EDUCATION AND TRAINING ON DISASTER RISKS AND ITS MANAGEMENT

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PRESENTATION HIGHLIGHTS

- Education for life and livelihoods
- Climate change impacts on life and livelihoods
- Education for sustainable development
- Is it difficult to educate sustainability?
- Disaster management education and professionalizing the disaster management system
- How to do professionalizing DM?
- Case study DM education mainstreaming- Bangladesh
The ancient Greeks held the view that “Education had to help a man to have a balanced and well-integrated personality.

It had to help to achieve harmony within own being by attaining a balance of body, mind and spirit. It had also to help to achieve harmony with environment and fellow human beings. Education for life is meant to make a man liberal, tolerant and broad-minded in his outlook.

The tendency today, however, is towards providing for an Education for Livelihood. Today's education is a job-oriented education.
BASIC NEED OF LIFE AND LIVELIHOODS

- Food
- Housing/Accommodation
- Medication/Health
- Clothes

EDUCATION
Find a way of ensuring effective education for sustainability as an **immediate response to pressing needs that brings about measurable, meaningful and practical change in the society**;

The world needs a new **paradigm were it to survive and we need to be educating for it**;

“...Our moment is new – never before have the collected mass beings of the planet **Earth been so thoroughly threatened with extinction** as they are now and never before have so many of us raised this problem consciously and desperately together in the hopes of **transforming society towards a better... education remains a primary institution towards affecting social and ecological change for the better**” (Kahn 2008)
DM EDUCATION: BACKGROUND

- Public and private sectors officials posted for different disaster management tasks;
- Responsibilities as disaster manager have experienced at some times in their careers on impact of flood, drought, earthquake or other emergencies;
- They may not necessarily have the broader knowledge, skills set and experience required to enable them to drive strategic whole government risk reduction initiatives.

-----They were targeted to provide trainings to carry out existing/future tasks in a better ways.
1. Public perception of the value and nature of the work; and
2. Lack of a clear identity within the profession.

- Structured & formal knowledge creation through educational institutes,
- Continuing knowledge management, knowledge retention and
- Skill development through long & short term training programmes have a crucial role to play in this area
A number of organizations established or to be established to deal
1. Disaster risk management in different sectors
2. Natural disaster management
3. Emergency management
4. Crisis and conflicts management
5. Border and port security
6. Mass casualty management
7. Public security and country security
- Full time occupation
- Training school
- University education
- Local association
- National association
- Codes of professional ethics
- National licensing laws
NEED PROFESSIONAL FOR DISASTER MANAGEMENT

1. Generating knowledge required for personal safety, work place safety
2. Incorporating fully the natural and human induced hazards, risk and their mitigation, prevention and preparedness approaches in the education curriculum.
3. Starting from the elementary level so that it is in build in their mindset and can be a practice for personal safety, household safety and work place safety and to build a nation of disaster resilient.
4. Strengthening the capacity of secondary and higher secondary education system on sector specific hazards, safety rules and regulations and protocols, guidelines.
5. Creating graduates (persons having academic and scientific knowledge on meteorology, geology, hydrology, agriculture, earth sciences, epidemiology, environmental sciences, management and leadership aspects, warning information)
6. Enabling environment at public and private universities with necessary scientific laboratories and other facilities need to come forward to educate the students.
WHY SHOULD EDUCATION INTUITIONS TAKE DM EDUCATION SERIOUSLY?

- To educate citizen on hazards (natural and human induced) and climate change risk and disaster
- To engage people with major global/national issues
- To promote transition to a low carbon economy
- To educate tomorrow’s leaders, citizens and employees
- To support marketing and recruitment (student interest)
- To build on existing expertise
In view of the longer term vision

- It is important to strengthen the competency (knowledge, skills and attitude) of the peoples working in the national government system;

- Following the SFDRR, ECO Framework, Members states should have a ‘Learning and Development Strategy’;

- To help institutions and communities by developing curricula and pedagogy that will give students/citizens the skills and knowledge to live and work sustainably;

- Paradigm shift to cultural/societal change-disaster risk informed community
TOPICS RELATED TO DISASTER MANAGEMENT

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| Well before             | Before disaster                        | During disaster and immediate after disaster | After disaster
USE THE FIVE “C”S MODEL

Disaster Management Concepts

Culture
Concepts
(Identify natural hazards, climate change and variabilities, disaster risk reduction/management)

Curriculum
Incorporate the hazards concepts into elementary to tertiary level courses curriculum by researchers (public and private sector Research Group, professional Association)

Campus
Introduce the courses curriculum and degree programmes all level of education of public and private sector and training for extension workers and development practitioners

Community
Engage the development practitioners and extension workers to educate and train community citizens, faith based leaders, representatives from under privileged group senior citizen, children and women

Cultural Change
The educated and trained community citizens, faith based leaders, representatives will make change of the cultural practice and build resilient community
Assist the governments for science-based decision making to implement SFDRR

- Promote innovative research in DRR through new and multidisciplinary approaches
- Support countries implementing SFDRR through research outputs by providing science-based sectoral and thematic guidance
- Link STA institutions and networks internally and to the relevant governments and regional intergovernmental organizations
- Promote university programs of higher education to link and integrate DRR, and develop trained practitioners and researchers
- Promote a process-based approach to bring science to communities
- Enhance the networking for better utilization of scientific innovations and higher education

Enhance and strengthen capacities of the science technology academic communities in terms of disaster risk reduction
STRATEGIES: DISASTER MANAGEMENT EDUCATION

- Design, Develop and Introduce

  1. Include disaster related issues in the text books from elementary to secondary
  2. Prepare and introduce supplementary books, exercises, and drills
  3. Design and introduce Certificate courses (Short and Long) in Training Institutes
  4. Design and Introduce Diploma degree for different public an private Universities
  5. Design and Introduce Bachelor degree Course on DM
  6. Design and introduce Master degree course on DM
  7. General course on DM for all degree programme

- Review existing course and incorporate new risk management topics in the courses
- Identifies hydrological, meteorological, climatology and geological research areas/theme for disaster management for the universities and research institutions
HOW CAN WE CARRY OUT THIS?

**Elementary level (Class III-VIII)**
- Reading materials (Text book) & Co-curricular activities

**Secondary (9-12 class)**
- Technical Education
- Reading materials (Course content and curricula, degree)
- Internship reports/Project works/Assignments/Thesis works
- Training programme on Disaster Management
- Post-Grad Certificate Programme on Disaster Management
- Post-Grad Diploma programme on Disaster Management
HOW CAN WE DO THIS?

Expert Consultation meetings/workshops (Respective Curriculum Committee, experts outside with relevant experts available)

Deliverables
- Degree Programme
- Course(s)/subject(s)/credit hours are selected targeted?
- Where to include/incorporate the topic/issues?
- Identify Institute/University
- Establish curriculum committee

University Academic Council

Approval by the authority

University Academic Council, Syndicate/UGC
CHALLENGES

1) Discipline and moral
2) Traditional knowledge skills
3) Science issues (earth, space, meteorology, nature, environment)
4) Personal safety issues
5) Practical skills: (Agriculture, land, hydrology, Geology, Health security issues, Water and sanitation issues, Nutrition and food security issues, logistics, shelter/living infrastructure, transport, basic security)
6) Entrepreneurship skills
CHALLENGES

Cited factors
- Crowded curriculum
- Sorting Irrelevance materials
- Limited staff awareness and/or expertise
- Limited institutional commitment
- Limited commitment from external stakeholders
- Too demanding

Types of barriers
- Paradigmatic/psychological
- Policy/purpose related
- Structural (governance, compartmentalisation etc)
- Resource/information deficiency
WAY FORWARD

• Continue the support to the existing partners on course curriculum development, capacity enhancement and research
• Develop e-learning tools by Regional Government Boies ECO Sect.
• Increase numbers of partners to educate citizens in the Members States
• Engage them in Disaster Preparedness and response network and public services
Thank you for your kind attention and patience.