



48th International Conference on Education (ICE)

25-28 November 2008, International Conference Centre, Geneva

Workshop on “Inclusive Education: Public Policies”

Disaster Risk Reduction as a contribution to Inclusive Education

Wednesday 26 November 2008, 9:30-12:30, Room 4

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PRESENTATION OUTLINE

1. Introduction

- 1.1 Disasters Trends
- 1.2 What is disaster risk reduction ?
- 1.3 UNISDR and the Hyogo Framework for Action (HFA)

2. Disaster Risk Reduction and the Education Sector

- 2.1 Disasters are a major cause of exclusion
- 2.2 Reality Check - Facts & Figures
- 2.3 What is Disaster Risk Reduction Education ?

3. DRR and Inclusive Education

- 3.1 Why is disaster risk reduction relevant to Education Decision-makers ?
- 3.2 How does Disaster Risk Reduction link to Inclusive Education

4. Guiding Tools for DRR Education Implementation

- 4.1. Policy Guidelines
- 4.2. School Retrofit initiatives
- 4.3. School earthquake Drills
- 4.4 Curricular and extra curricular resources for DRR Eductaion and Safe Schools
- 4.5 Integration of Disaster Reduction into School Curriculum – Some examples

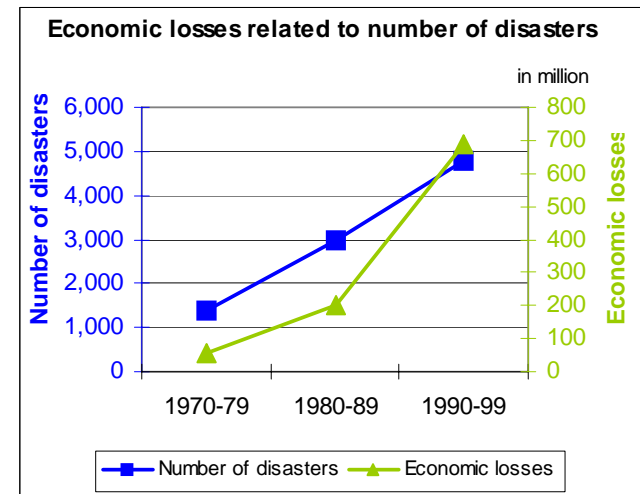
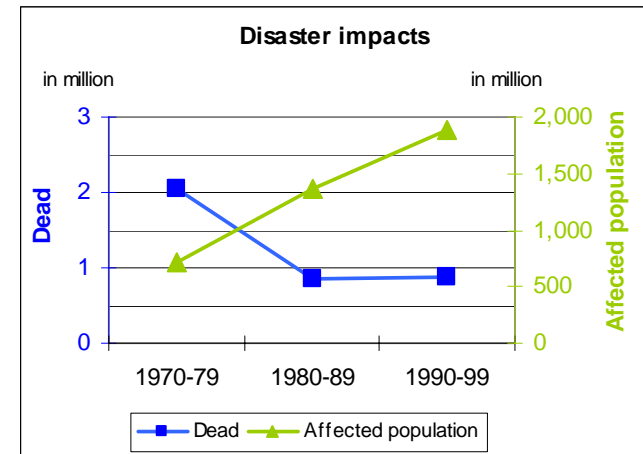
5. Recommendations for action

1. INTRODUCTION - Disaster trends

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

Over last decade: **900,000 dead, US\$ 570B losses, 2,600 million people affected**, poor people and countries most affected, most disasters are weather or climate related

Global warming and climate variabilities will exacerbate the frequency and intensity of some hazards worldwide, enhance stresses on water availability, agriculture and degrade systems (IPCC)



Low land countries and communities living in coastal areas will be the primary target of climate change and related sea-level rise

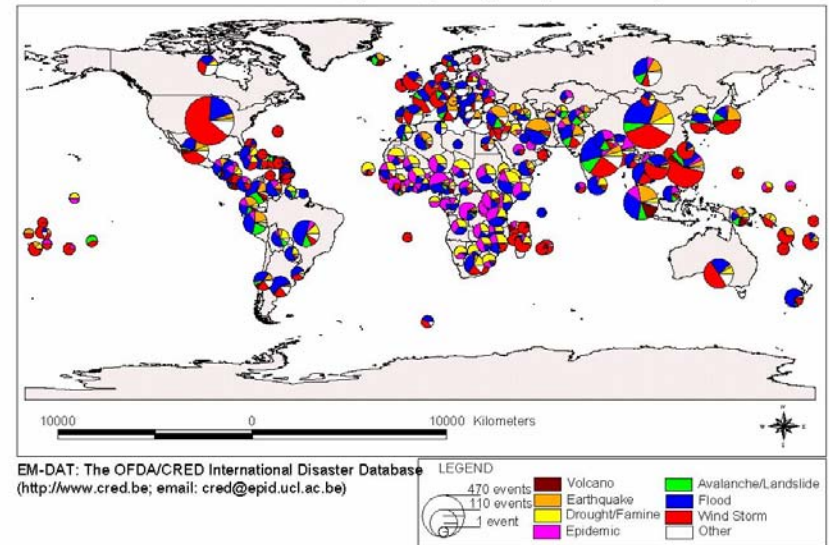
(World Bank Study "The impact of sea level rise on developing countries : a comparative analysis")

The poor are the most vulnerable - Disasters exacerbate poverty

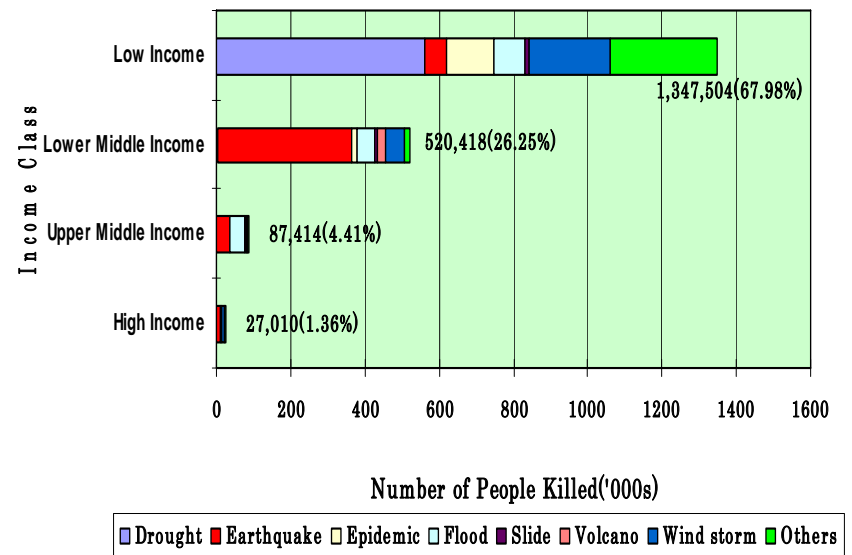
CONCLUSIONS:

- **Knowledge & Education** about hazard risks can make a difference between life and death
- **Communities and Children should be empowered** through basic education and skill-building **to be prepared** so as to **better protect** themselves and their communities to **disasters**

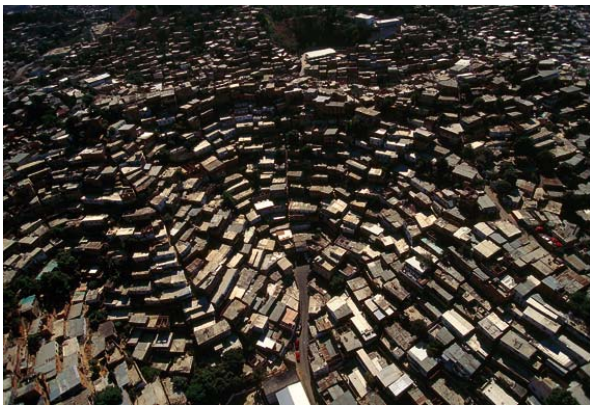
Distribution of natural disasters, by country and type of phenomena (1975-2001)



**Number of People Killed(Income Class/Disaster Type)
(1975-2000) World Summary**



Source: ADRC, OFDA/CRED



Global Trends: Disasters are **NOT** natural

Natural and human-induced hazards:

Increased intensity and frequency of extreme climatic events

Increasing vulnerability:

Socio-economic: poverty, unplanned urban growth, lack of awareness and institutional capacities...

Physical: insufficient land use planning, housing, infrastructure located in hazard-prone areas, policy-made disasters...

Environmental degradation:

unsustainable management of ecosystem services: coral reefs, forests, mangroves, watersheds, wetlands, arid zones...

**HAZARDS +
EXTREME EVENTS**

VULNERABILITY

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 (schools, hospitals), 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 Risk Reduction agenda in progress

Reactive

Prior to 1990s – Focus on Civil Defence, Relief organizations, humanitarian response to emergencies

During 1990s – International Decade on Natural Disaster Reduction (IDNDR), Yokohama Strategy which also considered linkage between disasters & development

Since 2000 – International Strategy for Disaster Reduction (ISDR): reduce disaster risk

Hyogo Framework: 2005-2015 – Building the resilience of nations & communities to disasters as part of Sustainable Development shared with the Humanitarian agenda

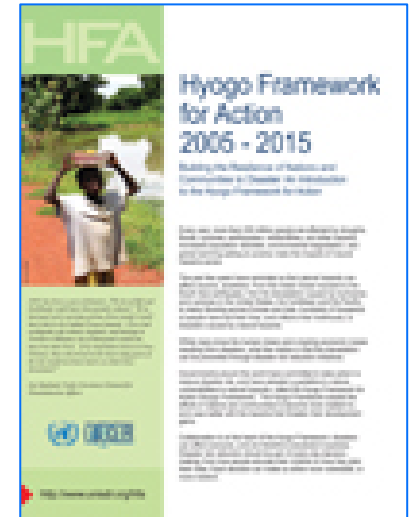
Proactive

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

HFA Priority Area 3 - Use knowledge, innovation and education to build a *global culture of safety and resilience at all level through:*

- 
- ***Integration of DRR into school curricula***
 - ***Promotion of school safety initiatives (retrofitting, construction in non-disaster prone areas)***
 - ***Public Awareness activities***
 - ***Collection and dissemination of good practices on disaster risk reduction***
 - ***Skills development and management, training courses***
 - ***Build on and disseminate traditional knowledge / wisdom***
 - ***Develop educational materials in local languages***
 - ***Knowledge management, information sharing, experience sharing on disaster risk reduction in school education***
 - ***Develop information portals and educational material libraries***
 - ***Facilitate media engagement, training courses, drills, simulation exercise etc.***

2. Disaster Risk Reduction and the Education Sector

2.1 Disasters are a major cause 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.**

2.2. 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 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

oughly 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)

2.3.What is Disaster Risk Reduction Education ?

- **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
- **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

3. DISASTER RISK REDUCTION EDUCATION AND INCLUSIVE EDUCATION

3.1. Why is disaster risk reduction Education relevant to Education Decision Makers?

- Disasters have **PHYSICAL impact** destroying human lives and schools infrastructures when schools are not built to be disaster-resilient.
- Disasters have **EDUCATIONAL impact** – the educational cycle is disrupted due to teachers' death, school destruction, or the use of schools as shelter without any educational continuity planned.
- Disasters have **ECONOMIC impact** 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 impact** when resiliency has not been built in through disaster prevention knowledge and education.

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. How does Disaster Risk Reduction Education link to Inclusive Education

- Regional ICE Preparatory meeting (May 2008, Bali) **recognized disaster risk reduction education as a strategic policy priority to achieve Inclusive Education**
- Disaster Risk Reduction contributes to meet the objectives of **UNESCO's Education For All by 2015** by **ensuring protection for all children during school time** through the construction of **disaster-resilient school and safety measures**
- DRR measures **avoid the disruption of the educational cycle for communities hit by disasters** by ensuring alternative educational mechanism through safe knowledge centres - Even **migrant children and communities displaced by disasters** are given a chance to access Education at times of disasters
- DRR Education promotes an **inclusive approach** by **integrating knowledge development on DRR** through **school curriculum** and **structural aspects** for school children and teachers protection through school safety

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*

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



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

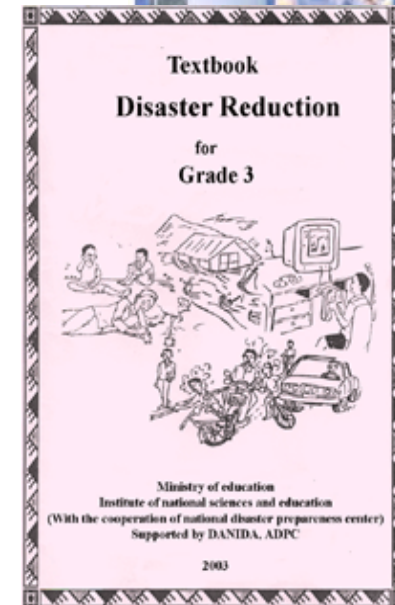


4.4. Curricular and Extra-Curricular Resources for DRR Education and Safe Schools.

- <http://www.preventionweb.net/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 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



5. Recommendations for actions

1. Urge 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 Prevention Education and school safety a pre-condition** 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

- Recognize Disaster Risk Reduction Education as a strategic policy priority towards Inclusive Education as part of ICE's Final Declaration
- Consider **holding one of next ICEs on the issue of "Disaster Risk Reduction and 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 !

" ...Building a culture of prevention is not easy. While the costs of prevention have to be paid in the present, its benefits lie in a distant future. Moreover, the benefits are not tangible; they are the disasters that did NOT happen. "

Kofi Annan, « Facing the Humanitarian Challenge » Towards a Culture of Prevention”, UNGA, A/54/1

More information at www.unisdr.org