The International Strategy for Disaster Reduction (ISDR) was set up by the United Nations to build on gaps and challenges identified in the Yokohama Strategy for a Safer World (1994). The Yokohama Strategy provides guidance on reducing disaster risk and the impact of disasters. The ISDR seeks to coordinate local, national and international approaches, with the aim of building disaster-resilient communities by promoting increased awareness of the importance of Disaster Risk Reduction (DRR) as an integral component of sustainable development.

**Disaster Risk Reduction (DRR)** focuses on what activities can be undertaken before a disaster strikes, based on a better understanding of the risks that a community faces and how to minimise the potential impact of those risks. DRR also aims to avoid the mistakes of the past by building back better after a disaster.

DRR is everybody’s business – from learners to adults, community leaders and government.

HAZARDS: Classification and Categories

<table>
<thead>
<tr>
<th>HAZARD CATEGORY</th>
<th>HAZARD TYPE</th>
<th>FACTS AND FIGURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATURAL</td>
<td>Flood</td>
<td>The number of deaths and injuries caused by road accidents increased by 91% from 275 in 2008 to 452 in 2009. (Information from Motor Vehicle Accident Fund, Namibia Economist, 12 November 2010.)</td>
</tr>
<tr>
<td></td>
<td>Drought</td>
<td>In May 2005, 28 people died in a single road traffic accident on the Rundu-Grootfontein highway. Between March 2004 and March 2008, 10,895 claims for medical care, injury management, rehabilitation and life enhancement were registered with the Motor Vehicle Accident Fund. The total amount paid out for these claims was N$275,060,864.</td>
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<tr>
<td></td>
<td>Wild fire</td>
<td>The rise in the number of commuters on Namibia’s roads has contributed to an increase in accidents involving public transport. Together with potential rail traffic accidents, haulage trucks and tankers carrying hazardous materials and toxic waste are an additional cause for concern as they add serious risk for an unsuspecting public.</td>
</tr>
<tr>
<td>BIOMETEOROLOGICAL</td>
<td>Disease epidemic</td>
<td>The impacts of road traffic accidents have included the following:</td>
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<tr>
<td></td>
<td>Water-borne disease</td>
<td>• Diversion of resources from the productive sector to cover medical expenses, funerals and insurance.</td>
</tr>
<tr>
<td></td>
<td>Insect-borne disease</td>
<td>• While no definitive studies have been done in Namibia, global research trends suggest that the real cost of injuries is double the total claims paid out.</td>
</tr>
<tr>
<td></td>
<td>Socially communicable infection/disease</td>
<td>• Impact of road traffic accidents have included the following:</td>
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<tr>
<td>TECHNOLOGICAL</td>
<td>Environmental degradation</td>
<td>• Diversion of resources from the productive sector to cover medical expenses, funerals and insurance.</td>
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<tr>
<td></td>
<td>Famine</td>
<td>• While no definitive studies have been done in Namibia, global research trends suggest that the real cost of injuries is double the total claims paid out.</td>
</tr>
<tr>
<td></td>
<td>Infrastructure failure</td>
<td>• Impact of road traffic accidents have included the following:</td>
</tr>
<tr>
<td></td>
<td>Transportation accident</td>
<td>• Diversion of resources from the productive sector to cover medical expenses, funerals and insurance.</td>
</tr>
</tbody>
</table>

ROAD AND RAIL TRAFFIC ACCIDENTS

OVERVIEW
The rise in the number of commuters on Namibia’s roads has contributed to an increase in accidents involving public transport. Together with potential rail traffic accidents, haulage trucks and tankers carrying hazardous materials and toxic waste are an additional cause for concern as they add serious risk for an unsuspecting public.

IMPACTS
Increasing road traffic deaths and injuries are globally recognised as a major public health problem. In Namibia, the impacts of road traffic accidents have included the following:
• Loss of life.
• Diversion of resources from the productive sector to cover medical expenses, funerals and insurance.
• While no definitive studies have been done in Namibia, global research trends suggest that the real cost of injuries is double the total claims paid out.

MITIGATION AND PREPAREDNESS
1. Increase reforestation: Forests decrease run-off and erosion. Woodlots can be planted for firewood and charcoal, thereby preventing further deforestation.
2. Construct dams: Rain and floodwater stored in dams can be used for irrigation and domestic purposes during drought.

FACTS AND FIGURES

DROUGHT

OVERVIEW
Drought is the most serious natural hazard in Namibia. In the Namibian context, drought disasters refer to drought conditions so intense that they cannot be dealt with by normal risk management practice, and thus require the State’s intervention.

IMPACTS
• Groundwater levels drop and surface water dries up.
• Agricultural production falls and livestock are lost, resulting in food shortage, a fall in household income and malnutrition.
• Industries servicing the agricultural sector are impacted (e.g. hydro-electrical power industry, meat processing).
• Employment opportunities in the agricultural sector decline.
• The health, education, tourism and wildlife sectors are all affected by limited access to water.
• Food prices rise.
• As a short-term coping mechanism, households may be forced to sell assets, jeopardising long-term food security.
• Environmental degradation occurs (i.e. deforestation and loss of land cover, overgrazing, soil erosion, bush and forest fires, and a reduction in biodiversity).
• Toxic chemicals build up in slow-moving or static waters, with resulting health impacts.
• Drudgery increases, mainly for women who have the task of collecting water for household use.

MITIGATION AND PREPAREDNESS
1. Increase reforestation: Forests decrease run-off and erosion. Woodlots can be planted for firewood and charcoal, thereby preventing further deforestation.
2. Construct dams: Rain and floodwater stored in dams can be used for irrigation and domestic purposes during drought.

FACTS AND FIGURES
The number of deaths and injuries caused by road accidents increased by 91% from 275 in 2008 to 452 in 2009. (Information from Motor Vehicle Accident Fund, Namibia Economist, 12 November 2010.)

FLOODS

OVERVIEW
Namibia’s northern and north-eastern areas are prone to annual seasonal floods, with the north-eastern regions of Kavango and Zambezi experiencing a yearly increase in the level of flooding since 2003.

IMPACTS
• Flooding occurs during the rainy season starting in January/February and peaking during March through to May. They then recede until the end of July/August.
• Flooding resulting from normally heavy rains in localised areas have occurred in Kunene Region and the cities of Windhoek and Swakopmund.

FACTS AND FIGURES
The flood disaster in Namibia in 2008 affected 6 of the country’s 13 regions and resulted in:
• 215,257 people being directly affected;
• 100 reported flood-related deaths;
• the disruption of education for 3,050 learners at 100 schools;
• the loss of 63,637 domestic livestock (cattle, goats, sheep, donkeys and horses);
• 150,000 hectares of crop fields being submerged;
• extensive damage to roads, bridges, clinics, schools and businesses;
• the destruction of homes;
• the disruption of water supplies and damage to sewerage works;
• an outbreak of cholera; and
• severe damage to the subsistence production bases of the local population, thus destruction of wage-based livelihoods as well as livelihoods based on natural resources.

MITIGATION AND PREPAREDNESS
1. Redesign settlements: For instance, move settlements away from flood plains or design a system for utilising flood plains in a safe manner.
2. Improve management of drainage and flood plains.
**RESPONSE to a Natural Disaster: What to do when a disaster strikes**

**COORDINATION**

- Coordinate with local education authorities, other education partners and the WASH* and protection sectors (and if necessary, camp management and shelter sectors).
- If appropriate, meet with parents, leaders and the community to determine location and issues of safety.
- Coordinate with appropriate partners to ensure that learners’ nutritional needs are addressed in the temporary learning spaces.

**SELECTION OF PHYSICAL SPACE**

- Ensure that the site is:
  - cleared of harmful objects, such as explosives, sharp metals and glass;
  - shaded and protected against wind, rain and dust;
  - away from main roads and distribution points;
  - away from stagnant water and polluted drainage sites;
  - away from military zones; and
  - close to the majority of learners, especially girls and disabled learners.
- Provide access to sanitation and safe water services.
- Ensure storage space for school supplies and food (if a school feeding programme).
- Ensure awareness of climatic and geographical constraints (regarding reconstruction logistics).
- Ensure safe access to learning spaces if learners need to travel from home.

**PROVISION OF TENTS AND OTHER STRUCTURES**

- If no suitable structures or buildings are available, consider tents or other materials to create temporary structures. This essentially involves the supplies and logistics division, and considerations such as local procurement and staff to install tents versus external expertise.
- Advantages of ‘tent schools’ are that they can be stockpiled and re-used. They can also be set up quickly. Only the minimum necessary time, effort and resources should be committed to temporary emergency learning spaces.
- Use local materials or materials that can be retrieved from damaged buildings.
- If needed, ensure heating and adequate lighting.
- Demarcate a safety boundary with locally available materials.

**SUPPLIES**

- Determine essential education and recreation supplies.
- Organise and start activities as soon as possible.
- Ensure that all supplies/materials are culturally appropriate as well as relevant to boys and girls.

**STAFF, PREPARATION AND SUPPORT**

- Recruit volunteers and provide training in play, recreation, psychosocial classroom activities and aspects of learner rights.
- Ensure that suitable communication channels are established and accessible.
- Provide a security briefing to staff and ensure that staff know and adhere to a code of conduct.

**PROVISION OF CHILD-FRIENDLY ACTIVITY**

- Conduct a variety of programmes for learners which are locally appropriate, gender appropriate, planned and provided for all age groups, and allow girls and boys to play separately and together.
- Ensure a reasonable ratio of learners to facilitator. Implement double shifts, if necessary, to reduce the ratio. If possible, aim for 1 facilitator to 20 or 30 learners (or 40-50 learners if necessary). Add more facilitators for younger age groups.
- Organise structured daily schedules with a variety of play activities, including arts, recreation and learning activities. Ensure that active play and quiet time are scheduled.
- If appropriate, organise separate activity stations for a variety of experiences. Learners can engage in self-directed learning and play activities. Ensure that activities meet the psychosocial needs of learners.

**PROGRAMMING FOR ADOLESCENTS**

- Ensure access to safe spaces for adolescent activities.
- Recruit and train adolescents to supervise and lead recreational and learning activities.
- Facilitate the formation of youth clubs for sports, health, safety, music and drama activities.
- Coordinate adolescent activities with education authorities.

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This publication has been made possible with the generous support provided by the Office of Foreign Disaster Assistance, Bureau for Democracy, Conflict and Humanitarian Assistance, US Agency for International Development (USAID), under the terms of Award No. AID-OFDA-I0-14-00019. The contents of this publication do not necessarily reflect the views of USAID.
Contingency Planning for Emergencies

A “CONTINGENCY” is a future event or circumstance which is possible but cannot be predicted with certainty.
A “CONTINGENCY PLAN” is a plan designed to take account of a possible future event or circumstance.

Objectives of the Namibia National Education Contingency Plan

- Ensure the safety, security, physical and psychosocial wellbeing of all learners and teachers before, during and after the emergency.
- Ensure the safety of physical infrastructure (schools, access roads, etc.).
- Minimise disruption of learning activities due to disaster.
- Ensure access to schools (education).
- Protect learning materials.

Activities to Prepare for an Emergency Under the Namibia National Education Contingency Plan

1. Risk mapping for schools and qualitative analysis of physical infrastructure
2. Simulation exercises
3. Pre-positioning of learning and emergency materials
4. Community and teacher sensitisation on early warning
5. Establishment of coordination structures for education and with other sectors and clear communication channels
6. Dissemination of the Minimum Standards for Education in Emergencies
7. Development of a school manual on emergency preparedness and response
8. Development of guidelines on camping at schools

The Five Stages of Production of a Learner Contingency Plan

1. Discuss what happened in the school/village during the last disaster.
2. Produce a description of the school/village.
3. List the things that cause damage in the disaster and where.
4. Assess who is at risk and what is at risk.
5. Decide how to reduce risk.
6. Practise being prepared.

Functions and Responsibilities of a School Emergency and Disaster Preparedness Committee

1. Develop, review and implement a School Emergency and Disaster Preparedness Plan.
2. Organise emergency brigades (fire, first aid, evacuation, etc.) and assign responsibilities to teachers and administrative staff based on individual capacities for each anticipated emergency situation. Do not assign dangerous activities to learners.
3. Plan, organise and conduct emergency preparedness training and drills for all learners and staff, including persons with disabilities.
4. Put in place an emergency warning system that will inform the school population of the actual or impending danger.
5. Coordinate and communicate with local authorities (police, fire station, hospital, etc.) and the parents or guardians of learners in crisis situations.
6. Integrate emergency preparedness into the curriculum.
7. Provide for the procurement, storage and maintenance of emergency supplies and equipment, and programme instructional materials.
8. Provide procedures for regular maintenance.
9. Engage proactively with the local community.

For more information, see the Namibia School Manual on Emergency Preparedness and Response. Available at www.moe.gov.na and www.unicef.org.na

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Regional Disaster Risk Reduction
Communication Flow

Since I learned what is expected of me as a principal in times of crisis, and how to manage risks, now I know how to inform the community and learners about the dangers.

I will make sure that people will be informed in time. Learners should take part as well, and we will provide feedback to the inspector, other principals, school board members and traditional authorities.

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Psychosocial Support for Teachers and Learners

**Ways for Teachers to Cope with Stress**

**PHYSICAL**
- Regular exercise
- Sufficient sleep
- Healthy eating
- Drinking enough water
- Humor and laughter
- Limited alcohol consumption
- Pilates or yoga
- Relaxation techniques (e.g. progressive muscle relaxation, diaphragmatic breathing, visualisation and meditation)
- Massage, whirlpool, sauna
- Repetitive activities (e.g. cross-stitching, walking, quilting, drawing, cooking)

**EMOTIONAL AND RELATIONAL**
- Nurturing relationships
- Contact with home/friends through email, phone, tapes
- Talking
- Humour
- Ongoing support group
- Reflection (e.g. journalling, writing, meditating, poetry)
- Creative activity (e.g. drawing, sculpting, painting cooking, photography)
- Movies, books, music
- Having balanced priorities
- Understanding traumatic stress and having realistic expectations
- Counselling

**SPIRITUAL**
- Knowing your values: where do you tend to find meaning and purpose in life?
- Participating in a community of meaning and purpose
- Regular times of prayer, reading and meditation
- Spiritually meaningful conversations
- Singing or listening to meaningful music
- Contact with religious leaders or inspiring individuals
- Time with art, nature or music
- Solitude

**Possible Symptoms of Stress in Learners**

<table>
<thead>
<tr>
<th>AGE GROUPS</th>
<th>SYMPTOMS</th>
</tr>
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</table>
| Very young learners (0-5 years) | - Anxious clinging to caregivers  
- Temper tantrums  
- Fear of going to sleep  
- Nightmares and night terrors  
- Excessive fear of real or imagined things (e.g. thunder, monsters) |
| Young learners (6-12 years) | - Poor concentration, restlessness or bad behaviour at school  
- Anxious behaviour (e.g. eating problems, hyperactivity, stuttering)  
- Psychosomatic complaints (e.g. headaches, stomach pains)  
- Behavioural change (e.g. becoming aggressive or withdrawn and passive)  
- Sleeping problems  
- Regression (i.e. acting like a younger child) |
| Adolescents (13-16 years) | - Self-destructiveness and rebelliousness (e.g. drug-taking, stealing)  
- Withdrawal (e.g. being cautious of others and fearful of the future)  
- Anxiety and nervousness  
- Psychosomatic complaints (e.g. headaches, stomach pains) |

**Learners’ Needs After a Disaster**

**NEEDS** | **POSSIBLE PSYCHOSOCIAL INTERVENTIONS**
|-----------------|---------------------------------------------------------------|
| A Sense of Belonging | - Establish an education structure in which learners feel included.  
- Promote the restoration of cultural/traditional practices of learner care whenever possible. |
| Relationships with Peers | - Provide a dependable and interactive routine through school or other organised educational activity.  
- Offer group and team activities (sports, drama, etc.) which require cooperation and dependence on one another. |
| Personal Attachments | - Enlist teachers who can form appropriate caring relationships with learners.  
- Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of differing backgrounds. |
| Intellectual Stimulation | - Enhance learner development by providing a variety of educational experiences. |

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