

Report on The National Stakeholder Workshop
Development of the Climate Change Adaptation Strategy and Plan for the Basic Education Sector

14–15 October 2026 | Premier Hotel OR Tambo, Johannesburg

Prepared for	South African Principals' Association (SAPA)
Representative	Mathibedi-wa-Medupe SAPA Gauteng President Attending on behalf of SAPA National
Purpose	To report on the national consultation, record key issues raised and identify practical priorities for SAPA and school leaders.
Date of report	15 October 2026

Central message from the workshop

Climate change is no longer a distant environmental issue for schools. It is already affecting access, infrastructure, water and sanitation, health, attendance, staff wellbeing, curriculum delivery and the ability of principals to keep schools functioning. The strategy will only succeed if it reaches school level in a practical form and if school leaders are equipped, trusted and supported to act.

“A climate-resilient school is not only a building that survives a storm. It is a school community that is able to prepare, protect, respond, recover and learn.”

1. Executive Summary

The National Stakeholder Workshop on the Development of the Climate Change Adaptation Strategy and Plan for the Basic Education Sector brought together government, education stakeholders, unions, school leadership representatives, researchers and other partners to help shape a national response to the growing effect of climate change on education.

The workshop was not limited to infrastructure. It examined the full education system: school buildings and services, learner and educator wellbeing, system management, disaster readiness, curriculum, teacher development, health and nutrition, Early Childhood Development (ECD), youth participation and the continuity of teaching and learning.

The discussion made one point very clear: the effects of climate change are already being felt in schools. Flooding can cut off roads and destroy classrooms. Heat affects concentration, health and working conditions. Drought can compromise water supply and sanitation. Severe weather disrupts attendance, school nutrition, examinations, staff deployment and curriculum coverage. These pressures are often felt first by principals and School Management Teams (SMTs), who must make immediate decisions while working within policies that were not designed for rapidly changing climate conditions.

SAPA's role in this process is therefore important. The strategy must be technically sound, but it must also work in a real school on a difficult day. It must tell a principal what to do when roads are flooded, water runs out, classrooms are unsafe, staff cannot travel, learners are distressed or teaching time is lost. It must also be clear about who carries responsibility, who provides support and how decisions are communicated.

Main messages for SAPA members

- Climate adaptation must become part of normal education planning, school governance, infrastructure management, staff welfare and curriculum continuity. It cannot be treated as an additional project that sits outside the core work of schools.
- School leaders need a defined role in the strategy. Principals and SMTs should help shape the tools, indicators, protocols and decision-making rules that they will later be expected to implement.
- Climate risk must be mapped at school level, using reliable hazard information together with school GPS, infrastructure, water, access-route and community vulnerability data.
- Infrastructure resilience requires more than rebuilding after damage. New schools, retrofits, mobile classrooms, sanitation and maintenance programmes should be assessed against future heat, flood, drought, fire, wind and water-security risks.
- Educator and principal wellbeing must be part of climate preparedness. A school cannot recover if the people expected to lead the recovery are exhausted, traumatised or unsupported.
- Training should be short, practical and built into existing professional-development structures. It should not become another workload burden for educators and school leaders.
- There is a strong case for reviewing school-calendar and school-day arrangements against emerging climate patterns, while protecting teaching time and ensuring national consistency.
- SAPA should advocate for a practical School Climate Resilience and Wellness Framework built around PREPARE → PROTECT → RESPOND → RECOVER → LEARN.

SAPA priority

The final strategy should include a clear school-leadership component, supported by a national school-level toolkit, climate-risk checklist, emergency decision protocols, referral pathways and minimum standards for continuity of learning.

2. Background and Purpose of the Workshop

The workshop took place on 14 and 15 October 2026 at Premier Hotel OR Tambo in Johannesburg. I attended on behalf of SAPA National, with the responsibility of bringing the voice of school leaders into a process that will eventually influence how schools prepare for and respond to climate-related risks.

DFFE publicly described the engagement as a national stakeholder workshop convened with the Department of Basic Education (DBE) to develop a comprehensive and inclusive Climate Change Adaptation Strategy and Plan for the Basic Education Sector. The purpose of the consultation was to gather experience and technical input on climate risks, vulnerabilities and adaptation priorities affecting education.

The legislative foundation is the Climate Change Act 22 of 2024. Section 22 sets out the framework for sector adaptation strategies and plans, including the spatial identification of climate risks and vulnerabilities and the development of measures to manage them. The relevant adaptation provisions were initially deferred when the Act commenced in March 2025 pending enabling regulations. The current work is therefore an important part of preparing the education sector for full implementation.

Four-phase strategy-development process

Phase	Main purpose
Phase 1 – Operational preparation	Stakeholder mapping, planning, logistics and preparation of the consultation process.
Phase 2 – Needs and response assessment	Risk and Vulnerability Assessment (RVA), sector status assessment and greenhouse-gas emissions profiling.
Phase 3 – Implementation planning	Prioritised actions, responsibilities, programmes, budgets, indicators and implementation arrangements.
Phase 4 – Gazetting and public consultation	Formal publication, consultation, refinement and endorsement of the strategy and plan.

The October workshop focused mainly on the proposed pillars and indicators for the RVA. Provincial consultations are expected to follow, with separate workshops for capacity building, data collection, and the identification of local needs and responses.

3. Climate Science: What the Education Sector Must Prepare For

The climate-science inputs reminded participants that South Africa and the wider Southern African region are highly exposed to rising temperatures, longer and more intense heat periods, drought, water insecurity, extreme rainfall and flooding. The workshop stressed that adaptation planning must be based on current and projected risk, not only on historical weather patterns.

A particularly important point was that climate thresholds and hazard maps cannot remain static. A flood line based only on past events may no longer give an adequate picture of future risk. In the same way, school infrastructure designed around historical temperature or rainfall patterns may not remain safe and functional over its full lifespan.

Key climate implications raised for schools

- More heat-wave days, with consequences for learner concentration, educator working conditions, classroom comfort and health.
- Longer periods of drought and water scarcity, affecting drinking water, sanitation, school nutrition and hygiene.
- More intense rainfall events in exposed areas, with the possibility of flooded schools, damaged roads and bridges, inaccessible communities and disrupted teaching.
- Greater pressure on disaster-response systems, with schools often becoming both affected institutions and community support points.
- Growing uncertainty about whether existing infrastructure standards, calendars and operational procedures are suited to future climate conditions.

Workshop message: exceeding 1.5°C should not be treated as a reason to give up. The level of warming, how long it lasts and the severity of its consequences are still influenced by choices made now.

4. School Infrastructure, Water, Sanitation and Climate Resilience

Infrastructure was one of the strongest parts of the workshop because climate risk becomes visible very quickly when a school building, access road, water system or sanitation facility fails.

DBE's existing infrastructure programmes provide an important base. The Accelerated Schools Infrastructure Delivery Initiative (ASIDI), introduced in 2011, targeted schools built from inappropriate materials and backlogs in water, sanitation and electricity. The Sanitation Appropriate for Education (SAFE) Initiative, launched in 2018, focused on replacing basic pit toilets with appropriate sanitation. In July 2026, DBE announced that the full backlog of schools identified in the 2018 SAFE audit had been provided with appropriate sanitation. This is a major achievement, but the workshop rightly showed that climate resilience requires the sector to look beyond completion statistics and ask whether the new systems will continue working during drought, water interruptions, floods and heat events.

The Education Infrastructure Grant (EIG) is also central. DBE has stated that Provincial Education Departments should allocate no less than 60% of the grant to preventative and corrective maintenance. This is important because climate resilience will depend as much on maintenance, drainage, roofing, water storage, sanitation, electrical safety and routine repairs as it does on new construction.

Important indicator discussions

1. School structure classification: participants raised the need for clear definitions of "formal", "informal" and "mobile" structures. Mobile or alternative-technology classrooms that comply with norms should not automatically be treated as informal. The language of the indicator must be agreed nationally so that provinces report the same thing.

2. Schools in high-risk climate zones: DBE holds GPS coordinates for schools, but hazard exposure must be established by overlaying these coordinates with flood, coastal, heat and other risk information held by SAWS, the Department of Water and Sanitation, municipalities, COGTA, SALGA and other custodians.
3. Climate-resilient retrofitting: data exists on schools that have been upgraded or retrofitted, but current systems do not consistently distinguish ordinary maintenance from work specifically designed to improve climate resilience. This definition must be settled before the indicator can be measured properly.

A practical example raised in the workshop

Replacing a pit toilet with a flush system can improve safety and dignity, but if the school has an unreliable water supply the new system can create a different vulnerability. Climate-resilient infrastructure therefore has to consider water efficiency, storage, maintenance and continuity of service, not only the type of facility installed.

Mobile classrooms

Concern was raised about mobile classrooms being placed on sites without proper environmental assessment or supporting infrastructure. A mobile classroom cannot simply be placed in an open field and regarded as a complete solution. Site drainage, heat exposure, wind risk, water, sanitation, electricity, accessibility, shade and safe circulation must be considered before occupation.

SAPA infrastructure position

- Climate risk should be included in all new school planning, school replacement, major maintenance and rehabilitation projects.
- A national classification for climate-resilient retrofitting should be developed so that provinces measure the same standard.
- School-level maintenance plans should include climate-related items such as drainage, roof condition, guttering, water storage, shade, ventilation, fire risk, stormwater flow and emergency access.
- High-risk schools should be identified early and prioritised before failure occurs.
- When schools are rebuilt after disasters, the approach should be to build back better, not to recreate the same vulnerability.

5. Proposed Risk and Vulnerability Assessment Pillars

The workshop used six high-level pillars to organise the Risk and Vulnerability Assessment. These pillars are useful because they show that climate change affects the whole education system and not only school buildings.

Pillar	What it covers	SAPA reading
1. Facilities	Infrastructure resilience, location risk, continuity of basic services, amenities and environmental sustainability.	School leaders need simple risk information for their own sites and a clear route for escalating infrastructure threats.
2. Supporting Systems	Continuity of teaching and learning, prevention of learning loss, attendance and psychosocial wellbeing.	Recovery plans must protect people as well as curriculum time. Catch-up should not create another crisis for staff and learners.
3. Education System Management	Infrastructure registry, disaster-risk capacity, emergency coordination, policy and budget resilience.	Responsibilities between school, district, province and national level must be clear before an emergency.
4. Learner and Teacher Agency	Disaster-risk reduction in curriculum, teacher readiness and resources for learning recovery.	Training must be practical, age appropriate and integrated into existing programmes rather than added as a new burden.
5. Health and Nutrition	Socioeconomic vulnerability, parental characteristics, child health, housing conditions, disability access and equity.	Climate impacts fall hardest on already vulnerable families; school nutrition, water, health and attendance must be linked.
6. Early Childhood Development	Service vulnerability, physiological vulnerability, poverty, social protection and health-system readiness for children under five.	ECD sites require urgent mapping because many facilities are still outside formal systems and young children are highly climate-sensitive.

6. School Leadership, Educator Welfare and Psychosocial Support

From SAPA's perspective, this is one of the areas that needs stronger attention in the final strategy. School leaders will be expected to make difficult decisions during climate emergencies, often with incomplete information, while also protecting learners, staff, curriculum, infrastructure and community confidence.

The workshop discussed teacher stress, absenteeism, mental health and the challenge of supporting learners during and after climate events. Flooded roads can prevent staff from reaching school. Extreme heat can affect health and productivity. A teacher may be dealing with damage to their own home while still being expected to support traumatised learners. The principal carries the additional burden of coordinating everybody else's response.

SAPA concerns

- Employee wellness, disaster management, infrastructure, school safety, psychosocial support and curriculum recovery are still too often managed as separate systems. A climate emergency affects them all at once.

- Educators should not be turned into informal psychologists. Their role should be to recognise distress, respond safely and refer to appropriate professionals.
- Professional referral capacity is uneven across provinces and districts. Schools need named, current referral routes, not general instructions to “contact Health” or “contact Social Development”.
- Climate-related absence and disruption are not sufficiently visible in education data. If the cause is not recorded, the system cannot plan or allocate resources properly.
- Principal wellness must be recognised explicitly. School leaders need access to confidential counselling, peer support, crisis-leadership guidance, coaching and workload protection after major events.

Training without overloading educators

A strong recommendation is that climate preparedness should be integrated into existing professional-development structures, professional learning communities and school-development programmes. It should not become another lengthy stand-alone training obligation.

Short module	Practical focus
1. Local climate risks	Heat, floods, storms, drought, fire, smoke and air quality in the local school context.
2. Protecting people	Heat stress, hydration, emergency procedures, personal preparedness and safe working conditions.
3. Psychological first response	Recognise distress, listen appropriately, stabilise, link and refer.
4. Trauma-informed teaching	Restore routine, safety, belonging and learning after a disruptive event.
5. Leadership and continuity	Communication, staff deployment, school closure/reopening, learning recovery and referral systems.

SAPA principle

Do not train an educator to identify a mental-health concern if the system has not created somewhere safe and realistic to refer that learner or colleague.

7. Curriculum, Teacher Development and Learner Agency

The curriculum discussion focused on Education for Sustainable Development (ESD), disaster-risk reduction and the need to make climate knowledge understandable and useful. Climate literacy should help learners and educators make sound decisions, not simply memorise environmental facts.

The workshop supported integrating climate change into existing programmes and qualifications rather than creating unnecessary new subjects or stand-alone courses. Higher-education institutions were encouraged to strengthen climate content in teacher education, diplomas, postgraduate programmes and continuing professional development.

Areas that deserve stronger attention

- Practical climate literacy for educators and learners: what the local risks are, what warnings mean and what actions are expected.
- Learning recovery after disruption, with realistic expectations and support for both learners and educators.
- Youth participation in school and community climate action, including structured projects that move beyond awareness campaigns.
- Indigenous Knowledge Systems as a source of locally grounded understanding, community memory and adaptation practice.
- Culture, art, faith, spirituality and social systems, which were identified as underrepresented in technical climate planning but are important for motivation, meaning, behaviour and community mobilisation.

For school leaders, the key issue is balance. Climate content should strengthen existing teaching and school culture without becoming another programme that competes with literacy, numeracy, assessment and other core responsibilities. The most useful approach is to connect climate readiness to work schools already do: safety, health, infrastructure, curriculum, learner leadership and community partnerships.

8. School Calendar, Attendance and Continuity of Learning

An important labour-sector input referred to a FEDUSA Congress resolution calling on government and the DBE to review school calendars against emerging climate patterns. The concern is practical: if extreme heat, floods or seasonal weather increasingly make travel or school attendance unsafe, a calendar designed around historical conditions may need to be reconsidered.

This does not mean changing the national calendar after every weather event. It means using evidence to examine whether dates, school-day arrangements, examination planning, transport expectations and closure protocols remain safe and educationally sound in different parts of the country.

SAPA considerations

- Any calendar review should be evidence-based and informed by SAWS data, provincial risk patterns and educational requirements.
- National consistency remains important, but the system also needs clear rules for localised emergency decisions when conditions differ sharply between districts.
- The effect on examinations, school nutrition, scholar transport, staff attendance and curriculum time must be considered together.
- Alternative learning arrangements should not deepen inequality by assuming that every learner has electricity, devices, data or safe study space at home.

9. Early Childhood Development, Health, Nutrition and Vulnerability

The workshop gave specific attention to ECD because children under five are especially vulnerable to heat, poor air quality, water insecurity, disease and service disruption. The migration of ECD responsibility into DBE also means that climate planning must include facilities and programmes that have historically sat outside the formal school system.

A major challenge is that many ECD centres are still unregistered or not fully mapped. Climate planning cannot protect facilities that are invisible in the system. Risk mapping, registration support and minimum safety requirements therefore need to move together.

Health and nutrition

Climate events can disrupt food supply, water availability, safe storage and the delivery of school nutrition. They can also increase disease risk, heat stress and household economic pressure. The strategy should therefore connect climate data to the National School Nutrition Programme, school health services, disability support and social-protection systems.

Equity

The impact of climate change is not equal. Learners living in poverty, informal settlements, remote rural areas or unstable housing, and learners with disabilities, may face greater barriers to transport, water, cooling, safe shelter and recovery. The indicators must therefore measure vulnerability, not only exposure.

10. Governance, Data and Emergency Coordination

The success of the strategy will depend on whether information moves quickly enough between the institutions that hold it and the schools that need it. DBE has school-level data, including GPS coordinates and infrastructure records. Climate and hazard information sits across SAWS, DWS, DFFE, municipalities, COGTA, SALGA and other institutions. These data sets need to be brought together in a form that supports practical decisions.

What a school leader should ultimately be able to know

- What are the main climate hazards affecting this school and community?
- Is the school in or near a flood-prone area, heat hot spot, wildfire area or water-stressed zone?
- Which buildings and services are most vulnerable?
- Which learners and staff may require additional support?
- What warning information will the school receive, from whom, and how early?
- Who must the principal contact for infrastructure, health, psychosocial, transport, water and disaster support?
- How will lost teaching time be recovered without creating unsafe or unreasonable workloads?

The workshop also highlighted time pressure in the indicator-development process. A sensible principle emerged: define the indicator clearly first; only then ask whether the data exists. Otherwise the sector risks building a strategy around the information that happens to be available rather than the information that is actually needed.

11. SAPA Assessment: What Needs Stronger Attention

The workshop was valuable and timely. The proposed pillars are broad enough to capture most of the major risks. However, from a school-leadership perspective, several matters should be strengthened before the strategy is finalised.

11.1 A distinct school-leadership and governance focus

Principals and SMTs are the point where policy becomes action. They should not appear only as implementers under other indicators. The strategy should state clearly what is expected of school leaders, what authority they have in emergencies, what training they receive and what support the district and province must provide.

11.2 A practical school-level climate-risk register

Every school should have a short climate-risk register linked to its safety plan and School Improvement Plan. It should identify hazards, vulnerable infrastructure, critical services, at-risk groups, early-warning sources, responsible persons and priority actions. This should be simple enough to use, but standard enough for district and provincial aggregation.

11.3 Clear decision rights

Uncertainty during an emergency wastes time. The strategy should define decision rights for school closure, delayed opening, early dismissal, learner transport, relocation, use of mobile facilities, alternative learning and reopening after a hazard. Principals need clear rules, not informal permission chains.

11.4 Principal and educator wellness

Wellbeing should not be placed only under learner support. A climate event can affect the personal homes, families, health and finances of staff. The people leading the response also need care. The final strategy should include a climate-related educator welfare protocol and specific support for principals.

11.5 Funding must follow responsibility

Schools should not be given climate obligations without resources. Budget arrangements should distinguish between routine school maintenance, district support, provincial infrastructure work and emergency funding. High-risk schools should receive priority support before a disaster, not only after damage has occurred.

11.6 Social systems matter

Technical systems are necessary, but communities respond through trust, culture, values, faith, local knowledge and relationships. Climate resilience should therefore include SGBs, traditional and faith communities, local organisations, youth structures and other trusted community partners. Ubuntu is relevant here: the safety of a school cannot be separated from the safety of the community around it.

12. Recommendations for SAPA National

1. Advocate for a formal "Climate-Ready School Leadership and Governance" component in the national strategy, with clear responsibilities for principals, SMTs, SGBs, districts and provinces.
2. Request continued SAPA representation in the technical and consultation stages so that principals are involved in shaping indicators, implementation tools and school-level protocols.
3. Develop and submit a SAPA School Climate Resilience and Wellness Framework based on PREPARE → PROTECT → RESPOND → RECOVER → LEARN.

4. Advocate for a national School Climate Toolkit containing risk-assessment templates, emergency procedures, communication templates, closure/reopening guidance, psychosocial referral pathways and curriculum-recovery principles.
5. Support an evidence-based review of the school calendar and school-day arrangements against emerging climate patterns, without compromising the right to teaching and learning.
6. Promote climate-sensitive infrastructure planning, including risk screening for new schools, rehabilitation, mobile classrooms, sanitation, water systems and major maintenance work.
7. Advocate for school-level climate data that records learner and educator absence, closures, lost teaching time, health incidents, infrastructure damage, psychosocial referrals and recovery time.
8. Advocate for a national Climate-Related Educator Welfare Protocol covering unsafe travel, heat, household disaster impacts, staff absence, psychological support and workload-sensitive curriculum recovery.
9. Encourage DBE and SACE to integrate short climate-readiness modules into existing professional development rather than introducing another stand-alone training burden.
10. Build stronger formal links between schools and SAWS, Health, Social Development, municipalities, disaster-management structures and other local support services.
11. Ensure that ECD, learners with disabilities and schools serving poor or geographically isolated communities are specifically prioritised in vulnerability mapping and resource allocation.
12. Collect school-level case studies from SAPA members so that future policy is informed by lived experience from floods, droughts, storms, heat events, water interruptions and other climate-related disruptions.

13. Proposed SAPA School Climate Resilience and Wellness Framework

The following five-part framework can give school leaders a simple way to organise climate readiness. It is not intended to replace national policy. It is a school-level bridge between policy and practice.

Stage	School leadership question	Typical actions
PREPARE	What could happen here, who is vulnerable and what must be ready before an event?	Risk register; emergency contacts; warning sources; staff roles; vulnerable-person list; continuity plan; supplies; parent communication arrangements.
PROTECT	What can we do now to reduce harm to people, infrastructure and learning?	Maintenance; water security; shade and ventilation; safe sanitation; drainage; route planning; health precautions; staff welfare measures.

Stage	School leadership question	Typical actions
RESPOND	What must happen during the event and who has authority to act?	Activate communication; apply closure/delay rules; account for people; contact support services; protect records and equipment; maintain safe supervision.
RECOVER	How do we reopen safely and restore teaching without causing further harm?	Safety assessment; psychosocial support; phased return where needed; realistic curriculum recovery; staff support; nutrition and transport restoration.
LEARN	What did the event teach us and what must change before the next one?	Record impact; analyse attendance and lost time; review decisions; update risk register; repair weaknesses; share lessons with district and SAPA.

Why this framework matters

A principal should not have to search through several policies while a crisis is unfolding. The school needs one clear readiness structure that connects safety, infrastructure, people, communication and learning.

14. Proposed Immediate SAPA Actions After the Workshop

Action	Suggested timing	Purpose
Submit consolidated SAPA input to DBE/DFE	Immediately after the national workshop	Record school-leadership priorities while the indicators and implementation approach are still being shaped.
Nominate SAPA representatives for provincial consultations	Before provincial Phase 2 workshops	Ensure that principals from different contexts contribute to local risk and vulnerability discussions.
Refine the School Leader Climate Readiness Checklist	Before the first provincial consultations	Give SAPA members a practical tool to assess their schools and generate evidence for the consultation process.
Collect member case studies	October–December 2026	Build a national evidence bank on floods, heat, drought, storms, water interruptions, infrastructure failures and recovery.
Pilot the PREPARE–PROTECT–RESPOND–RECOVER–LEARN model	2027 in volunteer SAPA schools	Test whether the framework is practical, identify gaps and produce examples for national scale-up.

Action	Suggested timing	Purpose
Create a SAPA climate-leadership communication stream	Ongoing	Keep principals informed about warnings, policy developments, tools, training and good practice without overwhelming members.

15. Conclusion

The workshop showed that climate adaptation in education is no longer optional planning for a distant future. It is a present leadership responsibility. Schools are already dealing with disrupted access, infrastructure damage, heat, water pressure, staff stress, learner anxiety and lost teaching time.

The national strategy offers an opportunity to move from reacting to individual disasters towards a more prepared and resilient education system. That opportunity will be lost, however, if the final plan remains at policy level and does not translate into clear school-level action.

SAPA should therefore remain actively involved. Our contribution is not to replace climate scientists, engineers, health professionals or disaster-management specialists. Our role is to make sure that their work can be used by the principal who must make a decision at 05:30 in the morning when the road is flooded; by the SMT managing a water interruption; by the teacher supporting a distressed learner; and by the school community trying to restore learning after a crisis.

The strongest strategy will be one that joins science with practical leadership, national policy with local reality, and institutional responsibility with Ubuntu. Climate resilience in education must ultimately protect the dignity, safety and future of every learner and every person who serves in our schools.

Together we lead — prepared, responsible and ready to protect learning.

Annexure A: Draft School Leader Climate Readiness Checklist

This checklist can be used by principals and SMTs as a quick self-assessment. It can also help SAPA gather practical evidence during provincial consultations.

Area	Questions for the school leader
Leadership and responsibility	Do we know who leads the response? Are roles allocated to SMT members? Are emergency decisions and escalation routes clear?
Local risk	Do we know our main risks: heat, flood, storm, drought, fire/smoke, water interruption or unsafe access routes?
Early warning	Do we receive reliable weather/disaster warnings? Who monitors them? How are staff and parents informed?
Infrastructure	Are roofs, drainage, electrical systems, mobile classrooms, fencing, trees, water storage, sanitation and access routes checked for climate risk?
Water and sanitation	Can the school continue safely during a water interruption? Is there storage, water-saving practice and an emergency sanitation plan?
Heat	Do we know which rooms are hottest? Do we have shade, ventilation, hydration arrangements and a response for dangerous heat?
Emergency response	Do we have evacuation, shelter, closure, delayed-opening and early-dismissal procedures that staff understand?
Learning continuity	How will learning continue if the site is inaccessible? How will we recover lost time without unreasonable workload or inequality?
Staff wellbeing	Do staff know where to get help? Is there a plan for staff affected at home, unsafe travel or post-disaster stress?
Learner support	Can staff recognise distress and refer appropriately? Are age-appropriate support and referral contacts available?
Vulnerable learners	Have we identified learners who may need extra support because of disability, poverty, transport, health or housing conditions?
Nutrition and health	How will food, water, medication and school health needs be managed during disruption?
Partnerships	Are our district, municipality, disaster management, clinic, SAPS, SAWS and community contacts current?
Recovery and learning	After an event, do we record what happened, review the response and update the school plan?



Suggested use

1. Complete the checklist with the SMT and relevant SGB members.
 2. Identify the five highest-priority risks for the school.
 3. For each priority, record the responsible person, support needed and a target date.
 4. Escalate risks that the school cannot resolve within its own authority or budget.
 5. Review the checklist at least annually and after every significant climate or disaster event.
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Mathibedi-wa-Medupe

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