

A large, light gray world map with a dotted texture serves as the background for the slide.

Disaster Risk Reduction Activities by UNESCO Field Offices

25 February 2016

- The UNESCO Multisectoral Regional office in Abuja coordinates the activities of UNESCO in eight member states in the west African sub-region; namely Benin; Cote d'Ivoire; Guinea; Ghana, Liberia; Nigeria; Sierra Leone and Togo
- In 2016, the Abuja Regional office will implement a DRR project on “Interfacing modern and indigenous early warning systems to build the resilience of vulnerable communities to the vagaries of climate change and promote disaster risk reduction in sub-Saharan Africa”
- Proposed Activities in the Biennium:
 - Support member states in the region to develop effective and culturally acceptable early warning tools that will improve indigenous adaptation and resilience to disaster risks posed by climate variability.
 - Task to be performed are:
 - Identify major indigenous early warning systems in the region which can be interfaced with modern early warning systems
 - Develop and produce culturally acceptable early warning (indigenous and modern interfaced) education and advocacy tools in English.



Interfacing modern and indigenous early warning systems to build the resilience of vulnerable communities to the vagaries of climate change and promote disaster risk reduction in sub-Saharan Africa

- Indigenous knowledge is a precious national resource that can facilitate the process of disaster prevention, preparedness and response in cost-effective, participatory and sustainable ways. Hence a blend of approaches and methods from modern science and technology and from traditional knowledge opens avenues towards better disaster prevention, preparedness, response and mitigation; all culminating to building resilience
- Globally, there is increasing acknowledgement of the relevance of indigenous knowledge as an invaluable and underused knowledge reservoir, which presents developing countries, particularly Africa, with a powerful asset in environmental conservation and natural disaster management. Specifically, natural disaster management in Africa especially those caused by climate change has been deeply rooted in local communities which apply and use indigenous knowledge to master and monitor climate and other natural systems and establish early warning indicators for their own benefit and future generations. However with the intensity and changing pattern of climate change impact, the capacity of indigenous knowledge DRR measures weakens; hence the need to interface modern science without substituting each other, but respecting the two sets of knowledge, and building on their respective strengths

- Pan-African Initiative **“UNESCO Green Academies”**

Part of an ongoing campaign on ‘Better Buildings’, aiming at making existing buildings more climate change resilient, via rain-water harvesting, waste-water recycling, application of renewable energy, and the establishment of science education clubs for girls and boys. This activity pro-actively assists disaster risk reduction in view of climate change issues, in particular droughts, but also man-made disaster based on overgrazing of rangelands.

- Film: **‘The geohazards, habitats and ecotourism potential of the Bale Mountains National Park and other amazing areas in Ethiopia’**

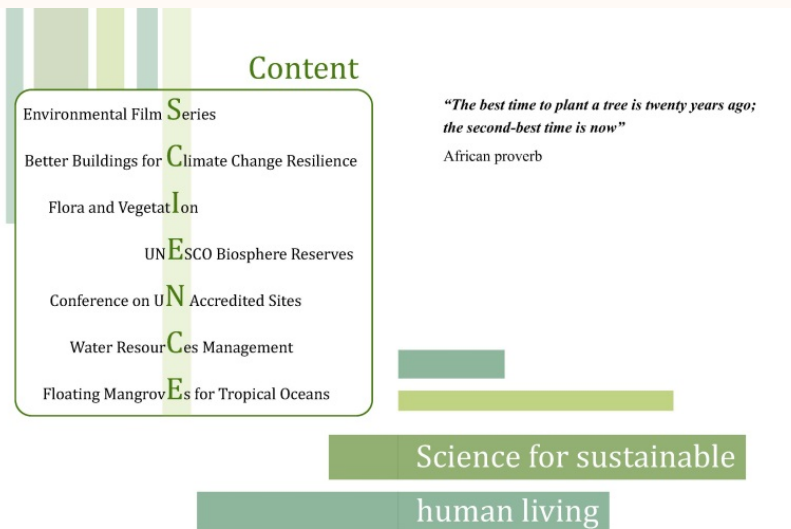
This activity assist DRR via pro-active highlighting the lack of geo-hazard-inventories, and the need to manage geo-hazards in tune with habitat management plans. The first volume of the African Environmental Film Series has been produced and officially launched. The script has been produced by young professionals of Addis Ababa University, Faculty of Geology, and the film has been produced by Ethiopian film-makers. A limited number of free copies are available.





Addis Ababa Office, Ethiopia

Science Program e-brochure



African Environmental Film Series

"For too long, we have behaved as though we could ... burn and consume our way to prosperity ... A planet increasingly under stress (of) life's vital resources – fresh water, clean air, affordable food ... We are running out of time"
(Ban Ki-moon, Secretary-General of the United Nations, Rio+20 Conference, 2012)

The last United Nations conference on sustainable development (Rio+20) highlighted, that it is high time to globally implement "the future we want".

This film series main objective is to raise awareness of environmental issues in Ethiopia and other African countries. Environmental problems can only be solved, if they are identified, studied and discussed to find most suitable interventions. UNESCO is the lead agency of the United Nations Decade on Education for Sustainable Development (2005 – 2014).

The proposed "African environmental film series" in collaboration with UNEP will offer a platform to reflect on emerging environmental issues, propose good practices and ways to move forward. Methods and tools for improvement will be suggested.

The implementation will be done by a professional Ethiopian film team. Cooperations with Addis Ababa University, UNEP Liaison Office in Addis Ababa and others will ensure high quality scientific input. Films are planned to be multi-lingual to reach a broad audience. The first film produced will address: **Geohazards and the geothermal potential of Ethiopia.**

Further films may cover the following topics:

- The World Network of UNESCO Biosphere Reserves
- UNESCO natural World Heritage sites
- Urban and natural ecosystem management
- Water resources management
- Climate change and green energy
- Food security
- Youth, women & environment
- Science for sustainable development
- Sustainable consumption and production
- Terrestrial, aquatic, coastal, and marine biodiversity

Any support for this important project to create awareness of environmental challenges and possible solutions in Africa, is warmly welcomed.

For further information please contact:
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Better Buildings for Climate Change Resilience in Africa

Many compartments in Africa suffer from a lack of adequate water supply, electricity supply and an increasing overload of household waste. In the face of expected climate changes these problems will most likely worsen.

UNESCO in partnership with the Development Arm of the Orthodox Church (EOC-DICAC) and financially supported by the Monrad-Hermesen-Stiftung, developed a proposal. This has the aim to retro-fit an existing school-building inside the planned Lake Tana Biosphere Reserve.

Technical support will be provided by Ethiopia's Regional Eco-Hydrology Center and the Ethiopian Youth Climate Change Movement (EYCCM). The overall aim is to build a Green School by enhancing access to clean water, providing environmentally friendly energy and reducing and recycling waste.

UNESCO has also embarked on a dialogue with the Ethiopian Muslim Development Agency (EMDA) on the same subject. A proposal for a Green School close to the UNESCO World Heritage site in the old city of Harar has been developed.

Green Schools in Ethiopia as a starting point to prepare for climate change

Experiences of Green School projects in such different climatic regions will enhance our knowledge on best design and implementation in future projects.

UNESCO biosphere reserves and human settlement are the ideal places for this activity. They already enjoy the attention and support of environmental science authorities and the involvement of local communities.

UNESCO has discussed this idea with the African Union as a major partner. UNECA and other UN agencies have been informed and will be invited for their support, in order to benefit the people of the whole African continent.

For further information please contact:
Benno Böer (b.boer@unesco.org)



UNESCO Regional Office for Southern Africa

Disaster risk management and resilience building is very important in the Southern African region if challenges of food security, drought, flood and natural disasters are to be limited. UNESCO Regional Office for SADC seeks to provide policy advice and technical support in realising the regions aspiration to promote human and institutional capacity for sustainable management of water resources at basin, national and regional level, oceans and disaster risk management. Resilience building, capacity development and preparedness are key to combating food insecurity, energy shortage and water.



Ground crack after earthquake



Head of the Victoria Falls – Zimbabwe

UNESCO's response is in three main areas using our expertise in education, communication and information and water management:

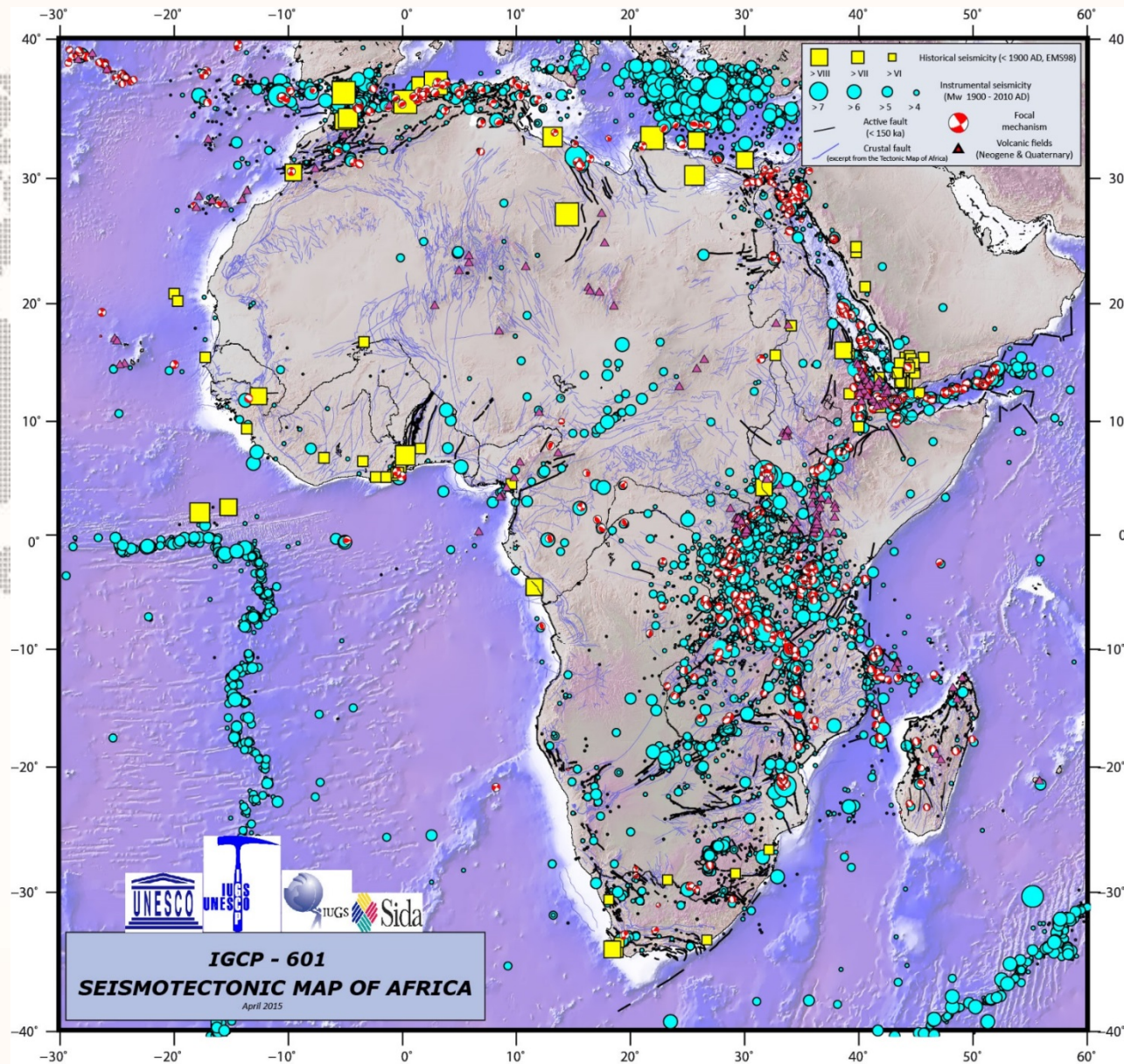
- a) Resilience and preparedness – to support rural communities to be better prepared for droughts, develop other ways of livelihood support and diversify the local rural economy. UNESCO interventions will include the establishment of Community Learning centres, Local Radio, TVET;
- b) Improved water management – to ensure better water resources planning using various approaches/plans to hold up water and where holding up in basins is not achievable a combination of different uses of the same water in a chain will be utilises and reused in agriculture. In addition, communities will be trained in installing water harvesting and water saving technologies at all levels for all uses
- c) Providing evidence based warning systems and creating national capabilities to master and utilise science and innovation to mitigate climate change and enhance disaster risk prediction and management.

Mapping the seismically active zones of the African continent

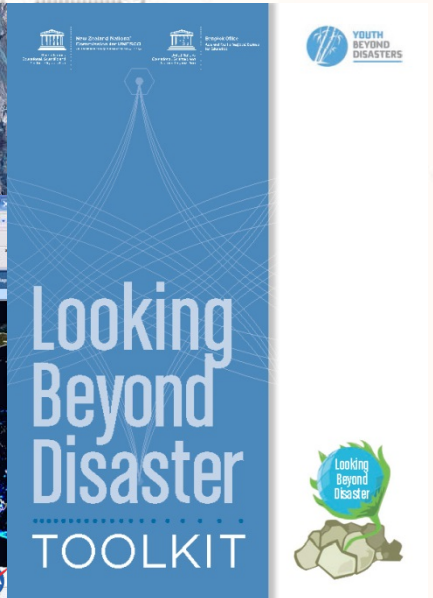
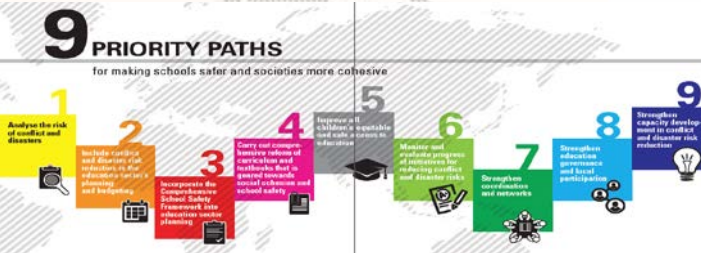
- African continent comprised many seismically-prone regions, some of which have experienced major earthquakes (with $M > 7$) in the past;
- This activity aims to provide the continent with a map of seismicity as monitoring and mitigation tool, with potential to also serve as basis for implementing seismic and geodetic networks for warning systems;
- It is implemented by a network geologists and geophysicists from all regions of Africa and in cooperation with experts from outside the continent;
- The map still in progress will constitute one of the Africa's science legacies of the International Geological Congress (IGC) holding for the first time in Africa (Cape Town, 2016).



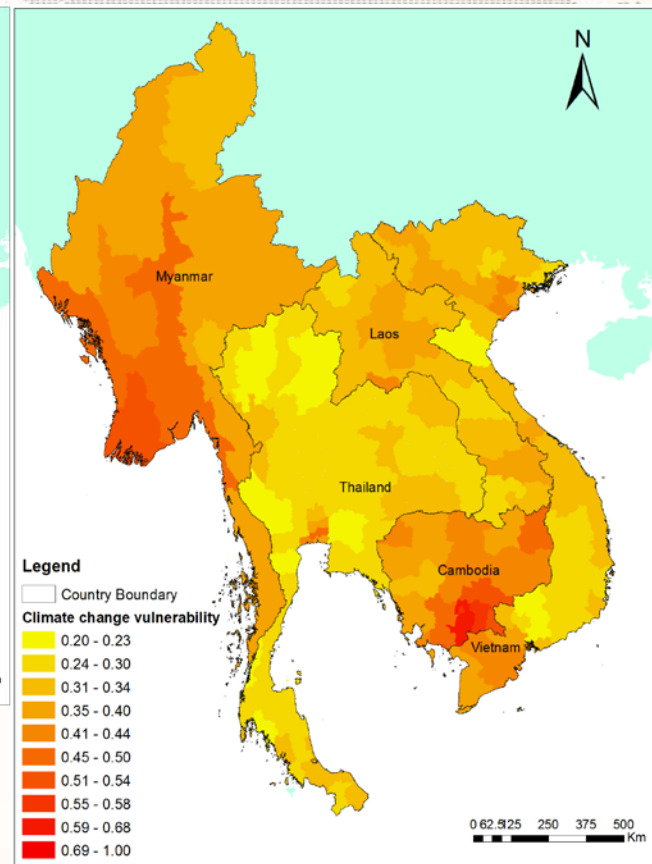
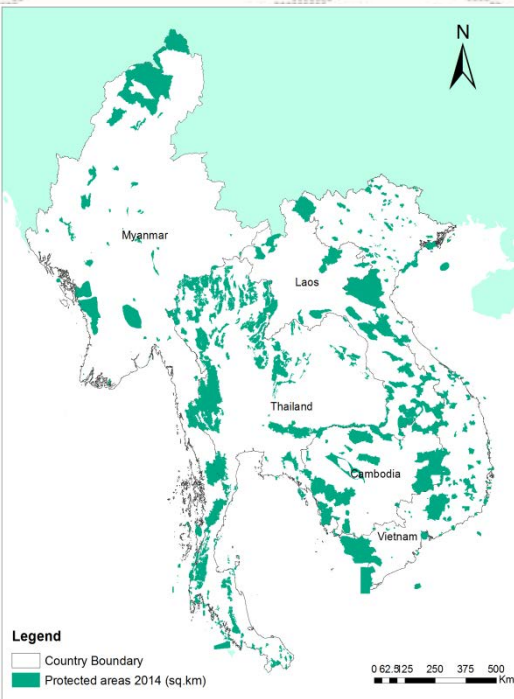
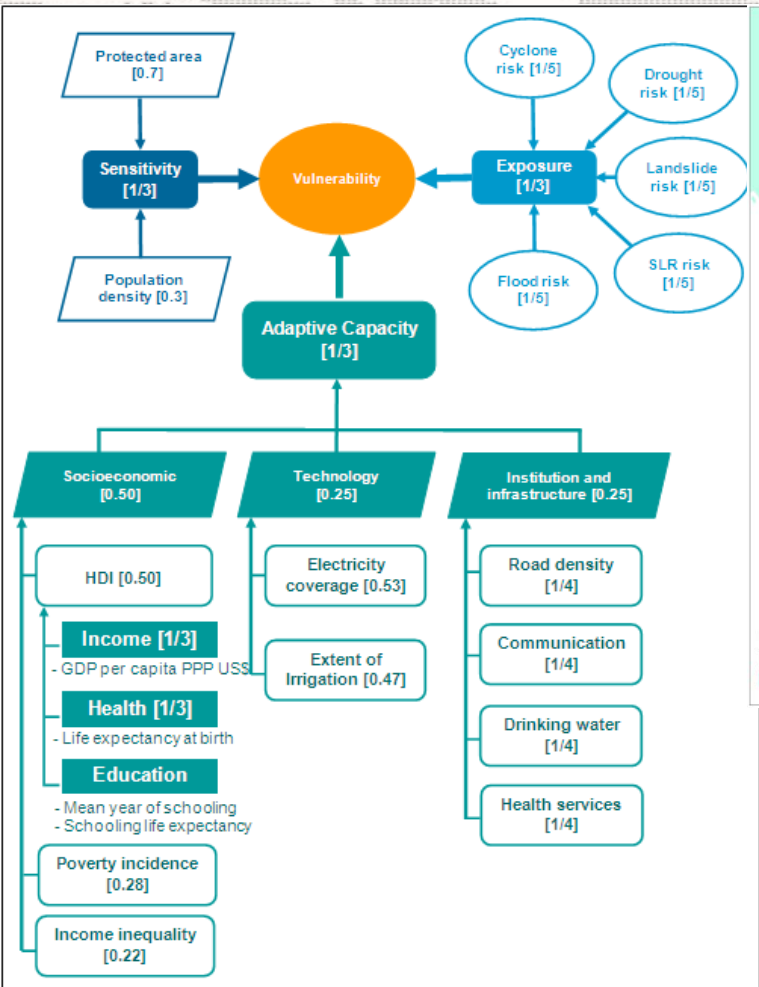
Regional Office for Eastern Africa, Nairobi, Kenya



- DRR COMPREHENSIVE SCHOOL SAFETY: An Imperative for Education Policy-makers
- UNESCO Chair and ASEAN Academic Networking in Water & Disaster Management and Climate Change
- Looking Beyond Disaster toolkit: launched at Sendai, a partnership between UNESCO Bangkok and the New Zealand National Commission for UNESCO



- Pilot Project on Climate Change Vulnerability Mapping for Mekong Countries



Vulnerability index in the Mekong countries



Beijing Office, China

Cluster Office for

- Democratic People's Republic of Korea (DPRK)
- Japan

- Mongolia
- People's Republic of China
- Republic of Korea (ROK)

World Heritage

- China: 47 (33 cultural, 10 natural, 4 mixed)
- DPRK: 2 (2 cultural)
- Japan: 18 (14 cultural, 4 natural)
- Mongolia: 3 (2 cultural, 1 natural)
- ROK: 11 (10 cultural, 1 natural)

Biosphere Reserves

- China: 32
- DPRK: 4
- Japan: 7
- Mongolia: 6
- ROK: 5

Global Geoparks

- China: 33
- Japan: 8
- ROK: 1

Key Natural Hazards: flood, storm, earthquake, volcanic activity, drought, landslide, etc.



Desertification education

- Joint UNESCO Beijing ESD – MAB programme since 2014
- Employs Sandwatch's MAST methodology – for *Monitor, Analyze, Share, Take action*
- Provides an opportunity for students, teachers and communities in areas threatened by desertification to monitor local environmental change and take action to address resulting challenges
- Initial project in Mongolia, new project initiated in Inner Mongolia, China
- Produces new educational resources, creating regional network for desertification education professionals
- Supported by Japan-FIT (Mongolia) and the Elion Foundation (China)



Post-Earthquake Assistance Project to World Heritage Sites in China

- **2008 Wenchuan Earthquake Assistance** to Affected World Heritage sites in Sichuan Province, China (2008-2011)
- **2013 Lushan Earthquake Assistance Project:** Sichuan Giant Panda Sanctuaries World Heritage Site Rehabilitation and Sustainable Development (2013-2016)
- **Rehabilitation** of the giant pandas' environment, with particular focus on **long-term conservation and stability**
- Enhancement the SGPS WH site's **management capacities** with focus on **Disaster prevention, DRM and Post-disaster management**
- **Restoration** of the Zhenwu Temple, also introducing **fireproof, mothproof and moisture-proof treatment**
- Identification of replicable good practices of **eco-sustainable recovery** of livelihoods
- Increased **local communities'** direct participation in WH



- Developing community capacity to reduce and manage disaster risk, design and implement peace and recovery interventions (school safety) in Union Council Musazai Sharif, District Dera Ismail Khan, Pakistan
- Supporting the activities on tsunami resilience through developing a short documentary, public service messages to be broadcasted on radios
- Capacity building on disaster risk reduction in Balochistan

- School safety and DRR trainings in schools

United Nations Trust Fund for Human Security

United Nations

Your Development Organization

Guide Book on Disaster Risk Reduction

For Schools and Communities

• Conduct Mock drills of all sub units of ERT for flood situation.

• Develop and update school safety plan on regular basis.

What to Do During Floods

• Early Warning Team of school must announce the flood alert as soon as possible and ask older teams to actively observe the situation and act accordingly.

• Evacuation Team must immediately evacuate school community if necessary following pre-designated routes. Allow for secondary route if the primary route is blocked by floodwater. Evacuate with daily attendance record and student medications.

• Upon arrival at evacuation center, conduct roll call and notify Principal and Search & Rescue Team of any missing students.

What to Do After the Floods

• The ERT must make reconnaissance visits of the flooded area to obtain information after the flood is over.

• The ERT in coordination with local authorities must make an assessment of the situation if the condition is right for return to the houses / school.

• Avoid Floodwater, which may contain harmful bacteria, human waste and chemicals. Beware of snakes, insects, and animals driven to higher ground by flood water.

Key Messages on School Safety during Flood Emergency Preparedness and Response

United Nations Trust Fund for Human Security



Regional Science Bureau and Cluster Office, Jakarta, Indonesia

- The UNESCO Regional Science Bureau and Cluster Office in Jakarta coordinates the activities of UNESCO's Science Sector in Asia and Pacific Regions, and Cluster Office for Brunei Darussalam, Indonesia, Malaysia, Philippines, and Timor Leste.
- Several of the activities in conducted under the coordination of the UNESCO IOC, especially inline with the Intergovernmental Coordination Group for the Indian Ocean Tsunami Warning and Mitigation System (ICG/IOTWMS) and its secretariat.

**UNESCO Jakarta Office Flagship Program:
Fostering Safer and Resilient Communities
(Natural Disaster Preparedness and Climate
Change Education Program)**

4 Pillars of Disaster Risk Reduction
Tsunami Information Unit Programme

- 1. Saving lives by effective Tsunami Early Warning and Response**
- 2. Rising awareness and preparedness through education and Information**
- 3. Knowing what to do when disaster strikes through school and community preparedness**
- 4. UNESCO's multi-sectoral competencies in the areas of disaster risk reduction**



- In 2006, through the UNESCO Office Jakarta, UNESCO IOC implemented a project to establish the Jakarta Tsunami Information Centre (JTIC) with the support of CIDA. JTIC is to serve as information resources on awareness and preparedness on tsunami and DRR in Indonesia.
- As follow up of this project UNESCO Office Jakarta also implemented several DRR and Tsunami education, preparedness and awareness rising activities that lead to the establishment of an NPO Post in UNESCO Office Jakarta the Disaster Risk Reduction and Tsunami Information unit in 2012.
- The DRRTI unit now have expanded the JTIC into the Indian Ocean Tsunami Information Centre (IOTIC) that serve the member states of the Indian Ocean region.





Regional Science Bureau and Cluster Office, Jakarta, Indonesia

Activities for next biennium (2016-2017)

A. Tsunami Early Warning System and Response

- *Building Knowledge and Awareness to Enhance Tsunami Preparedness in Indian Ocean Coastal Communities (2016-2017)*
- *Fostering Tsunami Preparedness, Response and Mitigation in the Indian Ocean Small Island Developing States and African Developing Countries (2016)*

B. Awareness and Preparedness through Education and Information

- [Indian Ocean Tsunami Information Centre \(IOTIC\)](#)
- *Adaptation of [VISUS](#) (Visual Inspection for defining the Safety Upgrading Strategies) Methodology in Indonesia with Application and Integration to Indonesia Disaster Data Exchange (INASAFE/INADDX) for Indonesia*
- *Adopting Disaster Risk Reduction in Education Sector for Safer Schools (ADRRESS), Indonesia*

C. DRR Crosscutting in Multi-Sectoral

- *Protection of Cultural Heritage Site of Borobudur and Prambanan, Indonesia*
- *Revitalization of Aceh Tsunami Museum*

Activities on last biennium (2014-2015)

A. Tsunami Early Warning System and Response

- *Capacity Building on Tsunami Exercise and **T**sunami **R**isk **A**ssessment (TRA)*
- *Strengthening **T**sunami **E**arly **W**arning **C**hain (TEWC)*
- *Investigation of the written and oral history of tsunami events in the Makran Coastal Region*

B. Awareness and Preparedness through Education and Information

- *Emergency Psychosocial Support for Secondary School-aged Students Affected by Typhoon Yolanda in the Philippines*
- *Establishing a Community-based POI's in the High Risk Communities to Flooding in Jakarta - Indonesia*

LIST OF PUBLICATIONS (2014-2016)

A. Videos

- VISUS Adaptation in Indonesia (Short and Long Version)
- TEWC Animated Video
- Makran Tsunami Interview Video
- ADRRESS Video (Short and Long Version)
- Tsunami Preparedness Animation Videos (4 series)

B. Booklet/Module

- Remembering the 1945 Makran Tsunami
- Workshop/training Module on Policy Support for Tsunami Risk Reduction
- Workshop/training Module on Tsunami Exercise
- Booklet Tsunami Risk Assessment and Mitigation for the Indian Ocean



EDUCATION

- **Regional Initiative:**

Integrating Conflict and Disaster Risk Reduction (C/DRR) into Education Sector Plans, Curricula and Budgets

- **Implementing Partners:**

UNESCO Bangkok, UNICEF EAPRO, SEAMEO, IIEP

- **Outcomes of the collaboration:**

New knowledge, tools, and platforms

- **The Regional Guidance**, which includes recommendations for education planning strategies in relation to disaster prevention and mitigation and responding to conflict and post-conflict situations

- **The brochure**

Inclusion in the SEAMEO New Education Agenda:

Priority # 4: Resiliency in the Face of Emergencies

Resilience: Follow-up actions

- Advocacy and dissemination of the Regional Guidance and the brochure
- Planning further collaboration 2015-16 with existing/new partners





Afghanistan Cultural Heritage & Extractive Industries Development Initiative

Provides an overall assistance to the government of Afghanistan in preserving heritage properties in and around mining and other extractive industry sites.

1. Implementation of a scientifically based survey and database, against daily exposure to possible threats.
2. Promotion of awareness-raising on the protection of heritage properties in and around mining sites in Afghanistan.



Bamiyan Cultural Centre

Heritage safeguarding of Bamiyan and Afghanistan in a way of encouraging creative industries as well, by building a cultural centre and practicing cultural and vocational programmes.

1. Promotion of peace and nation-building initiatives through a positive cross-cultural discourse, cross-cultural understanding and respect for cultural diversity.
2. safeguarding and promotion of culture and creativity, from tangible and intangible heritage, the diversity of cultural expressions and creative industries, and the fight against the illicit trafficking of cultural goods.



Conservation, Sustainable Management & Promotion of the Cultural Heritage of Herat

Preserving cultural heritage in Herat through assisting physical conservation and establishing management system in the site of Gawhar Shad Mausoleum and Sultan Hussain Baiqara Madrasa Complex.

1. Promotion of peace, education, reconstruction, economic development and poverty reduction through the promotion and preservation of cultural heritage.
2. Establishment of an effective and sustainable long-term management system at the site in Herat, Afghanistan

UNESCO Regional Bureau for Science and Culture in Europe, Venice (Italy)

Mission: to integrate science and culture into the development strategies of South-East Europe (SEE)

- Increasing cooperation with and among EU countries, SEE and the Mediterranean area
- Contributing to the implementation of UNESCO's Science and Culture programmes in this region including Multi-hazards risk reduction activities through dedicated actions/projects in synergy with HQs and UNESCO networks and assets

- **Trainings on Disasters Risk Reduction (DRR) for Cultural Heritage properties**

The Office endeavors in interdisciplinary activities to train heritage professionals from selected designated sites and civil emergency responders to cope with disaster preparedness and management . It provides them with the knowledge on the management of multiple natural hazards as well as current thinking, methods and tools available for the mainstreaming of Disaster Risks Reduction principles in their management systems on the basis of the World Heritage Resource Manual (<http://whc.unesco.org/en/activities/630/>).

- **Space related activities in the field of Disasters Risk Reduction (DRR)**

The Office has been entrepreneurial to join consortia of excellence within the Scientific Framework Programmes of the EU Commission for innovative applications and solutions based upon European spatial assets at the service of the emergency managers of its member states:

IncREO : Increasing Resilience through Earth Observation

FLOODIS: Integrating GMES Emergency Services with satellite navigation and communication for establishing a flood information service

- **Mobilizing Regional Cooperation for DRR involving UNESCO Networks and scientific assets**

- Within the framework of the IHP, organization of the intersectoral Workshop on flood risk management measures & links to the EU WFD in Zagreb on 11-12 November 2015 (UVO, WMO, ICPDR and ISRBC);
- Cooperation with the newly established UNESCO Chairs related to DRR in the region





Habana Office, Cuba



Oficina Regional de Cultura
para América Latina y el Caribe
Oficina de La Habana

Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura



1. Project: Prepared institutions and resilient communities against earthquakes and tsunamis in urban areas in the province of Puerto Plata, Dominican Republic
2. Project: Risk prevention and education in emergency situations caused by natural phenomena in the Caribbean Islands
3. School and Community Education Project for Sustainable Development, Climate Change, Prevention and Emergency Preparedness before, during and after natural disasters in the Caribbean Islands
4. Training workshops for teachers and principals of UNESCO-associated schools in Cuba and Dominican Republic
5. Support for school recovery in the provinces of Camaguey, Las Tunas and Holguin affected by hurricanes Gustav and Ike (2008)
6. Project: To protect the watershed of the Toa, from schools and communities (2006-2007)



Regional Office for Sciences in Latin America and the Caribbean, Montevideo, Uruguay

- Disaster risk management and resilience building is very important in the Latin America and the Caribbean region: climatic changes have affected rainfall regimes, and increased the frequency and intensity of hurricanes, and the El Niño-La Niña phenomenon occurs in the most of the countries of the region, causing floods, droughts, and other associated phenomena. These events have critical impacts in terms of human victims, economic and welfare losses, weighing down on the development of the region.
- In this context, the UNESCO Regional Office for Sciences for Latin America and the Caribbean seeks to provide policy advice and technical support in realizing the regions aspirations to promote human and institutional capacity for an equal access to water, an integrated risk management of natural disasters, to strengthen early warning system and to create risk-resilient societies.
- Based on this need, the Office has recently established a Regional Unit for Risk Management that will coordinate intra- and inter-sectorial efforts aimed at following up on UNESCO mandates in this field as well as to serve Member States in the implementation of the recently approved Sendai Framework.





Regional Office for Sciences in Latin America and the Caribbean, Montevideo, Uruguay

- **Managing water related disasters in the Caribbean Islands:** together with the UNESCO Regional Office for Culture in Latin America and the Caribbean (La Habana, Cuba) a workshop was held in La Habana aiming to define the needs for research and technical expertise to face hydro-meteorological extreme events. The results shall be used to shape the agenda for the next biennium in Aruba, Cuba, Haiti and Dominican Republic. It is expected that further interventions will be implemented especially in Aruba where there is a lack of water security, especially a high level of exposure to flooding.
- **Enhancing the resilience of society to catastrophic natural hazards in Chile, Ecuador, Peru and Uruguay:** These countries are part of ENHANS project (Enhancing Natural Hazards Resilience in South America), which objective is to develop and implement methods and tools to achieve changes in vulnerability and risks. Working with national institutions, NGOs, and rural communities the project aims to create a society able to coexist with natural disaster risks and reduce their impact on people's lives, infrastructures and economic activities. While the first three countries will focus on multi-hazard (floods, droughts, landslides, volcanoes and earthquakes), the fourth one will be mostly devoted to enhancing national capacities to face extreme water-related events.
- **Assessing advances on risk management in Uruguay:** Upon request of the Government of Uruguay, UNESCO was part of a mission of the UN System lead by UNISDR. The mission was aimed to evaluate the advancement of the country in managing emergency response after the creation of the National Emergency System in 2010, and to assess the progress made in incorporating risk management at public policy level. The opportunity also served to setting a basis for the implementation of Sendai framework for action and the application of indicators to be further approved.



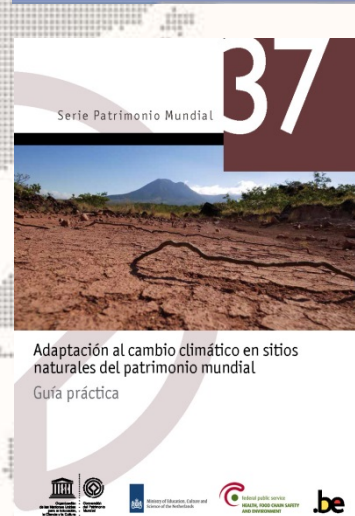
Context of the sub-region

- Socially, culturally and geographically diverse region
- Highly susceptible towards potentially destructive natural phenomena such as earthquakes, storms, tsunamis, hurricanes, floods, volcanic eruptions, droughts
- Conditions of vulnerability, such as very high poverty rates, residential use of territories with a high risk, deficient social services such as education and health, and insufficient opportunities for the articulation and participation of different sectors of society in the development processes, generate a high level of risk.

The UNESCO San José Office

- Coordination of UNESCO's work in Central America and Mexico
- Official representation of UNESCO in Costa Rica, El Salvador, Honduras, Nicaragua, Panamá
- Mission: to promote sustainable development, peace and democracy at sub-regional level
- Works in all five sectors on UNESCO (ED, CLT, CI, SHS, natural sciences)
 - Inter-sectorial approach to DRR

- Advocacy for DRM in the education sector, together with other UN agencies
- Observer status in the Costa Rican Sectorial Committee on Comprehensive Risk Management in the Education Sector
- DIPECHO Project (2010 – 2012) «Strengthening of Early Warning Systems in Central America»
 - Financed by ECHO, collaboration with CEPREDENAC, support from CECC/SICA
 - Multi-hazard approach
 - Levels of intervention: regional, national, local
 - Countries covered: Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panamá
 - More than 1000 stakeholders involved, from different sectors
 - Main products:
 - Inventory and analysis of existing EWS
 - Study on legal frameworks and procedures related to EWS
 - Validation of the “Regional Manual on EWS in case floods” (developed by the OAS)
 - Guide for the design and sustainability of EWS in case of landslides
 - Elaboration of educational materials on EWS
 - Incorporation of content related to EWS into the curricula
 - Workshops and trainings for authorities and personnel on EWS
- “Guide for journalists: Importance of information management for disaster preparedness”
 - the role of journalists before an disaster
 - management of adequate information
 - security of journalists
 - classification of disasters
 - further information of related national institutions.
- In March 2014, during IV Mesoamerican Congress on Protected Areas, the event “Climate Change in World Heritage Sites: towards a process of capacity building for adaptation to climate change” UNESCO presented this practical guide, which aims to help those responsible for managing the sites to understand how climate change affects these properties of outstanding universal value and offers them options for response and adaptation.
- [LAC Drought Atlas shared with cluster countries](#)



UNESCO Regional Bureau for Education in Santiago

- Action areas:
 - Education: quality of education, regional Strategy on teachers, inclusive education, educational innovation, health and HIV/AIDS and education, education for sustainable development, education and disaster risk reduction, global citizenship education, literacy and youth and adult education
 - Natural sciences: hydrological systems and global change
 - Communication and information: freedom of expression and press freedom, memory of the world
 - Culture: World Heritage and arts education
- Covers: Latin America and the Caribbean

Key disaster risk reduction activities

- 'More education, less risk: strengthening disaster risk reduction and resilience through education' (May 2015-December 2016)
 - DIPECHO project funded by ECHO (1 million EUR)
 - Bolivia, Colombia, Ecuador, Paraguay and Peru
- Latin American and Caribbean Flood and Drought Monitor (2014-ongoing)
 - assessment tool of current and expected drought and flood conditions for the Region
 - Chilean validation currently in progress with the aim of extending use to regional level
 - http://www.cazalac.org/mwar_lac/index.php?id=60