the Action Lines of the Education Sector, in the framework of the PCGIR. | 1. Incorporate the topic in the discussion platform to prepare the Regional Agenda of Education.  
2. Obtain an agreement from the Council of Representatives of CEPREDEANAC/SICA and the Council of Ministers of the CECC/SICA (for its acronym in Spanish) that approves the content and the strategies for the Action Lines of the Education Sector in the framework of the PCGIR. |
| Obtain the approval of the Council of Ministers of CECC/SICA, for the Action Lines of the Education Sector in the Framework of PCGIR. |                                                                                                                                             |

**Strategic Line #2**
Encourage the formulation of educational public policies for the incorporation of the topic in the curricula.

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| Collect and systematize the contents on Disaster Risk Management that have been incorporated in the curricula by level, subject and country to measure the progress made. | 1. Request to the Ministries of Education their Curricula by level and subject.  
2. Systematize the material obtained.  
3. Disclose the contents of the systematization as well as their conclusions and recommendations. |
| Obtain from the Council of Ministries of CECC/SICA an agreement to develop a public policy for each country with the introduction of the topic in the curricula. | 1. Present to the Council Ministers of Education of CECC/SICA, the results of the previous systematization.  
2. The ministers of Education agree on a process for the development of the public policy for each country, outlining the activities, responsible people, results and costs.  
3. The CECC/SICA will follow-up on the agreement. |
Specific Objective #2
Accompany the incorporation process of the disaster risk reduction topic into the curriculum at all levels of formal and non-formal education, thus promoting the preparation and reproduction of materials to support teaching and learning of students along with evaluation of the formative learning processes.

Strategic Line #3
Development of the basic sequence, by grade and subject, of the learning objectives, the knowledge, the abilities, skills and the formative evaluation for the disaster risk reduction topic to be incorporated into the curriculum, as a suggestion for the countries.

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| Develop by consensus with the representatives of the countries, a basic sequence of the learning objectives, the knowledge, the abilities and the skills on disaster risk reduction to be incorporated in the students’ education at all levels both formal and non-formal and modalities assisted by the Ministries of Education. | 1. Prepare a regional consultation about potential topics to be addressed by grade and subject.  
2. Collect experiences for best practices on the education sector from the ministries responsible for the topic in each country.  
3. To hold a consultation with representatives of the countries, with expertise on curriculum design and disaster risk reduction.  
4. Hire a curriculum designer for the development of a program proposal based results of Actions 1 and 2, and including relevant contents and effective practices. |

Strategic Line #4
Promote the collection of support materials for the teaching/learning processes of the students, developed and distributed during the last five years by different national and international institutions to be uploaded on the CEDUCAR Web Site and the Regional Platform of Information and Communication (CEPREDENAC), with free access to the public.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>General Actions</th>
</tr>
</thead>
</table>
| Collect support materials for the students’ teaching/learning processes developed and distributed in the last five years by different national and international institutions. | 1. Negotiate the delivery of materials developed and distributed with each of the institutions that have been participating on the topic in the Region, enforcing copyright.  
2. Create a virtual space in CEDUCAR web Site and Regional Platform of Information (CEPREDENAC) to upload the materials.  
3. Disseminate the supply of materials in digital format and by level and subject. |

Specific objective #3
Collect strategies destined to facilitate the relevant and adequate learning approach for teachers on the topic of risk reduction management.
Strategic Line #5
Didactic approaches and relevant practices.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>General Actions</th>
</tr>
</thead>
</table>
| Develop and collect didactic approaches: lessons, best practices, types of evaluation tests, practice exercises, teacher’s guide, videos, presentations, etc. to be placed in a virtual classroom in CEDUCAR Web Site and the Regional Platform of Information (CEPREDENAC). | 1. Open the resource center of didactic approaches in CEDUCAR Web Site.  
2. Collect several didactic approaches and sort them by topic and level in the resource center of CEDUCAR.  
3. Develop materials for the levels that have less diversity.  
4. Request to institutions that, over the last five years, have developed didactic materials to assign them to CEDUCAR, enforcing copyright at all times.  
5. Strengthen the Education and Training component of the Regional Platform of Information (CEPREDENAC) and upload all the didactic and information resources with free access to users. |

4.2. Initial Teachers Training

The sustainability of the topic in the curricula at the different educational levels requires two simultaneous processes: Hired teachers’ training and future teachers’ training.

It is difficult to make changes in the education processes of new teachers as in most cases they respond to educative notions and conceptions of the industrial age, within the behavioral paradigm. In general, plans and curricula remain unchanged over time.

It is not competency of SICA’s technical institutions to train or educate teachers. SICA responsibility is to raise awareness and advocate for the transformation of processes as well as provide support. The concepts will be valid in the classroom only if actors understand freely their importance and implications, as opposite to those imposed or partially comprehended in their true relevance and dimensions.

The following strategic lines aim to: seek ownership of the topic by the stakeholders, once they recognize the impact in the quality of living conditions of future generations. It is worth mentioning that research has demonstrated that material developed by people who has gone through the experience has more impact than the material presented by third parties lacking ample participation in its design and contents’ definition.

If the Strategic Lines of the Curricula are linked to the above mentioned; then, there will be political and administrative links which will allow administering the topic without participation of foreign management.
### 4.2.1. Strategic Lines for the Initial Teaching Training.

<table>
<thead>
<tr>
<th>Specific Objective #4</th>
<th>Incorporate disaster risk reduction in the curriculum of the initial teaching education at schools in the region, both public and private.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Line #6</strong></td>
<td>Incorporation of the topic in the initial teacher training curriculum.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Encourage teacher training schools of the Region, to incorporate the topic of Disaster Risk Management in their curricula.</td>
</tr>
</tbody>
</table>
| **General Actions**    | 1. Hold a Summit in each country, with the principals of schools, to discuss the topic and seek the necessary mechanisms for the incorporation of the topic in the curricula.  
2. Make a diagnosis to find out how the countries have incorporated the Comprehensive Risk Management in their curricula.  
3. Present the curricula in national summits, virtual classroom and the resource center of CEDUCAR Web Site and the Education component of the Regional Platform of Information CEPREDENAC.  
5. Provide videoconferences at national and regional level on the topic by experts.  
6. Systematize best practices to be disseminated in the Region through the Resource Center CEDUCAR and the Education component of the Regional Platform of Information CEPREDENAC. |

<table>
<thead>
<tr>
<th>Specific Objective #5</th>
<th>Promote the development and reproduction of materials to support the teaching and learning processes of students-teachers, in regard to disaster risk reduction.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Line #7</strong></td>
<td>Development and reproduction of support materials for the initial teachers’ training.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>For students-teachers to develop and use material support for their educational experiences, on the different levels.</td>
</tr>
</tbody>
</table>
| **General Actions**    | 1. Encourage students-teachers to upload their materials in the virtual classroom and Resource Center CEDUCAR.  
2. Provide the students-teachers with links of webs and blogs (example Promethean) to enrich them with sample materials and best practices. |
4.3. Education and training of Hired Teachers

As mentioned in the section 4.2, the sustainability of the topic in the curricula at different educational levels requires two simultaneous processes: training of hired teachers and future teachers’ training.

It is usual for the training of hired teachers to be of low impact, due to the poor education of the same people in charge of the formative processes. It is also known that training in a “cascade” modality provides poor results as fundamental concepts are left behind.

The education and training processes of hired teachers on Disaster Risk Management should correspond to the incorporation of these topics in the curricula. Otherwise, these will remain optional.

An organizational behavior, characteristic of the behavioral paradigm of the industrial age, still remains within the classrooms. The topic requires field work, not passive and rote learning. This implies the need to start the process of awareness and openness among the principals of schools, for them to allow activities outside the classrooms, with active involvement of the student body. Likewise, teachers should be familiar with basic concepts, the context of the Region and country, at the time they are introduced to the learning objectives, contents, activities and evaluation processes of the topic, by levels.

It is important to reiterate that: “It is not competency of SICA’s technical institutions to train or educate teachers. SICA responsibility is to raise awareness and advocate for the transformation of processes as well as provide support. The concepts will be valid in the classroom only if actors understand freely their importance and implications, as opposite to those imposed or partially comprehended in their true relevance and dimensions”.

All of the aforementioned should be linked to the strategic lines of the Curricula for processes to be seen as useful and necessary in the everyday classroom activities.
4.3.1 Strategic Line for the Education and Training of hired teachers.

<table>
<thead>
<tr>
<th>Specific objective #6</th>
<th>Strategic Line #8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop training processes, in full-attendance, semi-attendance as well as virtual modalities for the ongoing education and continuous training of hired teachers, with the respective certification.</td>
<td>Develop training processes in full attendance, semi-attendance and virtual modalities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>General Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop educational models in order to present them to the Ministries of Education as Work Guidelines for the teachers’ training.</td>
<td>1. Develop and distribute full-attendance training processes for hired teachers on climate change and its impact in the Region, basic concepts of Disaster Risk Management and the thematic content incorporated in the Curricula by level, on practices and disaster response.&lt;br&gt;2. Develop and socialize training processes in semi-attendance and virtual modalities for hired teachers, on climate change and its impact in the Region, on basic concepts of Disaster Risk Management and the thematic content incorporated in the Curricula by level on practices and disaster response.</td>
</tr>
</tbody>
</table>

4.4. Plans of school protection

Unfortunately, the topic of Disaster Risk Management is not considered a priority in the processes of initial teachers’ training and hired teachers training and upgrading. As a result, teachers are not prepared to induce in their students proactive responses in the probable scenario of a disaster and to react accordingly to the reality of a disaster affecting the school.

As part of the Action Lines of the Education Sector, it is deemed highly necessary for all schools and educative institutions to have in place plans to develop a culture of prevention, risk reduction and preparedness for the eventual case of emergencies in situ or within the neighboring communities.

In the same manner, it is necessary for the educational institutions to take the necessary measures to continue with normal activities upon a disaster within the minimum amount of lesson days lost. Educational institutions do not consider their facilities within the possibility of them being used as shelter for people. As a result, it is usual that after functioning as shelters, the facilities suffer high deterioration especially if they have been occupied for several consecutive months. The right to education is an inalienable human right and the State must provide the conditions to ensure that educational activities are resumed as soon as possible.

The students from an early age should be prepared to respond to an emergency and make
the adequate decisions for the preservation of their lives, their family and their community. Emergency drills are an active learning source in which each person plays a role within a group-view, enabling self-control and composure. The constant practice will result in an appropriate response of all the educative community to a disaster situation.

4.4.1 Strategic Lines of the Plans of School Protection

<table>
<thead>
<tr>
<th>Specific Objective #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve for school at all levels to have in place School Protection Plans that embrace the development of a culture of prevention, risk reduction and emergencies and disasters preparedness.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Line #9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Protection Plans for emergencies and disasters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>General Actions</th>
</tr>
</thead>
</table>
| Create a database for each country, approved by the Council of Ministers of Education, that prioritizes schools located in high-risk areas. | 1. Design tools to capture the information, their application, and analysis method to develop the database for each country.  
2. Consolidate the database per country and inform the Council of Ministers of Education and Council of Representatives of CEPREDENAC, in order to determine the action measures.  
3. Disseminate the information among high-risk schools, to adopt school protection measures and monitoring. |

| Obtain the agreement of the Council of Ministers of Education so that every school at all levels in the countries, have School Protection Plans and develop the database to be registered and monitored by the Ministers of Education and Civil Protection Institutions. | 1. Promote an agreement from the Council of Ministers of Education so that every school of the region has organized a School Protection Committee, active and operating.  
2. Create a statistical database with country records including School Protection Plans of each country (emergency plans) to be updated and presented every year to the Council of Ministers and Council of Representatives of CEPREDENAC for their monitoring.  
3. Promote simulations and drills at school at individual, local, departmental and national level according to various possible emergency and disaster scenarios (individual and collective). |
Specific Objective #8
Achieve for the Education Sector (ministry of education, schools) to ensure the continuity of the teaching and learning processes during emergencies and disasters, as an inalienable human right.

Strategic Line #10
Ensure the ongoing educational process in the aftermath of a disaster.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>General Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidate by agreement of the Council of Ministers of Education, the Teams for Damage Assessment and Needs Analysis (EDAN for its acronym in Spanish) of the Education Sector by country, which ensures the continuity of the educational process during a disaster or emergency.</td>
<td>1. Strengthen the education sector’s EDAN teams of each country, through establishing equivalency among the tools meant to registry and capture information about educational infrastructure and the needs for restoration and continuity of the educational process.</td>
</tr>
<tr>
<td>Ensure that educational processes continue in times of rehabilitation and reconstruction.</td>
<td>2. Ensure that the EDAN teams of the Education Sector of each country are acknowledged and integrated in the EDAN sector structures of Civil Protection Institutions.</td>
</tr>
<tr>
<td></td>
<td>3. Propitiate national reports on impact upon educational infrastructure in emergency and disaster situations, for the information and monitoring of Council of Ministers of Education.</td>
</tr>
<tr>
<td></td>
<td>4. Promote that the national plans for rehabilitation and reconstruction include technical and financial resources to reactivate schools in the shortest time possible.</td>
</tr>
<tr>
<td></td>
<td>5. Have the Ministries of Education participate in forums, existing national risk management round tables and ensure their participation not limited to the response phase only.</td>
</tr>
</tbody>
</table>

Specific Objective #9
Promote simulations and drills at schools at individual, local, departmental and national level, according to various scenarios of probable emergencies (individual and collective) and disasters.

Strategic Line #11
Simulations and drills at schools with participation of the community.
Purpose | General Actions
--- | ---
Promote the institutionalization of the continuous practice of simulations and drills at schools at individual, local, departmental and national level. | 1. Obtain an agreement from the Council of Ministers of Education for the institutionalization of the continuous practice of simulations and drills at schools at national, local departmental and national level.
2. Create or update a basic guideline with steps for the organization of simulations and drills at schools in each one of the countries.
3. Disseminate the basic guideline in the websites of CEDUCAR and the Regional Platform of Education of CEPREDENAC, for access to all users.
4. Promote the institutionalization of drill practices among the Ministries of Education and Civil Protection entities.

4.5. Coordination of Actions with Higher Education Institutions

Within the Central American Policy of Comprehensive Risk Management (PCGIR for its acronym in Spanish), in the Priority Objective B “Development and Social Compensation to reduce Vulnerability”, three components are established articulating the interinstitutional relationship among CEPREDENAC, CECC/SICA and CSUCA, to address Risk Management in formal and non-formal education at all levels. One of these components is the Incorporation of risk management in formal and non-formal education that intends to include the issue of Comprehensive Disaster Risk Management in the educational processes of students of the formal and non-formal, public and private Educational System as well as incorporating it in teachers’ initial and during-work training and in their processes of knowledge update. By doing so, there is great contribution to fostering a culture of prevention, taking into account the traditional knowledge and multiculturalism of the countries.

In this context, the Central American public universities have a great responsibility as institutions with a crucial role in a country’s development. As it relates to Comprehensive Disaster Risk Management ‘CDRM’ (GIRD for its acronym in Spanish) and the Climate Change Adaptation ‘CCA’(ACC for its acronym in Spanish), it is fundamental that universities train professionals with quality and updated education, according to the reality of their countries, which implies fostering in the students a greater commitment to adaptation to climate change and to comprehensive risk management, taking into account the high vulnerability of the Central American region.

It is possible to say that the Central American universities are more aware about the importance of these issues and it is observed that courses, masters and undergraduate programs are in place, yet scattered and uncoordinated; and to a lesser degree, research and university
extension on disaster risk management and adaptation to climate change. Nevertheless, a systematic coordination is necessary, supported by strong institutional commitments along with promotion of higher penetration, visibility and impact in regards to the universities role and responsibility in the creation of a culture of prevention. The CSUCA (for its acronym in Spanish), through several initiatives and with the support of regional and international partners, has already begun efforts for the implementation of the action lines presented here. It is fundamental to have the articulated and coordinated support of the countries and stakeholders of the higher education sector with these objectives and action lines, in order to strengthen the CDRM and CCA encompassing all the fields within the universities of Central America.

4.5.1 Strategic Lines of the Coordination Area with Higher Education Institutions

<table>
<thead>
<tr>
<th>Specific Objective #10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote the incorporation of Comprehensive Disaster Risk Management (GIRD for its acronym in Spanish) and Climate Change Adaptation (ACC for its acronym in Spanish), as a policy for higher education, in the substantive work of the CSUCA’s public universities, advocating for a generation of positive attitude in society in relation to these challenges.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Line #12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate GIRD and ACC in the curricula of Higher Education in the Region.</td>
</tr>
</tbody>
</table>
**General Actions**

1. Conduct an assessment of the current situation of the integration of the topics GIRD and ACC in the curricula of CSUCA member universities.

2. Carry out workshops to promote the interchange of experiences and best practices among member universities, as well as progress measure and evaluation with respect to GIRD and ACC in the universities’ Curricula, Research, Extension and/or in their joint expressions.

3. Develop a comprehensive proposal, as a result of the assessment and interchange of experiences, containing multiple activities and academic modalities that will allow the effective incorporation of the GIRD and ACC in the curricula of strategic careers, thus visualizing greater impact and sustainable advocacy among the population.

4. Promote at CSUCA member universities, the implementation of a comprehensive proposal for the effective incorporation of GIRD and ACC in the curricula of the identified strategic careers.

5. Conduct follow up of the proposed actions, in the Regional University Systems of CSUCA, to contribute to the achievement of this action line, in the framework of the Project CSUCA/ COSUDE (for their acronym in Spanish).

**Strategic line #13**

Promote the development of programs and research projects, innovation, technological development and transmitting results to society, by CSUCA member universities, with respect to GIRD and ACC.

**General Actions**

1. Formulate, manage and implement GIRD and ACC research projects at regional and national level, transferring results to society and to the teaching/learning processes.

2. Strengthen the strategic alliances of CSUCA with SICA and other partner organizations to manage resources for research, innovation and technological development in the field of GIRD and ACC.

3. Manage and promote scientific events at regional and international level to socialize and evaluate results of research projects as well as progress in the knowledge of GIRD and ACC, thus promoting training and education of researchers in these fields.
## Strategic Line #14
Promote strategies and actions of GIRD and ACC in the University-Society-State linkage programs.

### General Actions

1. Participation of CSUCA, as member of CC-SICA, in the Regional Consultative Forum of the Central American Policy of Comprehensive Disaster Risk Management (PCGIR for its acronym in Spanish).

2. Participation of CSUCA, in a joint and coordinated manner with the Council of Ministers of Education and Culture of Central America (CECC for its acronym in Spanish), the Secretariat for Central American Social Integration (SISCA for its acronym in Spanish) and the Coordination Center for the Prevention of Natural Disasters in Central America (CEPREDENAC for its acronym in Spanish), in the respective actions contained within the PCGIR (for its acronym in Spanish), in relation to the incorporation of GIRD and ACC in formal and non-formal education as well as in the training and education of civil society.

3. Development and evaluation of joint actions, under the Cooperation Agreement CSUCA-CECC/SICA-CEPREDENAC-USAID/OFDA, in relations to the university linkage with society, based on their needs and priorities (technical assistance, education, training, research, transfer of research results, communication, dissemination and timely and practical socialization), for decision-making in GIRD and ACC.

4. Promote programs, projects and cross-border actions with coordinated, interinstitutional, intersectoral and interdisciplinary participation of local stakeholders (university-society-state) in the topics of GIRD and ACC.

5. Promote the development, intercultural validation and reproduction of support materials in the teaching/learning at the different educational levels regarding the topics of GIRD and ACC.

6. Promote greater participation of the universities locally, and develop the capacities at community level for GIRD and ACC.

7. Participate in Forums, Seminaries, Workshops and other activities, as part of the Latin American and Caribbean Network of Universities for Disaster Risk Reduction (REDULAC for its acronym in Spanish).

8. Promote with the support of CEPREDENAC, the updating and use of the database “Geo-referenced Catalog and Institutional Mapping: Applying Information and Communication Technologies TICs for the Mitigation of Disasters in the Central American Isthmus”, designed by the UP and CSUCA (for their acronym in Spanish) with OAS support.
Strategic line #15
Promote policies, strategies and actions among CSUCA member universities, so that their activities are developed to comply with the minimum safety standards for the comprehensive protection of the staff, infrastructure, equipment and environment in general.

<table>
<thead>
<tr>
<th>General Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Propose and advocate so that the evaluation processes of universities for improvement and/or accreditation, apply the minimum standards as it relates to GIRD and ACC.</td>
</tr>
<tr>
<td>2. Conduct a study of Systemic Vulnerability (directly related to GIRD), in at least one member university of CSUCA of each country, including the physical-structural, non-structural (with aspects having to do with the university’s vital systems), functional aspect as well curriculum and political aspects.</td>
</tr>
</tbody>
</table>

Strategic line #16
Establish monitoring and evaluation mechanisms to determine progress, at short, medium and long term, both for the strategic objective as for the action lines.

4.6. Coordination of the international actions for the Education Sector

The permanent risk situation that Central America faces has caused that many international organizations such as UNICEF, USAID-OFDA, AECID, JICA, EU, UN, WB, SICA, among others, propose multidisciplinary and inter-disciplinary actions with national-related organizations such as Red Cross, Fire Departments, the national Institutions of Civil Protection, the municipalities, among others.

All the above mentioned agree that the Education Sector plays a decisive role in Preventive Management as also contributes to the development of School Infrastructure and enables students’ knowledge to ensure a culture of risk prevention and adequate response to disaster. In the same manner, they are all concerned about the use of school facilities as shelters, due to the following reasons: the inalienable right of children and youth to education and the deterioration of buildings not designed for use as shelters.

The activities carried out by the Education Sector have not made a significant impact. These have been scattered and exogenous to the formal processes, and the major concern has been centered on the development of materials that teachers do not use as they are not aware of their value coupled with the absence of an educational policy for their mandatory use.

There have been many training processes but they were not linked to the technical and administrative processes of the ministries; therefore, their impact is not significant. When a disaster occurs, each national institution operates per their institutional plans, based on their individual missions and thus poor coordination is observed, in spite of important efforts to improve this situation. It is evident that the countries do not have the financial resources to stop using schools as shelters and it has also become part of the general understanding for communities that this is the only option available.
All the international organizations that have worked with this issue in the Education Sector have invested considerable amounts of money, with poor sustainable results over time. The topic of Comprehensive Disaster Risk Management continues to fall under the teacher’s optional decision whether to include it or not in the teaching/learning process.

As part of the Regional Policy on Comprehensive Risk in Central America (PCGIR for its acronym in Spanish), specifically in the Priority Objective B: “Development and Social Compensation to reduce the Vulnerability”, three components are established that articulate the interinstitutional relationship among the CEPREDENAC, CECC/SICA and the CSUCA, to address Risk Management in Education at all levels. One of these components is the incorporation of risk management in formal and non-formal education that intends the incorporation of this topic in the educative process of students within the education sector (formal and non-formal, public and private) taking into account the traditional knowledge and multiculturalism of the countries. Additionally, it considers the incorporation of the topic in the teachers’ training, their updated knowledge, and finally in fostering a culture of prevention.

4.6.1 Strategic lines of the Coordination Area for the actions of several international organizations for the Education Sector.

<table>
<thead>
<tr>
<th>Specific objective #11</th>
<th>Promote dialogue among several international organizations with CECC/SICA and CEPREDENAC (for their acronym in Spanish), in order to learn about and seek synergies in the work for the implementation of the action lines of the Education Sector.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic line #17</strong></td>
<td>Harmonization of foreign cooperation under the action lines of the Education Sector 2012-2015.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Implementation of the action lines of the Education Sector 2012-2015, with support of foreign cooperation, fully aware and harmonized.</td>
</tr>
<tr>
<td><strong>General Actions</strong></td>
<td>1. Facilitate coordination spaces among the different international organizations with CECC/SICA and CEPREDENAC, for the harmonization of a regional agenda.</td>
</tr>
<tr>
<td></td>
<td>2. Promote dialogue spaces with stakeholders of the foreign cooperation for the presentation and exchange experiences that could be made in compliance with the action lines.</td>
</tr>
<tr>
<td></td>
<td>3. Hold a meeting with international organizations for specific actions for the Education Sector to present and common agreement on a regional roadmap.</td>
</tr>
</tbody>
</table>

**Specific objective #12**
Subscribe letters of intent with the numerous international organizations to coordinate efforts and have greater impact at lower cost.

**Strategic line #18**
Commitment of cooperation and projects
### Purpose General Actions

<table>
<thead>
<tr>
<th>Establish technical and financial cooperation agreements among the different international organizations for the implementation of the action lines of the Education Sector.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>1. Subscribe letters of intent with different international organizations to coordinate efforts for the implementation of the action lines of the Education Sector.</td>
</tr>
<tr>
<td>2. Prepare a portfolio of projects to be presented to donors.</td>
</tr>
<tr>
<td>3. Obtain technical and financial cooperation agreements from foreign cooperation, for the compliance of the action lines of the Education Sector.</td>
</tr>
</tbody>
</table>

#### Specific objective #13
Hold a meeting every two years in the framework of the Consultative Forum, with international organizations with specific actions for the Education Sector, to establish a roadmap for the following year along with strategies for joint work.

#### Strategic line #19
Meeting of the Education Sector in the framework of the Regional Consultative Forum of PCGIR (for its acronym in Spanish) with international organizations.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>General Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidate a permanent space for coordination and decision making in order to establish the regional roadmap as well as work strategies for the Education Sector.</td>
<td>1. Strengthen the coordinated work of the Education Sector at regional level and establish joint work strategies.</td>
</tr>
<tr>
<td>2. Monitor and follow up on agreements and joint work strategies.</td>
<td></td>
</tr>
</tbody>
</table>
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Electronic Resource:

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Action Lines of the Education Sector 2012-2015

in the framework of the Central American Policy on Comprehensive Disaster Risk Management (PCGIR for its acronym in Spanish) and the Regional Strategy on Climate Change (ERCC for its acronym in Spanish)

"For the right to prevention"

With the support of: