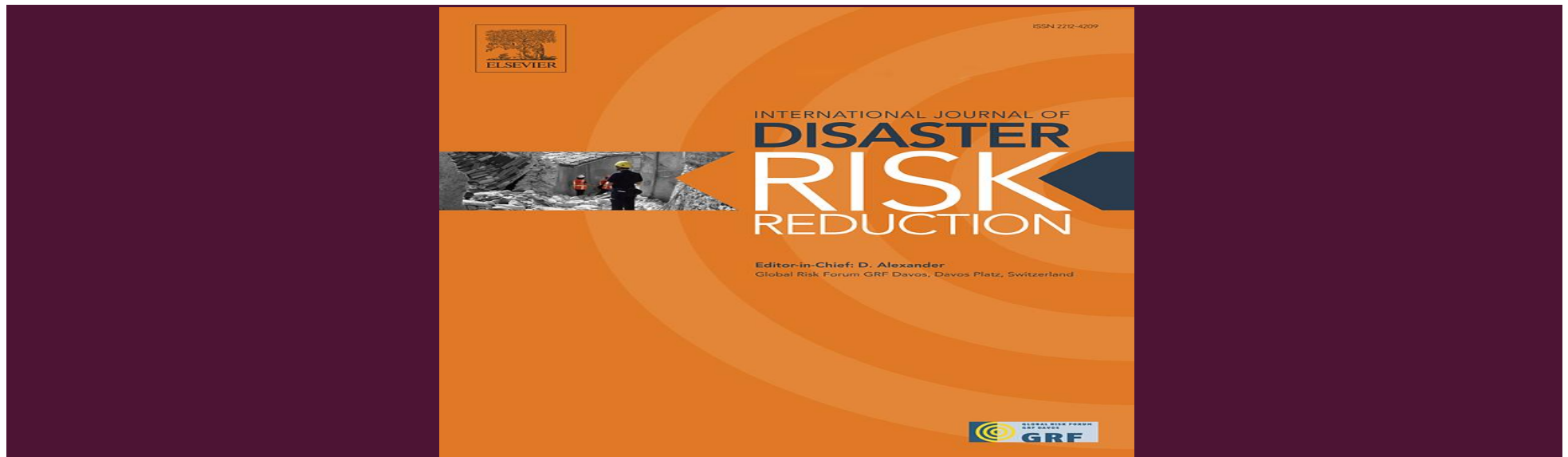


EDUCATION AND TRAINING ON DISASTER RISKS AND ITS MANAGEMENT

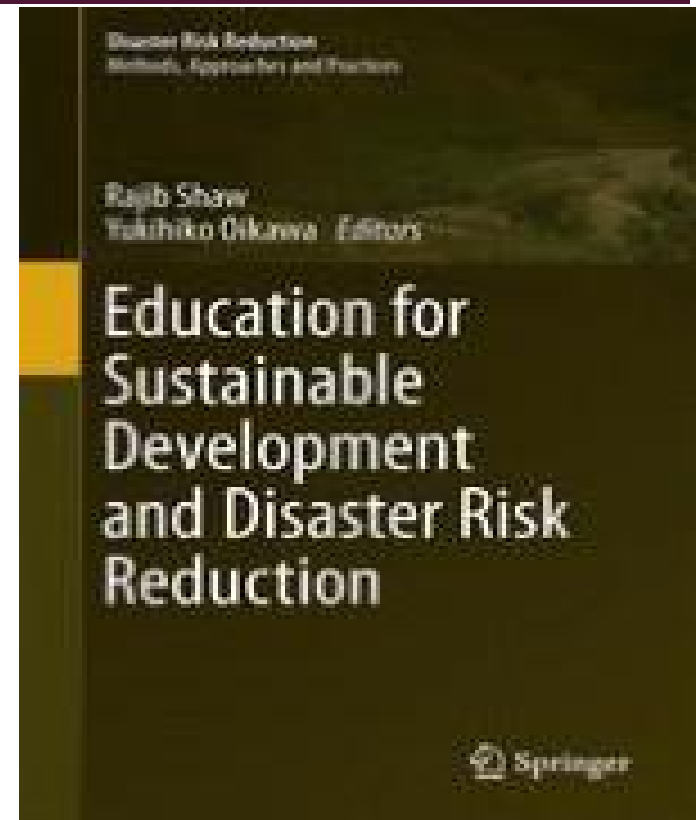
Dr. Mahmudul Islam, Senior Policy Adviser (DRM & Resilience),

**Secondment from NORCAP to IOM to Support Ministry of Humanitarian Affairs and Disaster Management,
South Sudan and Coordinator, Disaster Management Education, Research and Training (DMERT)**



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



EDUCATION FOR LIFE AND LIVELIHOODS



- 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 a an **Education for Livelihood.** T
- Today's education is a job - oriented education.

BASIC NEED OF LIFE AND LIVELIHOODS

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

EDUCATION

Know Risk
No Risk

EDUCATING FOR SUSTAINABILITY

- 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.

PROFESSION AND PROFESSIONAL

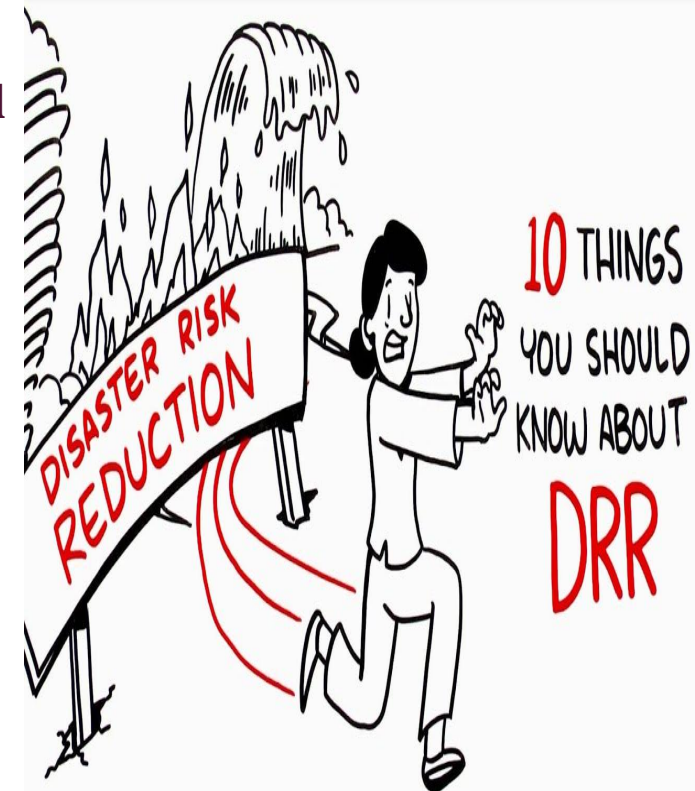
1. Public perception of the value and nature of the work; and
2. Lack of a clear identity within the profession.

- 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

DISASTER, EMERGENCY, CLIMATE CHANGE AND HUMAN SECURITY AND CONFLICT MANAGEMENT EDUCATION: BACKGROUND

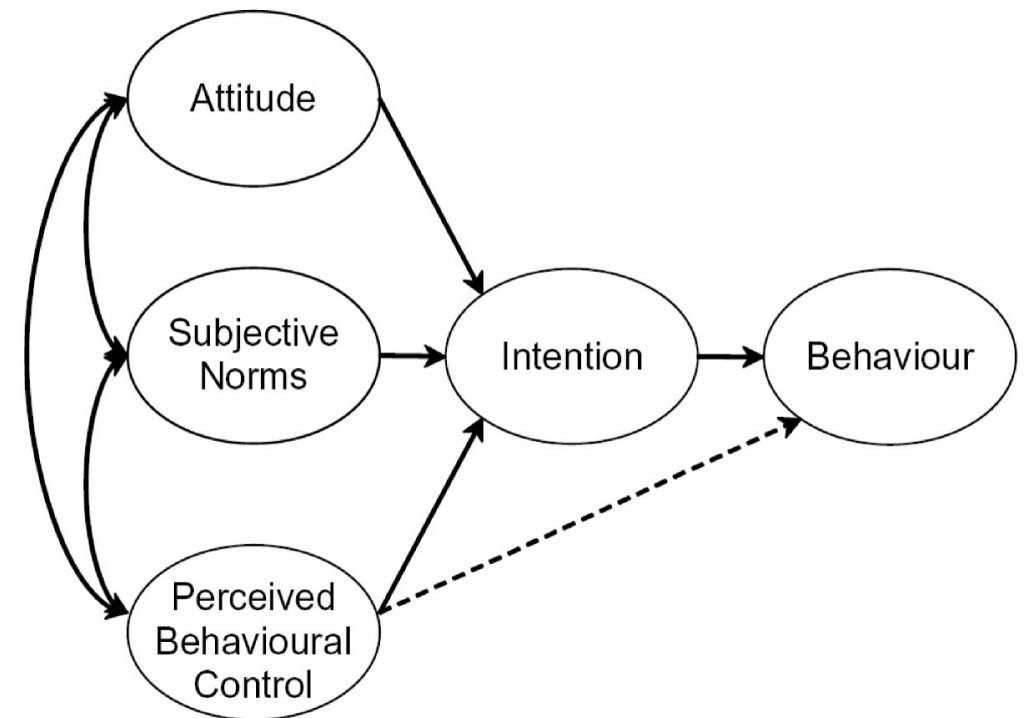
A number of organizations established or to be established to deal

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



PROFESSION AND DISASTER MANAGEMENT PROFESSIONAL

- 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 INSTITUTIONS 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



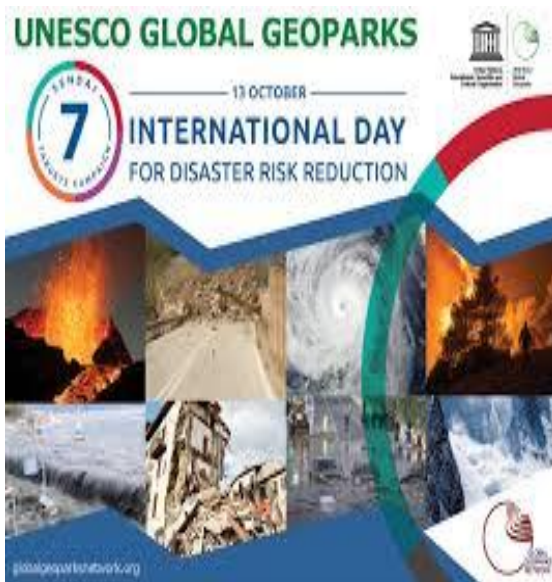
A Student's Guide
to Disaster Risk Reduction

**STAY SAFE
AND BE PREPARED**

DISASTER MANAGEMENT EDUCATION: OBJECTIVES

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**

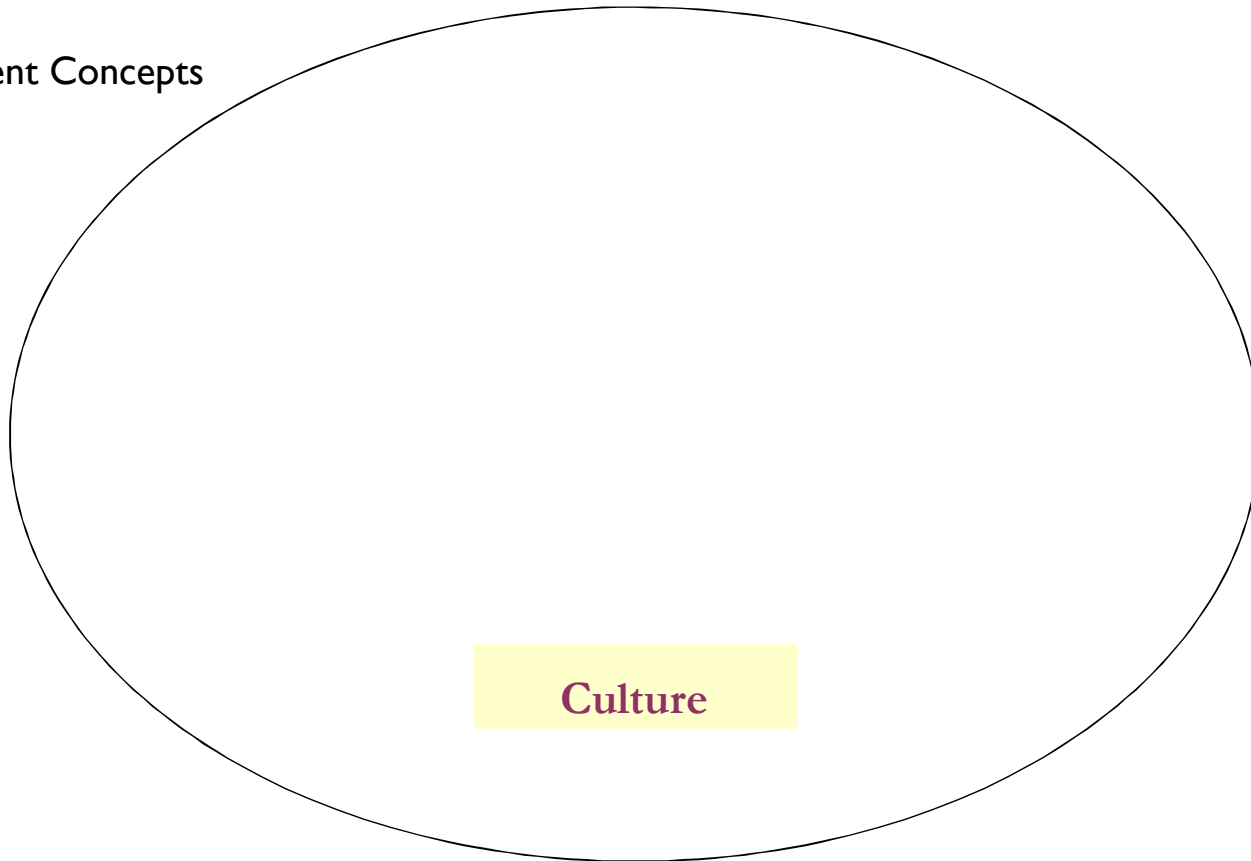


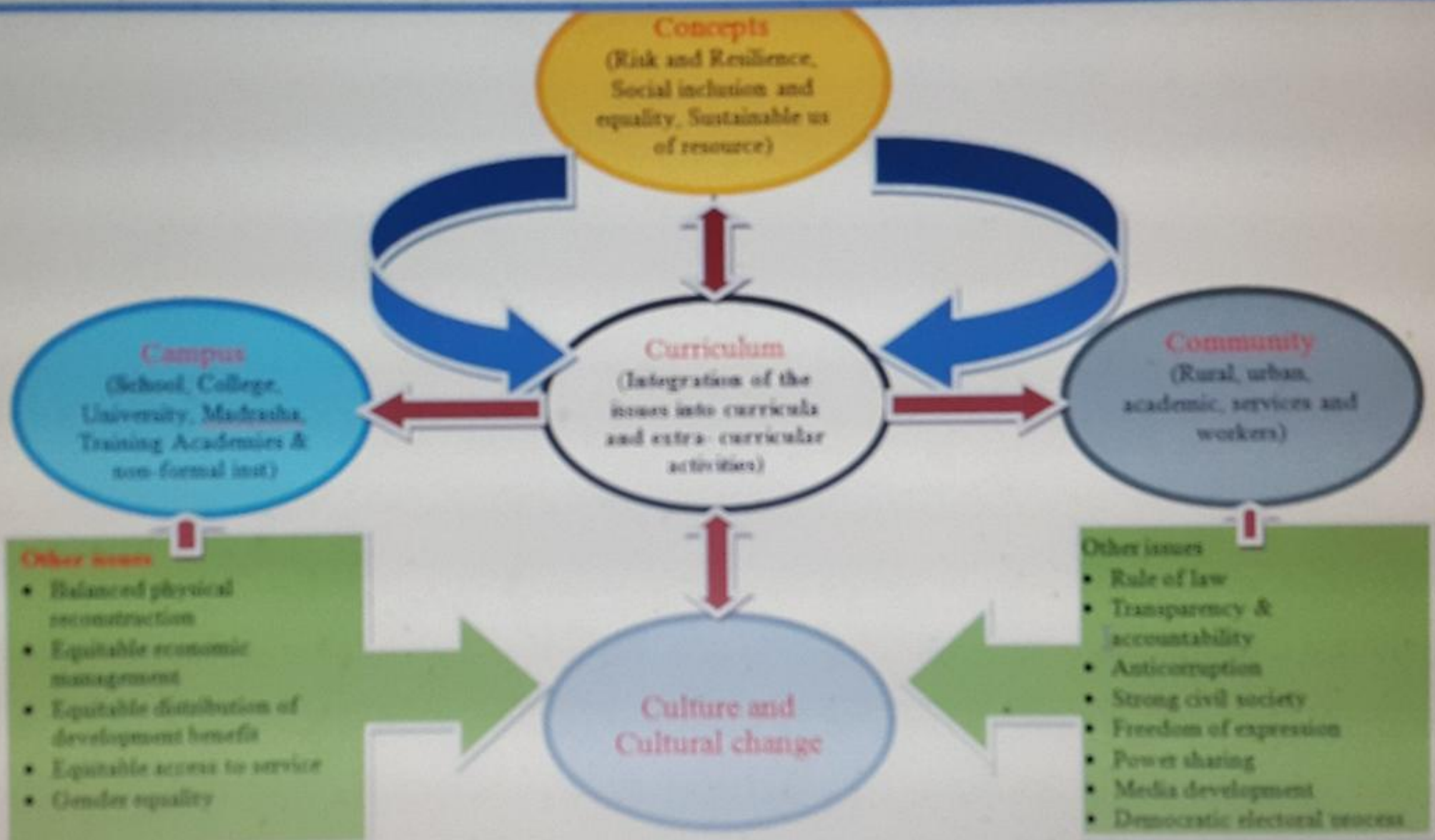
TOPICS RELATED TO DISASTER MANAGEMENT

Disaster Risk Management					Disaster (emergency) Phase (sector wise)		Post-Disaster Phase (sector wise)		
Risk Identification	Risk Prevention	Risk Mitigation	Risk treatment	Disaster Preparedness	Disaster Response	Damage, Loss and Need Assessment	Recovery	Rehabilitation	Reconstruction and Development
Defining risk	Managing Risk				Emergency response				
Well before				Before disaster	During disaster and immediate after		After disaster		

USE THE FIVE “C”S MODEL

Disaster Management Concepts





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

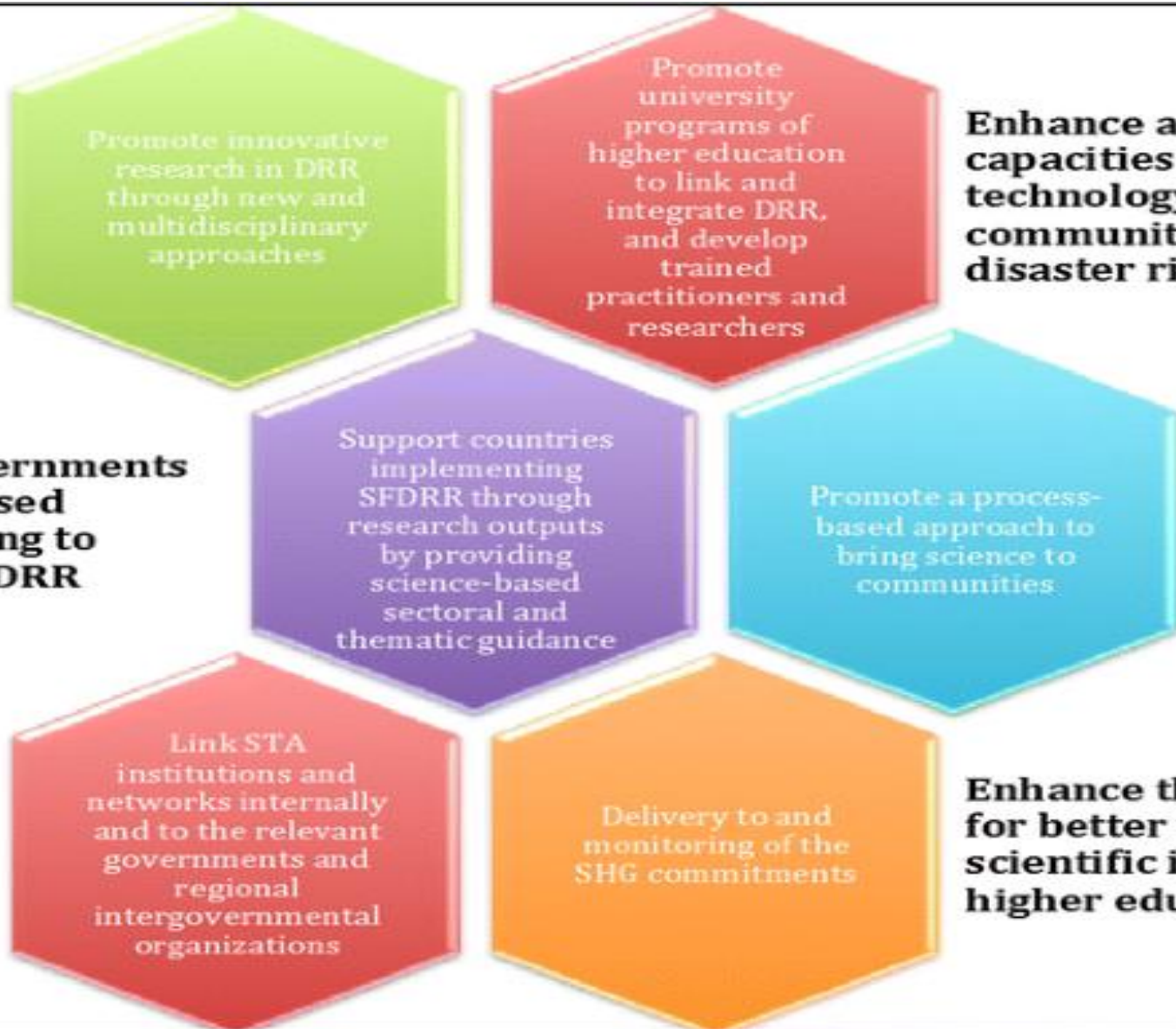
Community

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

Enhance and strengthen capacities of the science technology academic communities in terms of disaster risk reduction

Enhance the networking for better utilization of scientific innovations and higher education

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 progarmme*

- 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)**

**Reading materials (Text book) &
Co-curricular activities
Technical Education**

**Tertiary level
(>12 class)**

**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

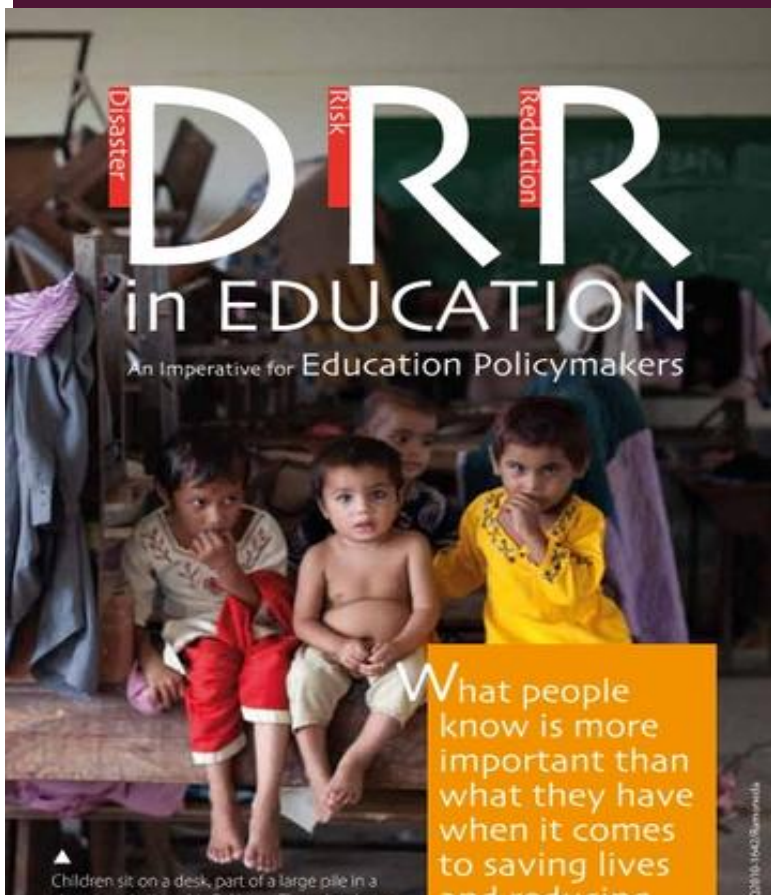
- Crowded curriculum
- Sorting Irrelevance materials
- Limited staff awareness and/or expertise
- Limited institutional commitment
- Limited commitment from external stakeholders
- Too demanding



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

