

Building resilient education service delivery

Insights from the DARE-RC Community of Practice

**Insight
Note**

DARE-RC Theme
Building resilient education
service delivery

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ABOUT

This report was produced by the DARE Research Consortium as part of a series exploring learnings across each of the four themes of the research portfolio: Improving Drivers of Learning for Marginalised Children, Strengthening the quality of frontline education provision, Building resilient education service delivery, & Strengthening accountability, scalability and use of evidence

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PUBLICATION DATE

October, 2025

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DARE-RC is Pakistan's largest education research programme, generating rigorous, actionable evidence to improve education policy and practice. DARE's 44 research studies and scoping papers offer critical insights on inclusion, teaching and learning, governance, data, accountability, and system resilience.

Introduction

In 2024, the Emergency Events Database recorded a total of 393 natural hazard-related disasters globally which affected 167.2 million people worldwide and caused 16,753 fatalities globally (ReliefWeb, 2025). Pakistan is currently ranked as the 5th most vulnerable country to climate-related events according to the Global Climate Risk Index (UN-HABITAT, 2023). Its complex, topographic and climatic conditions leave it particularly exposed and vulnerable to multiple climate-related hazards including cyclones, floods, drought, intense rainfall, smog, and earthquakes. Between 2005 and 2025, more than 91,000 people were estimated to have lost their lives to climate-related disasters across the country (Khan et al., 2026). Across this same period, climate related disasters resulted in over US\$34 billion in economic damage (Khan et al., 2026). The total damage from the 2022 floods alone, which left one-third of the country submerged under water, was estimated to be in the region of PKR 3.2 trillion (US\$14.9 billion) (UN-Habitat, 2023). The catastrophic damage on livelihoods was immense with an estimated 9.4 million acres of crops destroyed and approximately 1.1 million farm animals perishing due to the floods (Hafeez and Lei Win, 2023).

A large share of Pakistan's population live in areas prone to climate related emergencies. A recent figure estimates that 47% of the population (95 million people) live in high-risk flood zones (Sajjad, 2025). Not only this, but large-scale climate-related events are — with increasing frequency — occurring simultaneously to one another, or else trigger other climate related events (Amnesty International, 2025; World Economic Forum, 2025). The 2022 floods, for example, were caused by record-setting heatwaves in March and April 2022, where temperatures exceeded 50°C. This drew in more intense monsoon moisture from the Arabian Sea later in the season, leading to the “flood on steroids” later that year (RGS, 2022). Elsewhere, in the Punjab province what used to be mist or fog has translated into two or three months of smog annually which grinds day-to-day activity — including schooling — to a halt (Ghani, 2025).

Compared to sectors such as health, agriculture, and livelihoods, the intersection of climate change and education in Pakistan has — until relatively recently — been under-researched. This is despite close to 78% of Pakistan's youth reporting disruptions to their studies due to heatwaves, floods and infrastructure damage (UNICEF, 2021). However, following the severe floods of 2022 together with the rising awareness of Pakistan's vulnerability to climate disasters, a growing body of emerging research has begun to explore this intersection. This synthesis paper focuses on five studies which were commissioned by the Data and Research in Education Research Consortium (DARE RC) focusing on system resilience to climate change, and draws on a series of discussions with the principal investigators of these studies. The synthesis paper discusses how climate change is no longer an external shock to Pakistan's education system but rather a structural condition shaping access, continuity, and equity. Yet policy and data systems remain oriented towards short-term, disaster-specific responses, leaving slow-onset and cumulative disruptions insufficiently addressed.

Background to DARE RC studies on climate emergencies and education

Collectively, the five DARE RC studies focusing on system resilience to climate change adopted mixed-methods approaches, spanning multiple provinces (Sindh, Punjab, Khyber Pakhtunkhwa, and Islamabad Capital Territory) and types of context — both rural and urban (see Table 1). The research addresses the impact of climate change at multiple levels of the system. Several studies — on account of trying to capture the lived experiences of adolescents and community members navigating disruption caused by climate change — utilised participatory methodologies, while others focused on spatial analysis. Together, this body of work reflects a growing emphasis not only in documenting what the consequences of climate change are on educational outcomes in Pakistan, but also identifying contextually grounded strategies to strengthen education systems, support continuity during crises, and enhance the adaptive capacities of learners, educators, and communities.

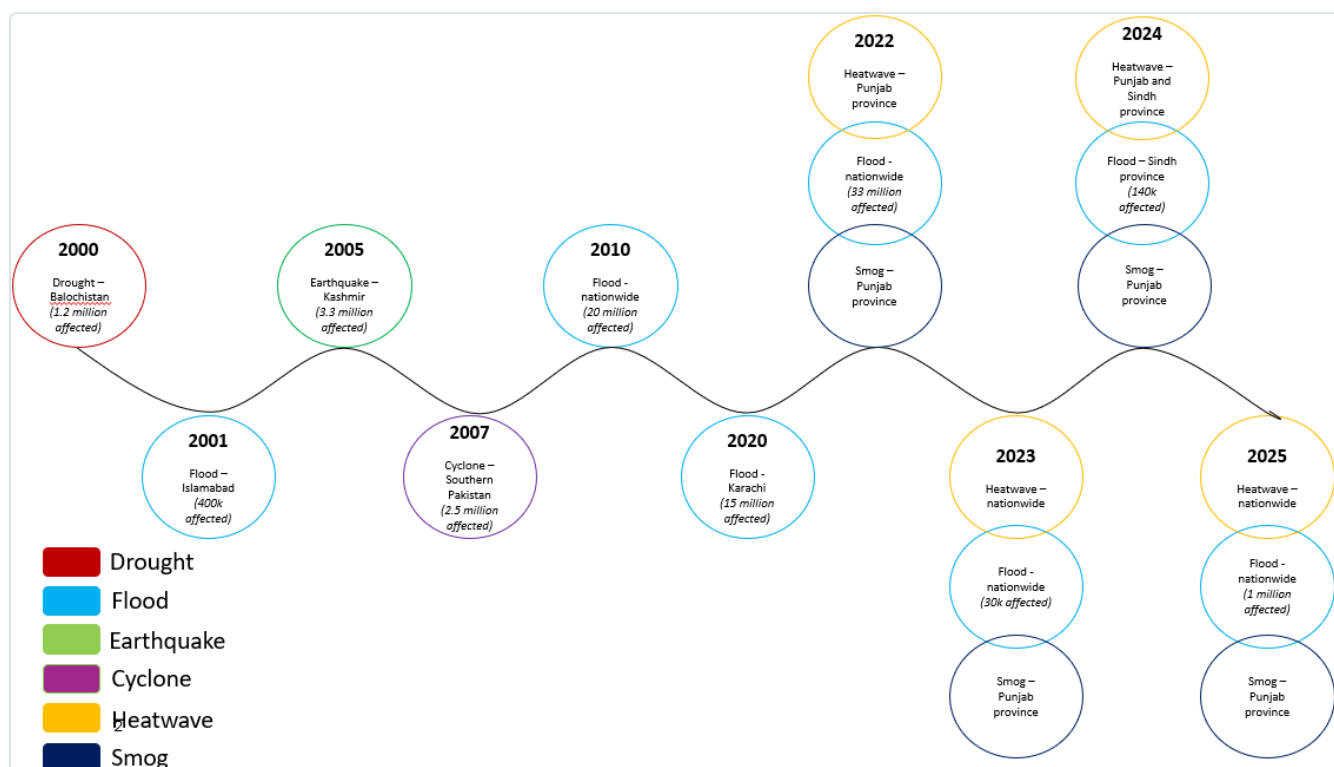
Table 1 *Summary of DARE RC studies on system resilience and climate change*

Study	Title	Location	Methods	Climate change event of focus
Study #1	Building Resilience to Climate Vulnerabilities Through Education: Supporting Schools, Educators and Students in Pakistan	Sindh — Khairpur and Badin	Mixed Methods. Quant: Secondary data review. Qual: KIIs, FGDs	Floods
Study #2	Resilient education system for adolescent learners: inclusive community-based participatory research in urban and rural settings in Pakistan	Punjab, Sindh, ICT — Multan, Muzaffargarh, South Karachi, Naushero Feroze, Islamabad	Mixed Methods. Quant: Participatory GIS Mapping. Qual: Photovoice, KIIs, FGDs	Multiple natural climate-related hazards, man-made disasters
Study #3	Tracing Child Migrants' Education Access Amidst Climate-Induced Disruptions in Pakistan	Sindh, Khyber Pakhtunkhwa — Malir Karachi, Thatta, Mirpur Khas, Charsadda, Swat, Peshawar, Buner	Mixed Methods. Quant: Secondary data analysis. Qual: KIIs, FGDs, semi-structured interviews	Multiple natural climate-related hazards
Study #4	Climate change hazards, risks, and vulnerabilities assessment in schools in Pakistan: piloting a localised participatory assessment	Punjab, Sindh, ICT — Multan, Muzaffargarh, South Karachi, Naushero Feroze, Islamabad	Mixed Methods. Quant: Participatory GIS Mapping. Qual: KIIs, FGDs, documentary photography	Multiple natural climate-related hazards
Study #5	Schooling strategies and climate change: a coherence analysis of local policy and community adaptations	Sindh — Dadu, Khairpur, Hyderabad	Mixed Methods. Quant: Spatial analysis. Qual: River of Life, Photovoice, FGDs, semi-structured interviews	Multiple natural climate-related hazards

Challenges of data availability in Pakistan

In the context of Pakistan, there is a substantial body of research relating to education and, separately, a substantial body of literature relating to climate-related disasters which have negatively impacted the country. However, evidence-based research which links climate variables to education outcomes — such as access, learning, and longer-term developmental trajectories — remains relatively underexplored, despite both the increasing frequency and intensity and multi-faceted nature of climate related disasters (see Figure 1). The studies commissioned by DARE RC were about filling this evidence gap and have sought to link climate data with educational outcomes, together with other broader developmental indicators for children and adolescents.

Figure 1 Timeline of main climate-related emergencies in Pakistan since 2000



Source: Zubairi et al. (forthcoming).

The discussion for this synthesis paper with the study leads found that the experience during the study design phase was mixed when it came to availability, access and utilisation of existing datasets. While climate data proved to be relatively accessible and of good quality — drawing on both national and global datasets — several of the study teams indicated that access to granulated education data was much harder to obtain. This supports existing literature which highlights persistent challenges in accessing education data in Pakistan, pointing to weak data systems, a poor bureaucratic culture of data-sharing practices, and fragmentation across sources (Kazmi, 2026).

All the DARE RC studies relayed that the first hurdle they faced was in accessing secondary datasets housed within government agencies. Access varied considerably depending on province. This challenge led to some studies having to adapt where the research ended up focusing on. Study #5, for example, had originally intended to focus on both Punjab and Sindh as a comparative study. However, eventually due to data accessibility issues in Punjab, it shifted to a focus just on Sindh.

Even in circumstances where data access was granted, study leads discussed the limitations caused by the lack of granularity and ability to compare data across different datasets. This was compounded by the fragmentary nature of education datasets which has been discussed in the existing evidence (Kazmi, 2026). A major World Bank initiative in 2020, for example, reported that data had to be “selected and cleaned... [and] made consistent... across datasets” before it could be used (World Bank, 2021). This problem takes place within a bureaucratic culture where data-sharing between ministries and departments is weak, instead operating in silos.

Beyond accessibility issues is the absence of data. A specific example of this relates to learning data, which has led to an over-reliance on ASER — a citizen-led initiative collecting data on learning. Additionally, longitudinal data which would be able to track children and adolescents throughout the system is also lacking. For example, Study #3, which was specifically interested in tracking child migrants, indicated that this was challenging due to insufficient and unreliable data on migration, especially in the long-term.

Finally, when it comes to data relating to education and climate change, there is currently limited evidence that captures the lived experiences and perspectives of teachers and students, who are often at the forefront of climate-related disruptions and adaptation efforts. Existing datasets tend to prioritise institutional metrics — such as infrastructure damage, attendance, or policy responses — while overlooking how school-level actors, communities and students experience, interpret, and respond to environmental change in their respective educational contexts. The DARE RC portfolio sought to address this gap by centring under-represented voices within its research design. The use of participatory methods, for example, enabled contextually rich accounts of the lived experience of climate change. For example, Study #5, which focuses on adolescents affected by climate-related disasters in Sindh, employed PhotoVoice and River of Life methods to foreground adolescent perspectives.

Impact of climate related emergencies on education and school-related outcomes

Differences between different population groups

Across the DARE RC studies, the main theme explored was that of climate-related disasters, and how these have shaped educational outcomes in Pakistan. In the aftermath of climate related disasters, the global evidence concludes it is the most vulnerable populations that are most adversely affected when it comes to education access, learning and continuity. Existing gender inequalities are amplified following climate related disasters, with girls more likely to leave school first, reduce the time they are able to commit to studying due to increased domestic labour, and being at greater risk of marrying early (Hassani, 2022; Plan International, 2019; SDD, 2024). Similarly, global evidence supports how persons with disabilities are more vulnerable to climate change, with mortality rates in natural disasters being four times higher for people with disabilities compared to those without (Stein & Stein, 2022). Relating this back to Pakistan, following the August 2022 floods there was a phenomenon of underage “monsoon brides” due to the climate-driven economic insecurity faced by families (NDTV World, 2024). Elsewhere, people with disabilities were disproportionately affected by the August 2022 floods with response and evacuation plans proving inadequate in meeting the needs of disabled populations as they had not factored these into their policy response (Warburton-Gibb, 2023; Chaudhary & Singal, 2024).

However, systematic studies focusing on population disaggregation are few and far between. Several of the studies commissioned for the DARE RC programme did consider the impacts of climate change on education by disaggregating for different population groups. Study #1, for example, explored the gendered element of climate shocks, together with children with disabilities and those from different socio-economic backgrounds, and sought to understand how these shocks affect girls and boys differently; Study #3 focused on children displaced by climate disasters; Study #2 and Study #4 focused on those living with disabilities; lastly Study #5 focused on older adolescents, given that this period in a student's life is where they are vulnerable to dropping out of school.

Different types of climate shocks

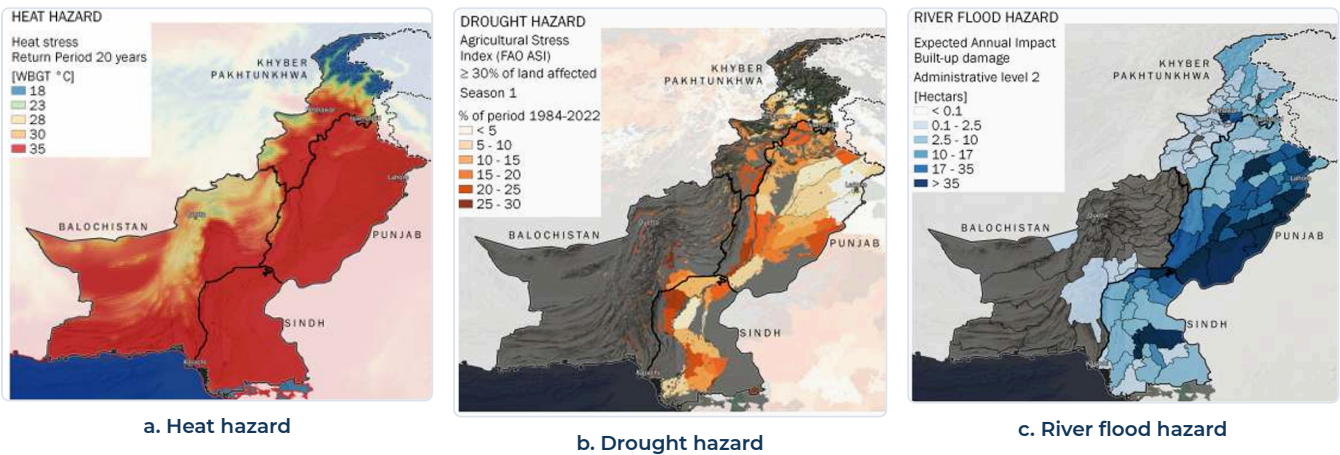
Another important distinction relates to the types of climate shock experienced, as the impact and policy response on schooling will be very different. This is especially pertinent in the context of Pakistan, which is vulnerable to several different types of natural climate-related shocks, distinguished by rapid and slow-onset events. Rapid-onset events, such as floods, cyclones, and extreme rainfall, are sudden, high-intensity shocks that cause immediate and visible damage to infrastructure, livelihoods, and communities. In contrast, slow-onset events, like rising temperatures, drought, salinisation, and environmental degradation, are events which unfold gradually over time, leading to sustained instability and cumulative pressures on households. Slower onset hazards do not always trigger a formal emergency response. And yet Study #3 discussed how these climate related events can steadily reshape household decisions around schooling —

particularly where economic pressures have intensified. Instead, policies have tended to prioritise immediate relief, reconstruction, and access, with less policy focus on addressing how repeated displacement disrupts enrolment, attendance, and learning over time.

Depending on where in the country a child is, they are vulnerable to different climate-related disasters or a multitude of disasters (see Figure 2). Despite this, when it comes to research, the single most studied climate-related hazard in Pakistan is riverine and flash flooding, especially following major disasters like the 2010 and 2022 floods (Akhter et al., 2026; Waseem & Rana, 2023). This has largely been due to the unprecedented scale of these two disasters, and their cascading effects on food insecurity, the outbreak of disease, infrastructural damage and long-term displacement. At the policy level, the latest 2021 National Climate Change Policy demonstrates a basic level of differentiation by disaster, identifying a range of climate-related hazards (e.g., floods, droughts, and cyclones) (Government of Pakistan, 2021). However, this distinction remains largely descriptive rather than analytical or operational (Zubairi et al., forthcoming). Study #5 discussed how heat and drought, more particularly, were less heavily featured in policy documents.

Aside from natural climate related shocks are manmade climate issues — for example those relating to contaminated water — which was something the discussions with DARE RC study leads identified as absent in policy documentation relating to climate despite this being a huge issue.

Figure 2 Heat maps showing vulnerability to different climate related events



Source: World Bank, 2022.

The commissioned DARE RC research takes a more holistic approach to climate related disasters. For example, Study #3 differentiated between rapid onset climate events versus slow-onset events. In Khyber Pakhtunkhwa and Sindh, where the study collected data, communities faced both rapid and slow-onset climate events which contributed to different types of migration patterns. In Khyber Pakhtunkhwa, communities were more severely impacted by flash floods. In Sindh, while flash floods were experienced by communities, the province also faced slow-onset disasters due to rising sea levels contributing to gradual land losses. Elsewhere the effect of salinisation has also led to diminishing tracts of arable land. Temporary migration patterns were found to be correlated with rapid-onset events such as floods which caused damage to homes and crops, with families returning home once the crisis had receded. More permanent migration patterns, however, were associated with slow-onset events, or where climate related events were frequent in nature, as these led to economic decline making return an unsustainable solution for many communities. While slower onset hazards tend to be associated with more gradual and sustained instability, they do not always trigger a formal emergency response.

Elsewhere, another distinction discussed was with respect to natural climate-related disasters and man-made environmental hazards. With respect to the latter, Study #2 discussed this in the context of open waste dumping and poor infrastructure development which related to issues of poor urban infrastructure,

such as inadequate sewage systems and behavioural practices such as open waste dumping.

Impact of climate change on education and schooling

- 1 Infrastructure usage and destruction:** Rapid onset climate disasters are associated with damage and destruction to schools and classrooms. An estimated 30,389 schools were damaged or destroyed in the aftermath of the 2022 floods in Pakistan (ReliefWeb, 2024). It was not only schools, but roads or other safe routes to reach schools that had been destroyed by floods, leading to difficulties in access and learning continuity. This more negatively affected children with disabilities and girls in accessing education, but also teachers getting to schools.
- 2** However, even where schools are not damaged or destroyed, they are — in times of emergencies — frequently repurposed as emergency shelters, aid distribution hubs, and community crisis centres due to their central place within communities. They can also serve as a primary space for displaced families. Some 5,492 schools were used for these purposes in Pakistan following the 2022 floods (UNICEF, 2022). Discussion with Study #1 and Study #5 illustrated how, in Sindh — the province worst affected by the 2022 floods — the use of schools for hosting displaced populations led to their closure for 2-3 months, and in some cases 6 months. The critical role of education in the aftermath of climate-related disaster extends beyond infrastructure to teachers and educators who, despite being victims themselves, are expected to be first responders to climate related disasters (Kim & Aslam, 2025).
- 3** Issues focusing on the impact of slow onset disasters on school infrastructure — though traditionally less well-explored — are also increasingly relevant in the Pakistan context. Temperatures in parts of Pakistan have begun to exceed 50°C in recent years (Saeed, 2025). In 2025, the districts of Jacobabad, Dadu, and Bahawalpur each experienced over 20 days in the year where temperatures exceeded 48°C. However, lack of appropriate facilities means the extreme heat can turn schools in these rural areas into literal “heat traps” which compromise both children’s education and health. In Bahawalpur, for example, more than 60% of schools operate without functional fans or water coolers (Ali, 2025).
- 4** DARE RC studies reflected on the negative impact of extreme heat traps which girls — especially during menstruation — experience more negatively than boys. In such circumstances — and with school infrastructure being ill-equipped to deal with the extreme heat — the emerging qualitative data collected from these studies is finding that girls end up missing several more days of school compared to boys. Similarly, during months of extreme humidity, learners with disabilities ended up missing a large chunk of schooling. Study #2 indicated this was because their body temperatures are regulated differently and they could not cope with the extreme heat inside classrooms.

- 5 Loss of documentation in rapid onset disasters:** Besides the loss of infrastructure, rapid onset disasters are also associated with the loss of documentation (often paper based) in the ensuing chaos. Study #3 discussed the loss of official documentation presenting a problem for students when re-enrolling back into school either in the same or a different vicinity to where they were enrolled before the disaster. The 2022 floods either meant birth and education certificates of affected households had been destroyed, or these had been left behind when families evacuated their homes. Similarly, schools also stored paper records on educational progress and when they were left submerged this also stalled student progression either to higher levels of education, or employment. The over-reliance on paper-based systems is also evidenced from other contexts, like Bangladesh, which means that flood-prone and cyclone-impacted areas frequently experience record loss and degradation (Hossain et al., 2014). One study by Chidambaram & Khalid (2024) found that the impacts of this loss of documentation in Pakistan more negatively impacted girls in being able to access schooling post-disaster. This is due to the cost associated with replacing identification documents (a cost of Rs. 700-800) being a larger financial barrier for girls compared to boys.
- 6 Discontinuity in access to schooling due to migration patterns:** Depending on the type of climate-related disaster, some families may return to their homes after recovery and reconstruction, while others may experience longer-term dislocation which can sometimes be permanent. Few studies relating to Pakistan have, to date, focused on the role of climate-induced migration and education. When looking at this in the context of social norms — where physical boundaries or contact for girls/women with unrelated men is stigmatised — migration can mean that when it comes to access to schooling in Pakistan girls are more negatively affected (Arshad, 2024). This supports discussion points with Study #3 where the emerging findings support how migration from familiar to relatively unfamiliar environments leads to enhanced gendered inequalities in accessing education. Greater mobility restrictions are imposed on adolescent girls due to both safety concerns and social norms even when schooling options are available. The conditions in relief camps — often housing thousands of people from diverse unrelated backgrounds — contribute to greater restrictions placed on girls' access to schooling. These places often lack segregated or safe education spaces, leading to families limiting girls' movement in these settings (UNDP, 2023). Aside from gender, the discussion with DARE RC study leads also discussed the socioeconomic component to this. In the aftermath of a disaster, families from high socioeconomic backgrounds who have been directly affected will likely have more social capital — vis-à-vis friends and family — and resources to be able to settle in secure places compared to those from low socioeconomic backgrounds who only have the option to settle in the relief camps.
- 7 Education is not a priority in times of crises in Pakistan, reflecting broader global patterns of its role in emergencies:** Education in emergencies (EiE) can offer a lifeline through continuity, psychosocial support, and stability. And yet worldwide, it is often overlooked and underfunded in times of crises, including climate-related disasters. When looking at global humanitarian appeals, the education sector received just 4.6% of all funding disbursed by donors in 2025 (UNOCHA, 2026). These findings reflect what the DARE RC studies also found when it came to domestic prioritisation in the aftermath of a climate-related disaster in Pakistan. Study #2 and Study #4 concluded that the core priority of government stakeholders was to provide shelter or food to affected populations. Education is not considered “life-saving”. One previous study conducted by the Study #5 team found that during the 2022 floods funds were diverted from education towards rehabilitation efforts as there was no specific budget line for responding to the worst effects of the floods (Zubairi et al., forthcoming). Discussion with Study #3 also found that the response for addressing education needs was not prioritised and far less structured for slow onset disasters.

- 8 There is often a mismatch between the official policy response and the needs of different communities affected by climate related disasters:** Much has been written about the “policy paralysis” when it comes to climate related policies. There is often weak institutional coordination between the federal, provincial and district levels of government who are responsible for coordinating climate disaster response, leading to failures in implementation. This is coupled with a failure to integrate local community knowledge or needs, turning environmental crises into governance failures (Farooq, 2026). This critique is echoed in anecdotal evidence shared by study leads within the DARE RC portfolio, who highlight how top-down policy approaches frequently overlook the experiences of affected communities, including teachers and students navigating disrupted education systems. In this context, the marginalisation of local voices not only limits the effectiveness of climate responses but also reinforces existing inequalities within the education sector.

Recommendations

Adapting school infrastructure for climate-related disasters: Given the dual role of schools as both learning spaces and emergency shelters, there is an urgent need to redesign infrastructure to withstand extreme conditions. With temperatures in excess of 50°C becoming the norm rather than the exception since 2022, this has put the safety of students and teachers alike at risk if they attend school in Pakistan. The majority of schools are unfit for use, as documented in 2024 when one-third of all schools had to shut down during the summer (Arab News, 2024). Similarly, given that schools are used as emergency shelters for communities displaced by disaster in Pakistan and elsewhere, this underscores the need to equip them adequately for future emergencies. Lessons from elsewhere are intuitive: UNICEF, for example, had previously retrofitted several schools in Gaza with toilets, showers and solar electricity given the frequent use of these educational facilities as shelter for displaced populations (UNICEF, 2017).

Making school calendars more flexible with climate change as a lived reality: Rigid school calendars and delivery models are increasingly misaligned with the realities of climate disruption. Significant gaps in fully understanding and addressing the complex, long-term impacts of climate change on education systems and learners in vulnerable contexts remain a key problem. The education system should adopt more flexible approaches, including adjusted academic calendars, alternative learning modalities, and contingency planning for both rapid and slow-onset disruptions. Crucially, such adaptations should be informed by local knowledge and the lived experiences of teachers and students, ensuring that flexibility does not exacerbate existing inequalities but instead supports continuity of learning in ways that are contextually appropriate and inclusive.

Strengthen integrated data systems which link climate related events and education: A major barrier to effective policy currently is the fragmentation and inaccessibility of data, particularly with respect to education. There is a need to develop integrated, cross-sectoral data systems that link climate variables with education indicators at sufficiently disaggregated levels. Investments in longitudinal data systems would enable policymakers to track how repeated or prolonged climate shocks shape educational trajectories over time, rather than capturing only short-term disruptions. Strengthening data-sharing mechanisms across government departments — particularly between education, climate, and disaster management authorities — would support more coordinated and timely responses. Importantly, these systems should also incorporate locally generated and participatory data to ensure that lived experiences are not excluded from decision-making processes.

Understanding the nuance of different climate related disasters: Policy responses to climate change in education often treat climate-related disasters as a uniform category, overlooking the distinct ways in which different hazards affect learners and education systems. A greater disaggregation between different types of climate related disasters is needed to respond adequately to the differentiated impact of different types of climate related disasters and their impact on education. This is particularly relevant when considering slow-onset climate related emergencies such as those relating to extreme heat and drought which have attracted considerably less visibility in official policy responses. In addition, it is important to account for the interaction between climate-related hazards and human-driven environmental degradation — such as deforestation, water mismanagement, or pollution — which can intensify educational disruption. A more differentiated understanding of these dynamics would enable education policies to be better targeted, context-specific, and responsive to the full spectrum of climate-related risks.

Adapt policy response for the differentiated impact of climate change on vulnerable populations:

Education policy response must explicitly account for how climate-related disasters are affecting the most vulnerable students, namely girls, children with disabilities and displaced populations. This requires targeted interventions addressing barriers to access which may limit participation in education during and after crises to limit the loss of learning. As highlighted by the Inter-agency Network for Education in Emergencies (INEE), several strategies to achieve this should be considered in the context of Pakistan. These include working in partnership with child protection and gender-based violence actors; creating flexible learning solutions such as remote learning for vulnerable populations; training teachers in being able to respond to vulnerable student needs and psychosocial support; and providing targeted support for vulnerable communities most affected by climate crises (Cornish-Spencer, 2024).

Prioritise education within national, provincial and district emergency response frameworks:

The National Disaster Management Authority (NDMA), alongside Provincial and District Disaster Management Authorities (PDMAs and DDMA), should explicitly integrate education into all stages of disaster preparedness, response, and recovery planning. As the lead bodies responsible for national coordination, relief procurement, and local-level implementation, these institutions must ensure that continuity of learning is treated as an essential, life-sustaining service during and after climate emergencies — on par with food, shelter, and health. In addition, to prevent the diversion of resources away from education following climate-related shocks, a clearly earmarked budget line for national and provincial humanitarian response must be introduced (Zubairi et al., forthcoming). This ring-fenced allocation would help safeguard sustained investment in education continuity even under fiscal pressure (Kim & Aslam, 2025).

Ensure that students, teachers and affected communities are central to discussions in responding to climate related disasters:

The SCORE framework developed by Kim & Aslam (2025) underscores the centrality of teachers' and communities' needs, priorities and actions in any response to ensure education systems are climate-resilient. District, provincial and national levels of the system must integrate context-specific knowledge from different communities into system-wide decision-making. Mechanisms such as local climate councils, participatory budgeting, and inclusive consultation processes can help identify priority areas and ensure resources are allocated where they are most urgently needed (Zubairi et al., forthcoming). In Bangladesh, for example, Union Disaster Management Committees (UDMCs) have become institutionalised within government response to climate disaster. Operating at the village level, they include local government officials, teachers and community leaders who together co-develop local disaster preparedness and response plans (Islam et al., 2025).

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