Anticipatory Action in Education Plan – Cox's Bazar, Bangladesh

The International Rescue Committee (IRC) Bangladesh

In coordination with the Cox's Bazar Education Sector

Table of Contents

1. Context and Rationale

Cox's Bazar hosts nearly one million Rohingya refugees alongside vulnerable host communities in one of Bangladesh's most climate-exposed regions. Each year, floods, cyclones, landslides, and extreme heat cause widespread school closures, disrupt learning, and threaten the safety of learners and teachers. During the 2023–2024 academic year, over 1,000 schools and learning centers were temporarily closed due to flooding, and national heatwave closures further compounded learning loss. Anticipatory Action in Education (AAE) aims to reduce disruption by triggering early preparedness and continuity measures before forecasted disasters strike. *AAE means that we can help to prevent, mitigate and reduce the impact of forecastable crisis and improve learning continuity for children.*

2. AA Framework Development Process

The Cox's Bazar Education Sector AA Framework was collaboratively put together under the auspices of the Cox's Bazar Education Sector through a series of four collaborative design workshops held in 2025, conducted with 30 stakeholders representing 25 national and international organizations working in the Education Sector in Bangladesh. The AA Framework development commenced with a thorough review of national plans, including the Ministry of Disaster Management and Response's (MoDMR) Bangladesh National Early Action Protocol (NEAP 2024) and the Cox's Bazar Emergency Preparedness and Response Plan for the Education Sector (2018), as well as key global guidance, including the Global Education Cluster's Guidance on Coordinated Anticipatory Action in Education (2024) and Save the Children's Guidance on Anticipatory Action in Education (2023).

3. AA Framework Steps

Aligned with the NEAP, the Education Sector AA Framework follows the following steps in comprehensive AA planning:

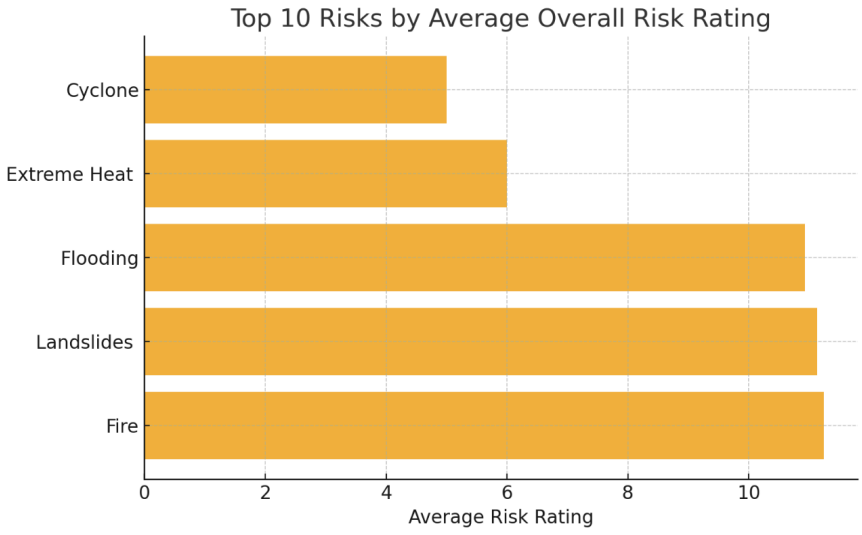
Step 1: Risk Assessments

Bangladesh has a high degree of risks from a multitude of both natural and manmade disasters, with key risks including: monsoon flooding, cyclone-related wind damage, flash floods, landslides, and extreme heat.. Risk assessments, or mappings, indicate localized risks, highest probability disasters, the most susceptible communities, as well as existing coping mechanisms. **Categorization of risks** was undertaken through two participatory workshops with Education Sector focal points. Categorization was undertaken for all 34

refugee camps, as well as the Teknaf and Ukhia host communities. Risk mapping (Annex 1) utilized a severity and consequence matrix, including quantified scoring criteria:

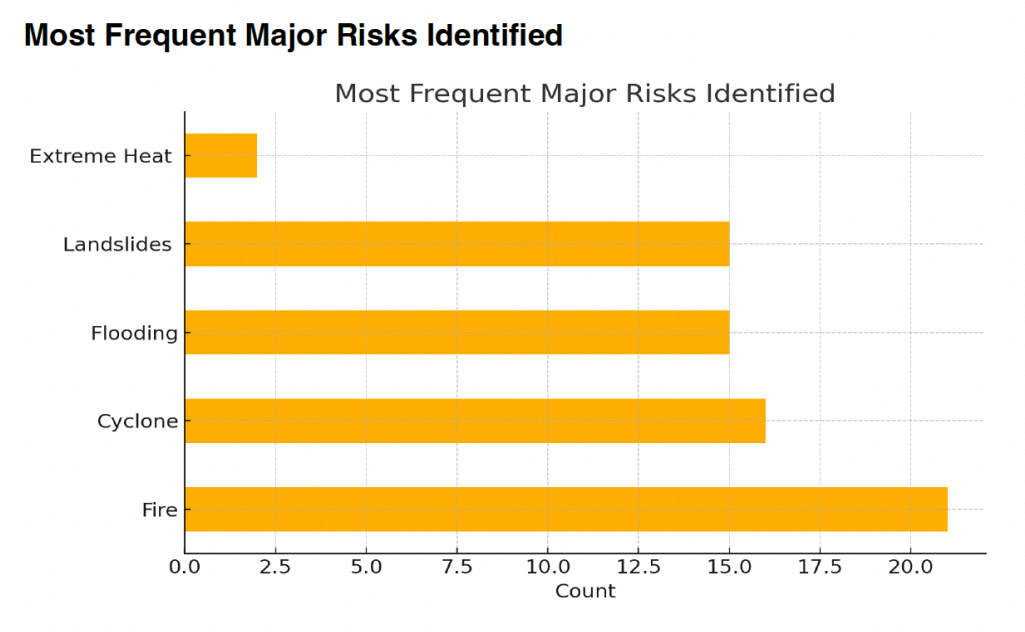
Overall Consequences/Impact on Learning Facilities					
	Negligible (Minimal Impact/No closure), no repairs required (1)	Minor Impact (Less than 1 day closure), no repairs required (2)	Significant Impact (2-5 days closure), minimal repairs required (3)	Severe Impact (6-10 days closure, major repairs and rehabilitation needed) (4)	Catastrophic Impact (complete damage, no recovery, children out of school) (5)
Certain (5)	Moderate (5)	High (10)	High (15)	Catastrophic (20)	Catastrophic (25)
Likely (4)	Moderate (4)	Moderate (8)	High (12)	Catastrophic (16)	Catastrophic (20)
Possible (3)	Low (3)	Moderate (6)	Moderate (9)	High (12)	High (15)
Unlikely (2)	Low (2)	Moderate (4)	Moderate (6)	Moderate (8)	High (10)
Very Unlikely (1)	Low (1)	Low (2)	Low (3)	Moderate (4)	Moderate (5)

Risk profiles, developed collaboratively and then verified with a second camp-based workshop, include: 1) camp or community name; 2) major risk(s) identified; 3) overall risk rating, based on quantified scale; 4) specific camp or community vulnerabilities; 5) existing community resilience or capacities; 6) tentative impact of risk on schooling and learning. The following risks were rated highest in terms of overall risk rating:

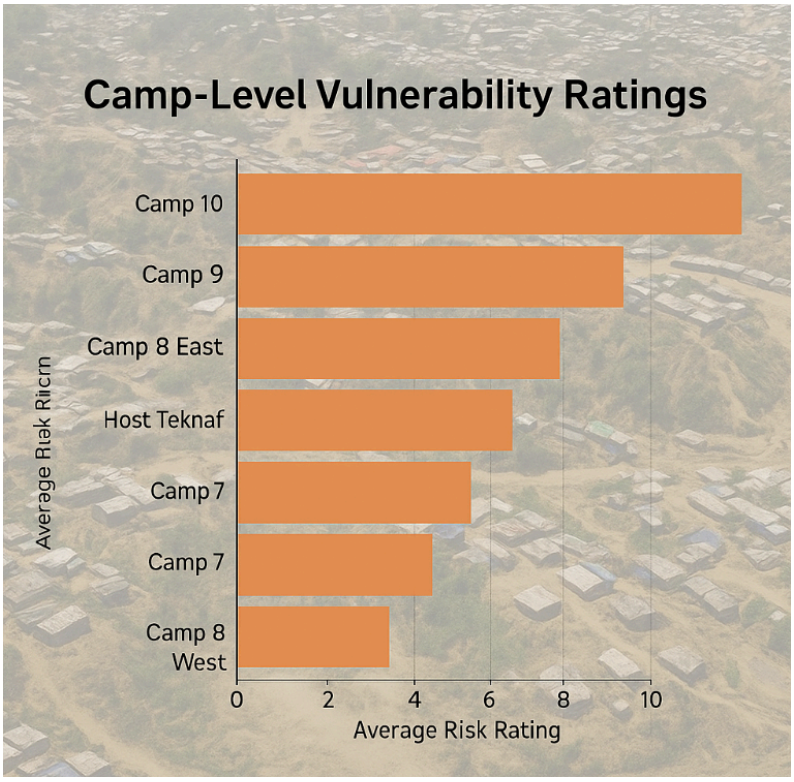


To note, although fire risk was included, many of the fire risks are not natural, and thus will be difficult to respond to in AA planning; however, contingency planning can still take place to reduce the potential impact of fires across the 21 camps reporting.

The following risks were ranked highest based on frequency of impact:

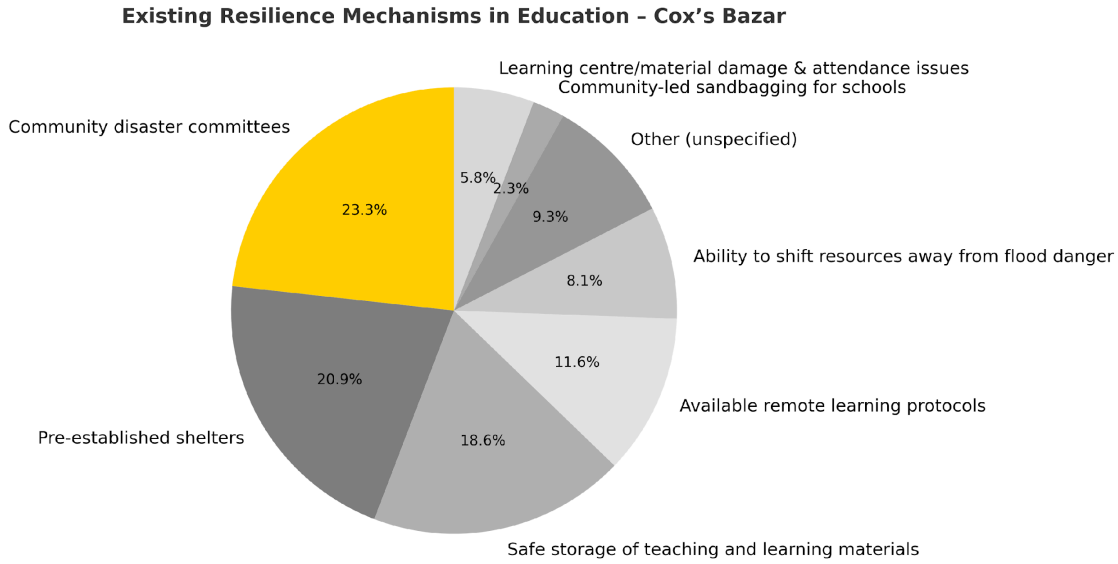


The **highest vulnerability** locations identified include:



Of the **community resilience mechanisms** cited which might be built upon or leveraged for AA implementation, the following were highlighted most frequently, indicating the need to closely coordinate all AA planning work with Community Disaster Committees (CDCs),

work closely with communities to ensure safe storage of materials, and utilize pre-established shelters for any educational evacuations required:



Step 2: Planning Impact-Based Forecasting

After risk mapping was validated by Sector stakeholders, planning for **impact-based forecasting** (IbF) took place in Workshop 3 with 30 Sector stakeholders. Impact-based forecasting links meteorological data to education outcomes. In planning for Impact Based Forecasting, the goal is for stakeholders to work to establish thresholds for early action, such as rainfall intensity, wind speed, or heat index. Once thresholds are triggered, early measures—such as securing learning centers, shifting to remote modalities, or disseminating safety messages—will activate automatically. Sector stakeholders were tasked to develop actionable, simple and trackable triggers, based on examples provided, for identified risks in the camps and hosting community. The model used for impact based forecasting was from the NEAP Bangladesh and the national Flood Forecast and Warning Center (FFWC). This FFWC produces daily forecast products focused on river flooding in Bangladesh. While river flooding is not a risk in Cox's Bazar, the forecast product, type, parameter and lead times were all used to create new **triggers for action.** Key aspects of IfB, including weather data sources, reliability, oversight and monitoring, and coordination with other sectors who might already been monitoring weather data was all discussed with participants. Triggers were proposed, based on highlighted risks, linked to the following key aspects: 1) Hazard Specific- triggers are tailored to specific hazards; 2) Threshold Levels- when reached, trigger the activation of the action plan; 3) Data Driven- rely on data from various sources, including

> ***Impact based forecasting focuses on potential event impacts such as the number of affected people, damage to structures, and disruption of services."***
>
> *-NEAP Bangladesh*

weather forecasts and climate models; and 4) Context Specific- design based on specific

> *"The window of opportunity between an early warning and a predicted crisis occurring can be very short (for example 5-10 days for a flood), or a matter of months for a drought-induced food crisis), which means that readiness and planning action ahead of time is important to avoid any delay in the short implementation phase."*
>
> - Global Education Cluster

Triggers were established for prioritized risks and include:

Hazard	Trigger Statement	Data Source
Extreme Heat ☀️	Forecast data indicates high probability (over 70% chance) of maximum daily temperate of over 40 degrees Celsius over 2 consecutive days	Bangladesh Meteorological Department (BMD) 72-hour forecast
Cyclone 🌀	Forecast data indicates a high probability of Cyclone signal ≥ 7 or sustained wind speeds ≥ 88 km/h forecasted for coastal districts (e.g., Cox's Bazar, Barguna, Khulna)	Bangladesh Meteorological Department (BMD), Regional Integrated Multi-Hazard Early Warning System (RIMES), Flood Forecasting and Warning Centre (FFWC)
Cyclone 🌀	Forecast data indicates Landfall probability ≥ 70% within specified coastal districts	Bangladesh Meteorological Department (BMD), Regional Integrated Multi-Hazard Early Warning System (RIMES), Flood Forecasting and Warning Centre (FFWC)
Flood 🌊	Forecast data indicates high probability (over 70% chance) of Total rainfall ≥ 150 mm in 24 hours in a district, or ≥ 250 mm over 72 hours	Bangladesh Meteorological Department (BMD), Regional Integrated Multi-Hazard Early Warning System (RIMES), Flood Forecasting and Warning Centre (FFWC)
Landslide ⛰️	Forecast data indicates high probability (over 70% chance) of Cumulative rainfall ≥100 mm in 24 hours or ≥180 mm in 48 hours in any hilly upazila	Bangladesh Meteorological Department (BMD) & Regional Integrated Multi-Hazard Early Warning System (RIMES)
Fire 🔥	Forecast data indicates high fire risk conditions including Fire Danger Index (FDI) ≥ 75 (Very High to Extreme)	Bangladesh Meteorological Department (BMD), Fire Service & Civil Defence (FSCD), and NASA FIRMS satellite data
Fire 🔥	Observed fire incident clusters (≥3 minor fires in 7 days within 10 km radius)	CiC, FSCD, Camp Management data
Man Made Predictable Hazards*	Predictable man made hazard with high probability (more than 80%) of post- event violence or disorder to occur within 5-day period (elections)	News sources, Cluster Contingency & Planning documents

**Mad made predictable hazards, such as predictable election cycles with high probability of schooling disruptions were added during validation*

Once priorities for initial piloting and contingency planning are identified, based on highest risk locations, the trigger for this individual risk will be applied. Responsibility for monitoring the source data will fall on the implementing agencies and/or Sector focal, based on further discussion, who will need to identify a focal point for monitoring available data to identify when and if an AA response is to be triggered.

Step 3: Ensuring Linkages with Social Safety Nets

The Government of Bangladesh (GoB) and agencies provide a wide range of social safety net (SSN) programs. Linking AA with these SSN programs is a priority for the NEAP, to ensure efficient utilization of existing financing and resources. Hosting communities are already aware of and trust government SSNs, which already target the most vulnerable households, giving them legitimacy, scale and sustainability. Utilizing these SSNs to anchor AA approaches helps to avoid parallel systems, ensure greater coverage and equity and strengthen resilience in host communities. Existing education-related social safety nets (Learning Support Grants, cash-for-education, school feeding) will be leveraged to sustain learning during forecasted disruptions. For example, conditional cash transfers may be issued to caregivers, while teacher stipends ensure continued facilitation of learning during closures. Targeting will prioritize girls, children with disabilities, and the most vulnerable households. Sector stakeholders were consulted on mapping existing SSN programs in Cox's Bazar which could be leveraged for AA planning. Key SSN activities which should be linked to AA planning across sectors includes:

Social Protection Mechanism	**Specific Program / Initiative**	**Refugee Coverage**	**Host Coverage**
Child protection services	IRC Child Protection Program	✅	✅
GBV support services	TdH GBV and Child Protection Response Project	✅	✅
Support for persons with disabilities and older persons	UNHCR / Handicap International	✅	🟡
Cash/relief kits before disasters	UNHCR Cash Assistance Scheme	✅	🟡
Food distribution (staple rations)	WFP General Food Assistance	✅	TBC
E-voucher food systems	WFP E-Voucher Modality	✅	TBC
Targeted supplementary feeding	UNICEF & WFP Nutrition Program	✅	✅
Healthcare access	UNHCR & MoHFW Health Services	✅	✅
Maternal and child health incentives	UNICEF Maternal Health Program	✅	✅
MHPSS services	MHPSS Partners Network	✅	✅
Flexible cash transfers	UNHCR MPCA	✅	🟡
Cash for work	DRK Resilience and Livelihood Project	🟡	✅
Safety net/cash transfer	Vulnerable Group Development (VGD) Vulnerable Group Feeding (VGF) Old Age Allowance Disability Allowance	🟡	✅
School stipend	Secondary School Stipend Program (SSSP)	🟡	✅

Once individual, camp level contingency planning processes commence around highest risk locations, specified targeting and identification of available SSN programs in these camps and/or communities will be undertaken to assess: 1) feasibility of linkages; 2) overlap and duplication with targeting and 3) timeliness and action planning for coherent linkages. It is recommended that at least 1 SSN program should be identified and linked with the AA pilot implementation, at a minimum, at camp or community level.

Step 4: Designing Learning Continuity Plans

Our ultimate goal with AAE is to reduce disruptions to education, to prevent and reduce learning loss resulting from disruptions to education, and to mitigate dropouts that occur as a result of school closures during extreme weather events. In creating learning continuity plans, it is essential to link planning to identified risks, vulnerabilities and resilience capacities, to ensure sustainability and efficiency. Sector stakeholders provided learning continuity examples, based on identified risks and hazards, which are feasible to implement in limited timeframes, and move away from a sole AAE focus on learning materials, and broadening planning to include ensuring children, teachers and communities stay engaged in learning while schools might be closed. Members were also tasked to think outside of solely education-related activities, and to focus on key areas of integration, including Child Protection, Economic Recovery and Health that might be included in a learning continuity package once triggered under the AAE. Priority activities are phased across preparedness (what needs to be done ahead of the AA triggering) and response (what needs to be done at the trigger and after the trigger is activated).

PREPAREDNESS	RESPONSE
Landslides & Floods: • Pre-position EiE kits and materials • Identify and map alternate learning sites • Teacher orientation on evacuation and lifesaving messaging • Prepare remote learning and lifesaving messaging • Pre-stock waterproof bags	Landslides & Floods: • Rapid attendance and safety checks • Deliver lifesaving messaging in communities • Ensure continuity through remote learning • Teachers provide PFA in alternative locations • Coordinate with WASH and Shelter repair • Integrate psychosocial support and care
Extreme Heat: • Conduct awareness sessions on heat safety • Install low-cost cooling and ventilation measures • Prepare alternative class schedules • Pre-position water containers and ORS • Train teachers/youth on heat stress • Pre-position cooling stations	Extreme Heat: • Activate alternative shifts • Open cooling stations near learning centers • Distribute ORS and water • Ensure teachers identify heat stress and refer • Ensure cooling and ventilation upgrades
Cyclones: • Ensure temporary learning spaces • Reinforce structural materials • Pre-position education kits/materials • Pre-position tents, TLS, dewatering equipment	Cyclones: • Account for teachers and learners • Deploy TLS and EiE materials • Activate home-based learning • Integrate PSS, PFA, lifesaving messaging • Rehabilitate schools • Ensure learning through shifting approaches

Step 5: Monitoring, Evaluation, and Learning

The M&E system will track anticipatory action indicators such as the percentage of schools activating early measures, reduction in school days lost, and learner engagement rates.

Real-time reporting through EMIS and the Education Sector's 4Ws will support accountability. Post-event After-Action Reviews (AARs) will refine triggers, coordination, and preparedness annually.

The following indicators of success have been proposed and validated with the Education Sector stakeholders:

Domain	Proposed Indicator	Frequency	Data Source
Trigger Readiness	% of schools completing preparedness checklist pre-season	Quarterly	AAE Preparedness Tracker
Activation	# of learning centres activating AA measures before impact	Per Event	Rapid Activation Report
Continuity of Learning	% reduction in school days lost vs baseline	Post-Event	EMIS / 4Ws
Learner Engagement	% of children accessing remote/home learning	Post-Event	Household Survey
Equity & Inclusion	% of beneficiaries who are girls or children with disabilities	Post-Event	Partner Reports
Efficiency	Lead time between trigger and activation	Per Event	AAE Dashboard
Learning & Adaptation	# of After-Action Reviews completed	Annual	Sector Learning Reports

The following structure for overseeing the Monitoring and Evaluation of the AAE Framework and pilot implementation has been proposed and validated with the Education Sector. A Task Force Team will need to be established to oversee the implementation of the AAE mechanism, with close support and oversight from the Education Sector.

Function	Responsible Entity	Tools
Coordination and oversight	Education sector AA Task Force team	Dashboard
Data collection	IP	Kobo toolbox

Verification and Learning	Cluster IM team + AAE M & E focal	After action reviews/Spot check; ensure children's engagement
Feedback and accountability	CESG & SMC	SMS hotline, Community score card (including toll-free feedback hotline), Child Friendly Feedback mechanisms

Step 6: Financing and Sustainability

The IRC will align AAE financing with national Forecast-based Financing mechanisms and explore opportunities through ECHO Anticipatory Action, CERF, Start Fund Bangladesh, and GPE. Costed action plans will identify pre-positioning, training, and digital readiness needs. Over time, anticipatory actions will be institutionalized within the Education Sector's resilience framework.

Layer	*Mechanism*	*Purpose*
Layer 1: Forecast-Based Financing (Short-Term)	*ECHO AA Funds / Start Fund / FbF (WFP, IFRC)*	*Enable rapid pre-trigger disbursement*
Layer 2: AAE Pooled Fund (Medium-Term)	*UNICEF–IRC-managed pooled fund*	*Mobilize funds within 72 hours of trigger activation*
Layer 3: Disaster Risk Financing (Structural)	*Integration with National DRF and Cat DDO instruments*	*Ensure education system continuity during large crises*
Layer 4: Innovative Finance (Long-Term)	*Education Bonds / Insurance / CSR Impact Investment*	*Create scalable and predictable AA financing*

Please note- further financing validation based on the proposed framework is still required with Education Sector and EDP stakeholders to support pilot development.

5. Annexes

Annex A: Full Camp Level Risk Matrix Results

Annex A: Full Camp Level Risk Matrix

Camp Level Risk Matrix

	Overall Consequences/Impact on Learning Facilities				
	Negligible (Minimal Impact/No closure), no repairs required (1)	**Minor Impact (Less than 1 day closure), no repairs required (2)**	**Significant Impact (2-5 days closure), minimal repairs required (3)**	**Severe Impact (6-10 days closure, major repairs and rehabilitation needed) (4)**	**Catastrophic Impact (complete damage, no recovery, children out of school) (5)**
Certain (5)	Moderate (5)	High (10)	High (15)	Catastrophic (20)	Catastrophic (25)
Likely (4)	Moderate (4)	Moderate (8)	High (12)	Catastropic (16)	Catastrophic (20)
Possible (3)	Low (3)	Moderate (6)	Moderate (9)	High (12)	High (15)
Unlikely (2)	Low (2)	Moderate (4)	Moderate (6)	Moderate (8)	High (10)
Very Unlikely (1)	Low (1)	Low (2)	Low (3)	Moderate (4)	Moderate (5)

SL NO:	Camp or Community Locale Name	Major Risk(s) Identified	Overall Risk Rating	Specific Camp Vulnerabilities*	If Other [Please Specify]	Existing Resilience Mechanisms	If Other [Please Specify]	Tentative impact on learning
	Camp 1E	Extreme Heat	Moderate (9)		schools in poor physical condition	Other (please specify)	Low academic achievement and dropout increasing	-Tree plantation , - Airflow increase, windows etc
	Camp 1 E		High :12		schools in poor physical condition	Other (please specify)	Learning process will be stopped for long time, & learner will be drop out	Restart the education process through temporary basis in Tarpulin.
	Camp 1E	Cyclone/Flooding	Moderate (8)		schools located in low lying areas likely to flood	Community led sandbagging for schools	If shelter damaged continuous learning process would be hamperd	Pre-established shelters
	Camp 1W	Cyclone/Flooding	High: 12		schools located in low lying areas likely to flood	Ability to shift resources away from flood danger	Low academic achievement and dropout increasing	school in poor physical condition
	Camp 2E	Cyclone/Flooding	High: 12		schools located in low lying areas likely to flood	Ability to shift resources away from flood danger	Low academic achievement and dropout increasing	school in poor physical condition
	Camp 2W	Extreme Heat	Moderate: 9		schools in poor physical condition	Other (please specify)	Low academic achievement and dropout increasing	-Tree plantation , - Airflow increase, windows etc
	Camp 3	Cyclone/Flooding	Moderate: 9		schools located in low lying areas likely to flood	Community disaster committees	TLC damaged , Low academic achievement and dropout increasing	
	Camp 3	Landslides	Moderate: 7		schools located in areas prone to water stagnation	Community disaster committees	TLC damaged , Low academic achievement and dropout increasing	
	CAMP 4	Cyclone	Low: 3	schools in poor physical condition		Community disaster committees		regular learning process gap
	CAMP 4	Flooding	Moderate: 9	schools located in low lying areas likely to flood		Safe storage of teaching and learning materials		some learners possible to dropout
	CAMP 4	Fire	Low: 3	schools located in eroded areas		Available remote learning protocols		infrastructure damage
	CAMP 4	Landslides	Low: 3	schools located in hilly areas with chronic landslides		Community disaster committees		teaching learning process gap
	CAMP 4 EXT	Flooding	Moderate: 9	schools located in low lying areas likely to flood		Safe storage of teaching and learning materials		Some Learners possible to Droupout
	CAMP 4 EXT	Fire	High: 12	schools in poor physical condition		Community disaster committees		MHPSS need supports
	CAMP 4 EXT	Cyclone	Low: 3	schools in poor physical condition		Community disaster committees		MHPSS need supports
	CAMP 5	Fire	Low: 3	schools located in eroded areas		Available remote learning protocols		infrastructure damage
	CAMP 5	Landslides	Low: 3	schools located in hilly areas with chronic landslides		Community disaster committees		teaching learning process gap
	CAMP 5	Cyclone	Low: 3	schools in poor physical condition		Community disaster committees		regular learning process gap
	CAMP 6	Fire	Low: 3	schools located in eroded areas		Pre-established shelters		infrastructure damage
	CAMP 6	Landslides	Low: 3	schools located in hilly areas with chronic landslides		Community disaster committees		teaching learning process gap
	CAMP 6	Cyclone	Low: 3	schools in poor physical condition		Community disaster committees		regular learning process gap
	CAMP 7	Fire	High: 15	schools located in eroded areas		Available remote learning protocols		Infrastructure damage
	CAMP 7	Landslides	Moderate: 9	schools located in hilly areas with chronic landslides		Safe storage of teaching and learning materials		Disruption of education
	CAMP 7	Flooding	High: 12	schools located in areas prone to water stagnation		Ability to shift resources away from flood danger		Disruption of education
	CAMP 7	Cyclone	High: 12	schools in poor physical condition		Available remote learning protocols		phycological trauma
	CAMP 8 E	Landslides	Catastrophic: 20	schools located in hilly areas with chronic landslides		Safe storage of teaching and learning materials		Regular learning brack
	CAMP 8 E	Fire	High: 12	schools in poor physical condition		Other (please specify)	Establishd Temporay Center	PSS support,
	CAMP 8 W	Landslides	High: 12	schools located in hilly areas with chronic landslides		Safe storage of teaching and learning materials		Regular learning brack
	CAMP 8 W	Fire	High: 12	schools in poor physical condition		Available remote learning protocols		Regular learning brack/ Learning Loss
	CAMP 9	Fire	High: 12	schools in poor physical condition		Available remote learning protocols		Regular learning brack
	CAMP 9	Landslides	Catastrophic: 20	schools located in hilly areas with chronic landslides		Safe storage of teaching and learning materials		Regular learning brack
	CAMP 10	Landslides	Catastrophic: 20	schools located in hilly areas with chronic landslides		Safe storage of teaching and learning materials		Regular learning brack

	CAMP 10	Fire	High: 12	schools in poor physical condition		Other (please specify)	Establishd Temporay Center	PSS support,
	CAMP 11	Fire	Catastrophic: 20	schools in poor physical condition		Other (please specify)	Establishd Temporay Center	PSS support,
	CAMP 11	Fire	High: 12	schools in poor physical condition		Other (please specify)	Establishd Temporay Center	PSS support,
	Camp 12	Other (please specify)	Moderate: 8	schools located in hilly areas with chronic landslides		Learners drop out, low attendace rate, learning centre and materials damage		
	Camp 12	Landslides	Moderate: 8	schools in poor physical condition		Learners drop out, low attendace rate, learning centre and materials damage		
	Camp 13	Other (please specify)	Catastrophic: 20	schools located in areas prone to water stagnation	Ability to shift resources away from flood danger	Learners drop out		
	Camp 13	Cyclone/Flooding	Low: 1	schools in poor physical condition	Safe storage of teaching and learning materials	partial damage in learning centre		
	Camp 14	Landslides	Catastrophic: 25	schools located in areas prone to water stagnation	Safe storage of teaching and learning materials	Fully damage learning centre, learners drop out,		
	Camp 14	Extreme Heat	High: 12	schools in poor physical condition	Other (please specify)	disrupt attention in classroom, low attendance		
	Camp 14	Other (please specify)	Moderate: 8	schools in poor physical condition	Safe storage of teaching and learning materials	learning centre and materials damage		
	Camp 14	Other (please specify)	Catastrophic: 20		Other (please specify)	Close learning centre, restriction movement		
	Camp 15	Cyclone/Flooding	Moderate: 8	schools in poor physical condition	Safe storage of teaching and learning materials	destroy TLM		
	Camp 15	Other (please specify)	Moderate: 9	schools in poor physical condition	Safe storage of teaching and learning materials	destroy TLM		
	Camp 16	Cyclone/Flooding	Moderate: 8	schools in poor physical condition	Safe storage of teaching and learning materials	Safe storage of teaching and learning materials		
	Camp 16	Other (please specify)	Moderate: 9	schools in poor physical condition	Safe storage of teaching and learning materials	Pre-established shelters		
	Camp 16	Cyclone/Flooding	Moderate: 8	schools in poor physical condition	Safe storage of teaching and learning materials	destroy TLM		
	Camp 16	Other (please specify)	Moderate: 9	schools in poor physical condition	Safe storage of teaching and learning materials	destroy TLM		
	CAMP 18	Flooding	Moderate: 6	schools located in areas prone to water stagnation		Safe storage of teaching and learning materials		Some LC had to remain close. TLM Washed away or damged.
	CAMP 18	Landslides	High: 12	schools located in hilly areas with chronic landslides		Pre-established shelters		Learners dropout & LC Close
	CAMP 18	Cyclone	Low: 3	Others [Please Spefify]	wind will so strong that will blow the LC.	Other (please specify)	contingency plan	LC damaged, learner absent
	CAMP 19	Flooding	Moderate: 6	schools located in areas prone to water stagnation		Safe storage of teaching and learning materials		Some LC had to remain close. TLM Washed away or damged.
	CAMP 19	Landslides	Moderate: 6	schools located in hilly areas with chronic landslides		Pre-established shelters		Learners dropout & LC Close