

48th International Conference on Education



WORKSHOP 2

Disaster Risk Reduction as a contribution to Inclusive Education

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Disaster Risk Reduction as a contribution to Inclusive Education

Wednesday 26 November 2008, 9:30-12:30

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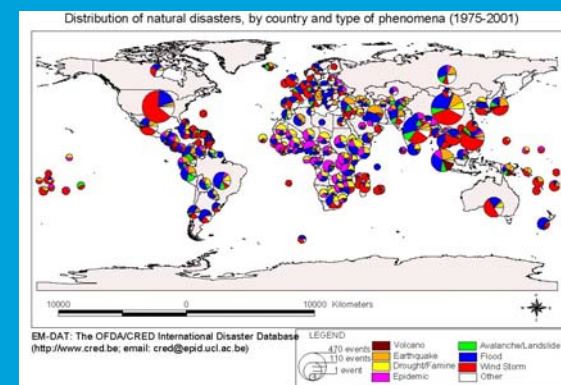
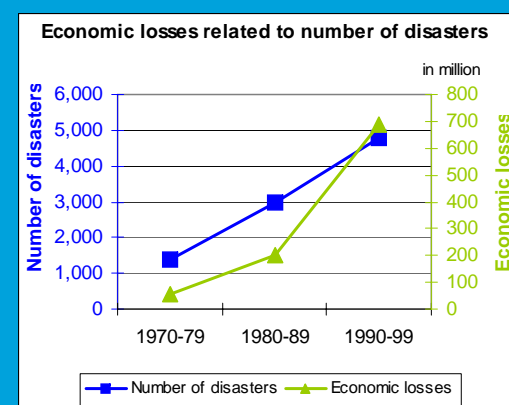
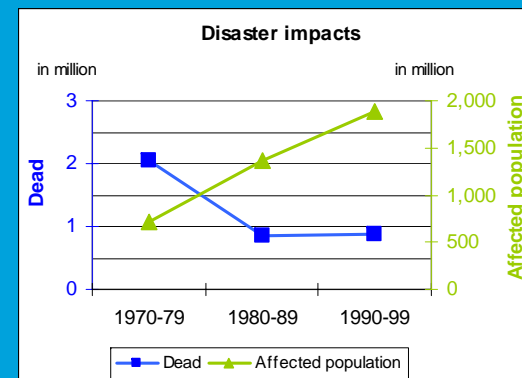
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1. INTRODUCTION - Disaster trends

Less people die from disasters, but increased number of disasters, economic losses and affected population.

Disasters are in constant rise - increased vulnerability of societies (*population growth, lack of land-use planning, uncontrolled settlement of populations in disaster prone areas, poor management of natural resources, continued deforestation and destruction of natural ecosystems*)

Global warming and climate variabilities will exacerbate the frequency and intensity of disasters worldwide - enhanced stresses on water availability, agriculture and degrading systems (IPCC)

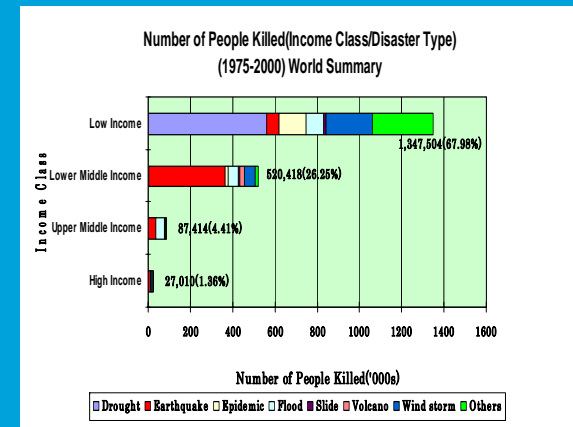


Source: OFDA/CRED International Disaster Database

Low land countries and communities living in coastal areas will be the primary target of climate change and related sea-level rise (*World Bank Study "The impact of sea level rise on developing countries : a comparative analysis"*)

The poor are the most vulnerable

Disasters exacerbate poverty



Source: ADRC, OFDA/CRED

Communities have to be aware and knowledgeable about hazard risks and be empowered through basic skills to protect themselves and their communities to be prepared to future disasters

1.2 What is disaster risk reduction ?

- The sum of measures, which can be undertaken **to reduce human and social vulnerability and build communities' resilience to disasters** through a multi-disciplinary and multi-stakeholder approach.

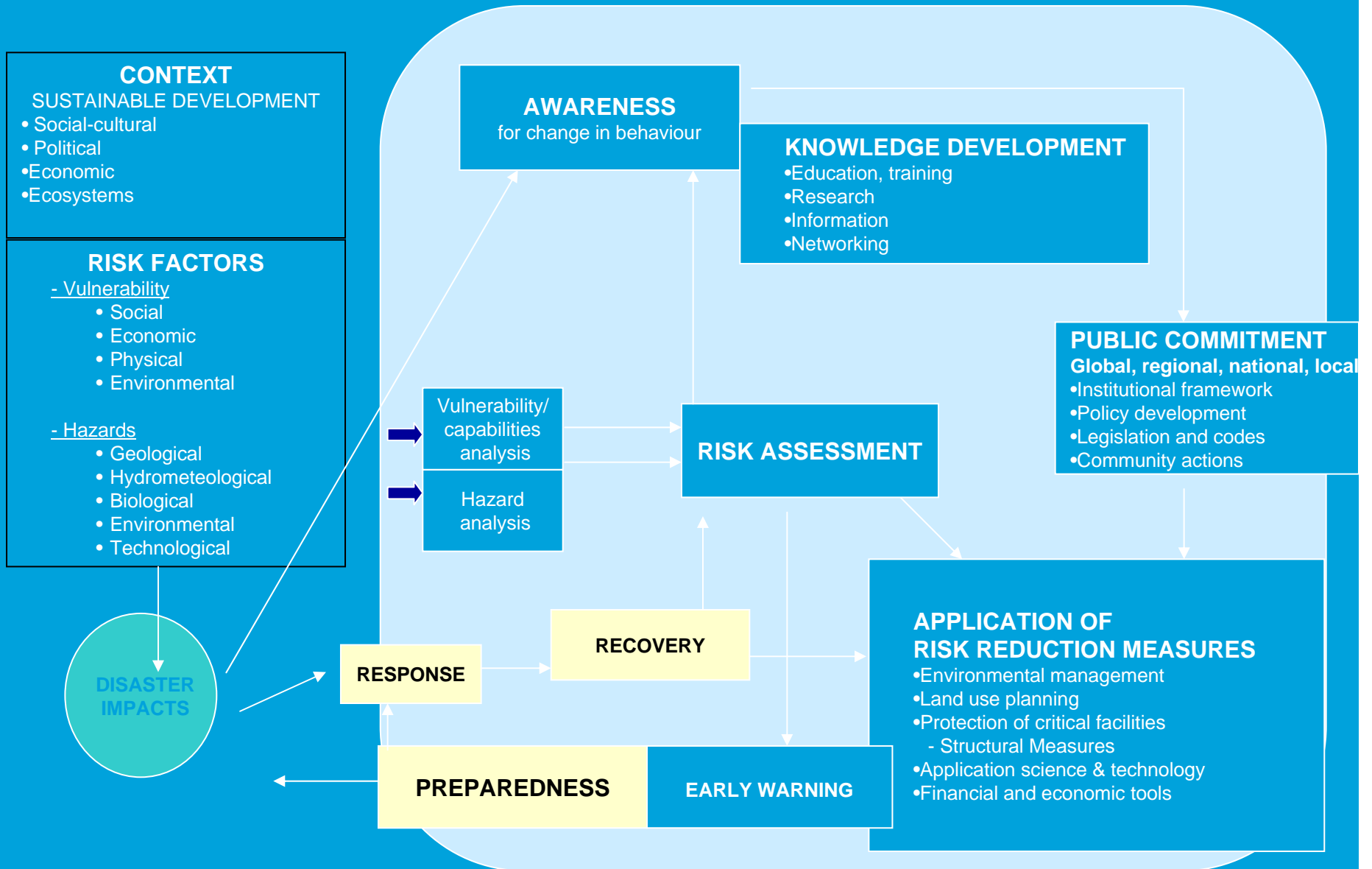
-> include *risk assessments, education and information management, land use planning, environmental management, protection of critical facilities, application of science and technology in all fields, including for early warning.*

- **Disaster Risk Reduction (DRR) is a long-term development activity - Recognized as integral part of Sustainable Development at WSSD (Johannesburg, 2002)**

-> cost effective measure to reduce long term impact of disasters

-> 1 USD invested in DRR saves 7 USD in relief operations (Tearfund Study)

Disaster Reduction - framework

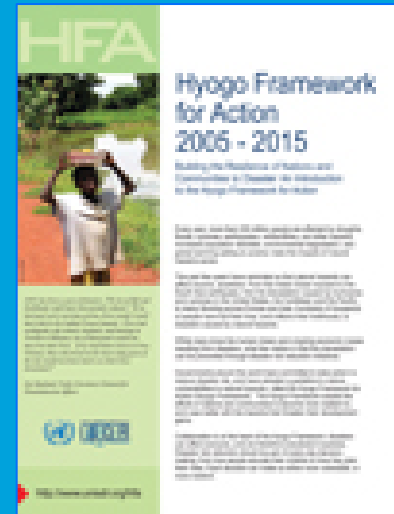


1.3. UN/ISDR – Who are we?

- Mandated by UNGA as **UN coordinating mechanism for DRR worldwide** – successor arrangements to Int'l Decade on Natural Disaster Reduction (IDNDR, 1990-1999)
- Custodian of the effective implementation of the **“Hyogo Framework for Action – Building the Resilience of Communities and Nations to Disasters, 2005-2015”**
- **Mandate**: To strengthen partnerships and capacities in support of implementing the Hyogo Framework for Action (HFA) at global, regional, national and sub-regional levels through policy guidance, advocacy and technical assistance for disaster risk reduction
- **Thematic**: - Platform for the Promotion of Early Warning (PPEW), Bonn
- **Knowledge and Education Platform, Geneva**
- International Recovery Platform (IRP)-UNDP/ISDR, Kobe
- HQs in Geneva and regional programmes (LAC, Africa, Europe, WANA and Central Asia) – presence at sub-regional level

HYOGO FRAMEWORK FOR ACTION (HFA) 2005-2015

Main Outcome of the second World Conference on Disaster Reduction January 2005, Kobe, Hyogo, Japan –
Recognized global policy guide to facilitate effective implementation of DRR at int'l, regional, national and local levels for next 10 years



Expected Outcome: *The substantive reduction in losses and lives and in the social, economic and environmental assets of communities and nations.*

Political commitment of 168 Governments to implement HFA, **set up the appropriate institutional and legislative frameworks and allocate necessary resources to facilitate its implementation** – reiterated recently at UNGA in NY (Thailand, Indonesia, Iran and China) and in SG's Report 2007

Importance of **political** commitment **to engage action** and necessary reforms – but DRR is everybody's business – **multi-stakeholder and multidisciplinary**

Hyogo Framework for Action

3 Strategic goals

- Integrate disaster reduction into sustainable development
- Strengthen institutions and mechanisms to build resilience
- Incorporate risk reduction into emergency management and recovery

5 Priorities for action - adopted at WCDR by members countries to guide the implementation of HFA and translate political commitment into action

- 1) Disaster risk reduction as a priority with strong institutional basis for action
- 2) Identify, assess and monitor disaster risks and enhance early warning
- 3) Knowledge, innovation, education for culture of safety and resilience
- 4) Reduce the underlying risk factors
- 5) Strengthen disaster preparedness for effective response

Cross cutting issues

- ❑ Multi-hazard approaches
- ❑ Gender responsiveness & cultural diversity
- ❑ Community & volunteer participation
- ❑ Capacity building & technology transfer

• **Priority 1: Ensure that disaster risk reduction is a national and local priority with a strong institutional basis for implementation.**

-> develop **national institutional framework including policies and legislation on DRR**, develop national coordination mechanisms for DRR and allocate appropriate resources and budget for DRR

• **Priority 2: Identify, assess and monitor disaster risks and enhance early warning.**

-> **assess vulnerabilities and risks and promote reliable and timely people centered Early Warning Systems**

• **Priority 3: Use knowledge, innovation and education to build a culture of safety and resilience at all level.**

-> **Education** through **integration of DRR in school curricula and school safety**, collection and dissemination of good practices, build on traditional knowledge, develop educational material in local languages, exchange of info and data & facilitate media engagement, training courses, skills management / development, drills, simulation exercise etc.

• **Priority 4: Reduce the underlying risk factors**

-> **Poverty reduction strategy, land-use management as part of national development plan**

• **Priority 5: Strengthen disaster preparedness for effective response at all levels.**

-> **develop DRR, including contingency plans and SOPS to improve relief operations and cost effectiveness**

2. Disaster Risk Reduction and the Education Sector

2.1 Disasters as major causes of exclusion

Since 2000, nine MAJOR disasters affecting India, El Salvador, Venezuela, Italy, Turkey, Cambodia, USA, Pakistan, China, Philippines and Vietnam reveal:

- **More than 28,000 children and teachers lost their lives in unsafe school buildings.**
- **At least 4,500 schools were completely destroyed and more than 37,000 were heavily damaged and out of use for extended periods.**
- **Annually, flooding alone has displaced more than half-a-million children from school for extended periods of time.**

Reality Check – FACTS AND FIGURES



Around 7,000 classrooms were destroyed in the Sichuan Province earthquake due to low construction standards and rush to build schools, taking away the life of thousands school children – 1,300 have already been reconstructed

Pakistan earthquake in 2005 - 17,000 school children perished in collapsed infrastructures as a result of poor decision-making in the schools design or their locations (NSET study)

Gujarat earthquake, three million school children directly affected, thousands killed in schools that were unable to withstand the force of the quake. In the hardest hit districts, 55 per cent of all schools were destroyed, leaving 317,000 kids without access to education

Roughly one billion children aged 1-14 live in countries with high seismic risk - > several hundred million children at risk while attending schools (Let Our Children Teach Us! Study)

60% of schools in Asia made of weak construction material and located on fragile and low-lying areas -> increased vulnerability to disasters (NSET study)

- Disasters have **PHYSICAL impacts** destroying human lives and schools infrastructures when schools are not built to be disaster-resilient.
- Disasters have **EDUCATIONAL impacts** – the educational cycle is disrupted due to teachers' death, school destruction and no educational continuity planned.
- Disasters have **ECONOMIC impacts** costing more to repair than to build safely. By exacerbating poverty, children are forced to drop out permanently from school – “Educational gap” with long term economic impacts.
- Disasters have **PSYCHOSOCIAL impacts** when resiliency has not been built in through disaster prevention knowledge and education.

2.2. What is Disaster Risk Reduction Education ?

- **Raise awareness and build knowledge** about disaster situations, **empower communities** to take well-informed decisions to reduce their vulnerability to disaster and build a culture of prevention
 - **Integration of Disaster Risk Reduction into school curricula**
 - Identification and dissemination of good practices, exchange of experiences
 - **Training** of teachers and community leaders
 - **Non formal education** (evacuation / mock drills, awareness-raising campaigns, Disaster Reduction Days / weeks)
 - **Informal educational activities** (Games, comics, TV programmes, family activities, media, youth groups)
 - Build on **traditional knowledge** for disaster risk reduction
- **Protect educational assets – school children, infrastructures, educational material and knowledge**
 - **School safety and resilience enhancement, including retrofitting**
 - Libraries, Field Libraries, community centres, mobile knowledge centres (bus)
 - Databases to document lessons learnt and successful cases

2.3. Why is Disaster Risk Reduction Education relevant to Education Decision-Makers

Disaster Risk Reduction Education contributes to:

- Creating **safe learning environments** through safe construction and retrofit
- Teaching and learning disaster prevention and preparedness through the **integration of disaster risk reduction into school curricula**
- Protecting access to education through **educational continuity planning** – avoids any disruption in the education cycle
- Maintaining safe learning environments through **school disaster management and preparedness plans**
- Build a **culture of access and safety for all**, including children displaced by disasters, disabled school children

Ye Zhiping, Principal - Sangzao Middle School Sichuan, China



“If I knew there was a hidden danger, and I didn't do anything about it, then I would be the one responsible”

Ye Zhiping saved the lives of hundreds of his school students by forcing the retrofitting of his school...

3.2. Disaster Risk Reduction Education as part of Inclusive Education

- **Education and knowledge about disasters can save lives** – appropriate behaviours and understanding of risks and disaster situation allow for effective evacuation
- DRR Education promotes a **holistic approach** by **integrating knowledge development on DRR** through school curriculum and **structural aspects** for school children and teachers protection through school safety
- By ensuring **protection** through school safety measures, Disaster Risk Reduction contributes to an **equitable access for all** to school - **hence INCLUSION for all at school**
- DRR measures **avoids the disruption of the educational cycle for communities hit by disasters** by ensuring alternative educational mechanism through safe knowledge centres

Disaster Risk Reduction Education as part of Inclusive Education (Cont'd)

- **DRR is by essence inclusive** - groups together all key stakeholders at national level, including local authorities, NGOs and communities – DRR is everybody's business and is inclusive of all concerns and expertise
- Concept of “Education for All” **realistic only when the protection of ALL school children and teachers will be fully ensured** through disaster-resilient school infrastructures
- **Ahmdabad Declaration and Bangkok Action Agenda are perfect illustrations of an inclusive DRR education approach** - address the **curriculum AND school safety aspects**, the **empowerment of school children and communities** in DRR as well as the specific needs and requirements of **disabled school children** among other vulnerable groups in a holistic way

4. Guiding Tools for DRR Education Implementation

4.1 Policy Guidelines

Disaster Prevention for Schools - Guidance for Education Sector Decision-Makers – Consultative Version, November, 2008 - A guide prepared by the UN International Strategy for Disaster Reduction Thematic Platform for Knowledge and Education to assist Ministries of Education in implementing Disaster Prevention Education

**Policy Dialogue on
“Disaster Risk
Reduction: An
Essential Contribution
to Inclusive
Education”,
26 November 2008,
18:00-19:30, Room 2,
CICG**

4.2 School Retrofit Initiatives

Colombia

- 434 schools identified
- 201 prioritized
- 172 retrofit or replaced
- 326 non-structural mitigation

Istanbul

- 850 schools retrofit 2007-2009
- 36 schools reconstructed



4.3 School Earthquake Drills

IRAN – 0 to ALL SCHOOLS in 9 years with mass media support
California, USA – Earlier this month 1 million children were part of a community-wide scenario drill



4.4. Curricular and Extra-Curricular Resources for DRR Education and Safe Schools.

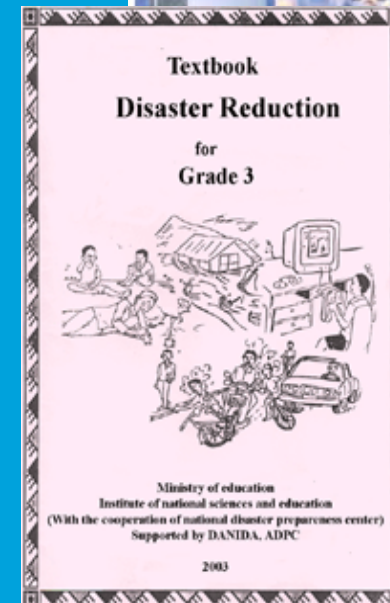
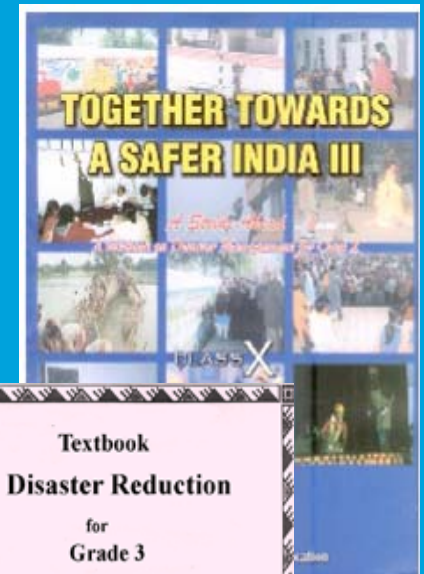
- <http://www.preventionweb.net/go.php/edu-materials/>
- Global online collection of disaster risk reduction educational materials on Prevention Web for children, teachers, and the general public.
- More than 1,500 entries in dozens of languages many with full documents for downloading or viewing. Please add your own.

4.5. Integrating disaster risk reduction concepts into school curricula - the PROCESS

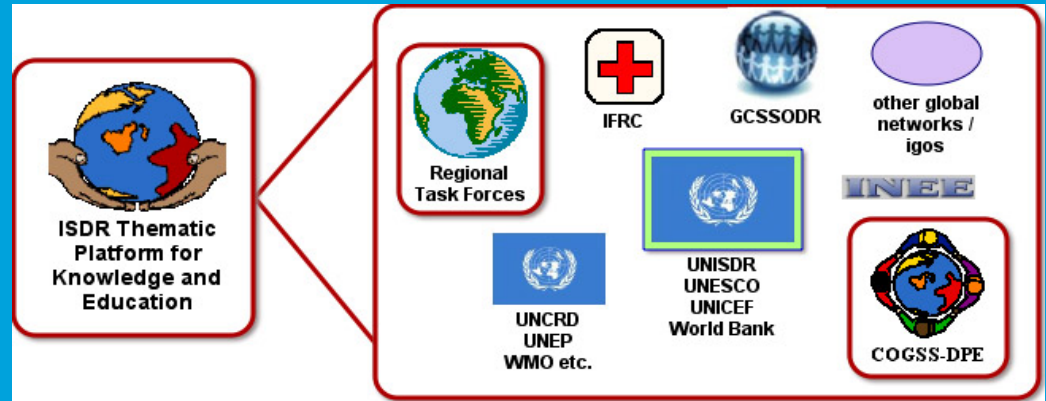
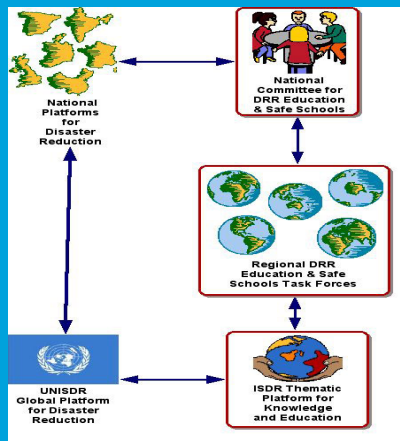
- School curricula = **Formal + Non Formal**
- Department of pedagogy responsible for developing and revising curricula
 - Work with the **department of pedagogy**
 - **Learn from countries** who have already integrated DRR in the curriculum
 - Be aware of the standard **curriculum and text books revision cycle to plan ahead in the budget**
 - **Advocate** with Department of Planning and Finance within Ministry of Education on integration DRR in the curricula to have plan and budget approved
- **Individual schools responsible for adopting 'non formal' component of the curricula**

Integration of Disaster Risk Reduction in the FORMAL school curricula - the CONTENT

- **DRR knowledge should** fit in existing subjects – no additional burden
- **Decision to be taken by the National Curriculum Department** depending on the existing curriculum content, burden, training needed for teachers, implications on the budget etc.
- Examples of modules integrating DRR:
 - **India**- Grade 8,9,10 (**Social Science**)
 - **Cambodia** -Grade 8 (**Geography and Earth**)
 - **Lao PDR** - 1st year secondary Grade (**Natural Science and Social Science**)
 - **Philippines** - Grade 7 (**Science and Social Studies**)
 - **Iran** – DRR has become part of the **CORE Education** (no longer optional) in Science, Geography, social sciences



Global Action towards DRR Education Implementation



4. Recommendations for actions

1. Urge Governments and Ministries of Education to:

- **Place DRR Education as a priority of national disaster risk reduction strategy and curriculum development planning**
- **Allocate necessary financial, human and technical resources** to facilitate the **integration of DRR into school curricula** and the promotion of **School Safety Initiatives** to avoid future disasters similar to Sichuan, Gujarat and Pakistan's tragedies
- **Recognize Disaster Prevention Education and school safety a pre-conditions** to meet the Millennium Development Goal on Universal Education and UNESCO's objective of an Education for All by 2015

2. Request the International Conference on Education (ICE) to

- **Broaden the concept of Inclusive Education to Disaster Risk Reduction**
- **Reflect the importance of disaster risk reduction as a major strategic priority to achieve Inclusive Education as part of ICE's Final Declaration**
- Consider **holding one of next ICEs on the issue of "Disaster Prevention Education"**

“One of the lessons learnt from the tsunami is that **thousands of lives and billions of dollars could have been saved had adequate disaster reduction strategies been in place**....I urge all stakeholders to implement the Hyogo Framework for Action, and to do it now”

Bill Clinton, Special Envoy for Tsunami recovery, 2005

Thank you !

“We also recognize the **important role played by the UN/ISDR** UNDP, UNEP, UNICEF, OCHA, WFP, WHO, FAO and WMOrecognize that **early-warning systems need to be multi-hazard and global** and they need to coordinate their activities. ...We will work together with the UN, World Bank and other multi-development banks and developing countries **to help them tackle disaster risk reduction more effectively**”

Excerpt from G8 Summit in Gleneagles, UK, 2005

More information at: www.unisdr.org