

Synopsis of the UK Disaster Education Seminar Series

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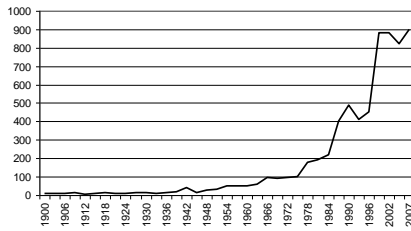
Synopsis

- 1.Reasons for the series
- 2.Activity update
- 3.Some emergent points
- 4.Disaster education engagement

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Rationale: 'A growing demand'

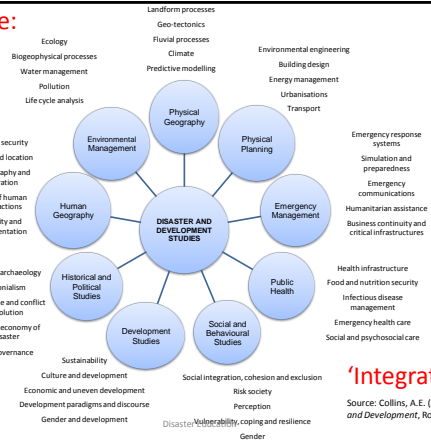


Total number of disasters reported 1900 – 2006
Source: Based on approximate data from EMDAT CRED (2006)

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Rationale:



1. Reasons for the series (i)

- Need to better know how disaster preparedness and resilience can be part of an education system?
- Need to address uncertainty about what disaster risk reduction knowledge and action can be communicated and learnt?
- Moral imperative to develop disaster education (particularly with the young), for development and future generations.

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Reasons for the series (ii)

- Disaster education not explored in depth with multiple ongoing and emergent questions (see web).
- Knowledge, innovation and education for a culture of community safety and wellbeing?
- Opportunity to draw from conceptual, practical and policy issues of disaster education.
- Understanding from engagement, for understanding

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Summary Objectives

To:

- i) Explore conceptual challenges of disaster education
- ii) Bring together practice and education– i.e. emergency management specialists, education sector and others engaged in disaster issues
- iii) Identify disaster education options in the UK learning from others internationally

2. Activity Update - Seminars

3rd March, 2009 Newcastle
 1st May, 2009 Edinburgh
 30th June, 2009 Cardiff
 14th October 2009 Kyoto
 11th June, 2010 Belfast
 7th September, 2010 London

Additional events:

- Dealing with Disasters 2009: *'Resilience through local governance'*, Kathmandu, Nepal.
- Dealing with Disasters 2010: *'Linking Disasters and Development: the next 10 Years'* 23rd - 24th November, Northumbria.

Series Outputs

- A summary document as an overall series working paper.
- Likely book over the longer time frame.
- Some material to enter public domain via conventional journal papers.
- ESRC Society Today Web Site
- Updated seminar series Web Site and links
- ...

3. Scope of Emergent Points

Learning Processes	Institutional Development	Tools to Do the Job
Information	Community groups	Visual tools (film, drama ...)
Communication	Blue light services	IT networks
Perception	School education	Risk registers
Motivation	Evidence based sciences	Competency frameworks
Bringing academics and practitioners together	Responsible citizenship	Learning plans (and what if...?)
Child led disaster risk reduction	Safe communities	Quiz and gaming Risk mapping

UK progress identified

- Civil Contingencies Act
- Awareness of need for competencies
- Getting a direct link to school curriculum – i.e. health and wellbeing approach (Guidelines for Health Education – Scotland; Fire and Rescue Service Inputs to Schools and School Safety; Community Resilience through Schools – Essex)
- Some recognition of community capacity
- Recognition of worth of tools for learning in school disaster education

Main challenges (i)

- Common understanding of boundaries of subject for UK schools
- Embedding a community driven process
- Media portrayal not understanding of risks
- Conflict between hierarchies
- Making sense of consistent information
- Relativity of community / individual human behaviour and capacity in relation to different types of disaster context (Aberfan : Belfast)

Main challenges (ii)

- Misfit legislation: i.e. Moral and ethical drive of public to assist versus 'get out and leave it to the professionals' – education process could accentuate this divide further
- Rules versus knowledge
- Differentiated 'vulnerable groups' – children, post-conflict, gender, displaced, 'outside education system, non-communal, without resilience, 'survivors', more exposed, least able to express risk
- Collective resilience?
- Motivation?

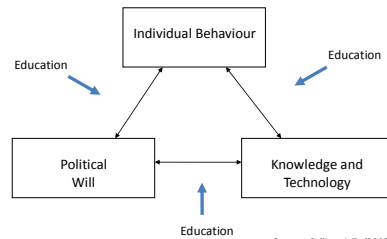
Generally under-explored in the UK

- The role children can play in developing community disaster risk reduction
- Emergency planning from school curriculum (i.e. more advanced in Japan and the US)
- Community risk/development committee approach (i.e. more advanced in the developing world)
- 'Disaster reduction as part of development' (though also yet to be adequately engaged for most other local and global situations)

4. Disaster Education Engagement: the probable clues

The manner in which people access, learn, implement, and communicate a capacity to deal with disruptive incidents.

Underlying influences on disaster reduction initiatives



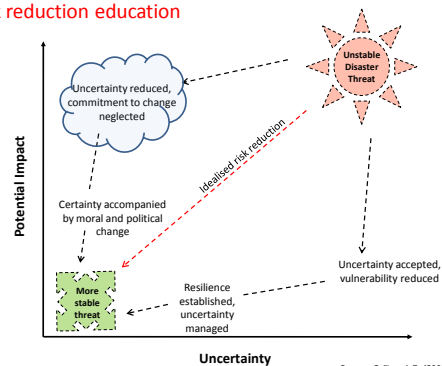
Source: Collins, A.E. (2009) *Disaster and Development*, Routledge p.151

Influences on disaster risk reduction engagement

Core Theme	Core Contextual Influences	Intervening Influences*	Risk Management Implications
Knowledge	Experience - age, activity, education	experience, lack of experience, education	Knowledge base for reacting to risk
Power	Structure - economy, politics, society	uneven development, technology, access and rights	Presence or not of constraints to being able to react to risk
Culture	Social origin - agency, tradition, faith	personality, altruism, strength of kinship, gender based risks, beliefs in immortality, faith and non-faith based traditions,	Rationale to choice, motivation or belief in reactions to risks
Environment	Environment - systemic and chaotic hazards, changing nature of places	vulnerable and resilient people in hazardous or safe locations	Place oriented interactions with risk

* Stakeholder reactions to the composition and context of risk

i.e. The relationship between disaster impact, uncertainty and risk reduction education



An ongoing process

- the adoption of ideas and actions that extends beyond formal education systems by any part of society
- a myriad of influences guide people's learning and action in this adaptive disaster education



Basics of information for disaster education

- Information for communication
- Information for action
- The right amount of information
- A sustainable and adaptable use of information
- Participatory information



(Idealised) disaster education engagement ...

- that integrates with local realities,
- for which the users of the education are understood,
- that serves for decision making,
- reflective of changing contexts,
- capable of informing outcomes of decision making,
- and which is continuously evaluated.



i.e) Engagement in early warning

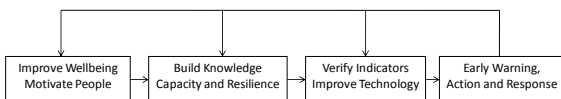


Collins A.E. (2009) *World Disasters Report*, International Federation of the Red Cross and Red Crescent Societies (IFRC) Chapter 2.

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i.e) People's engagement in early warning and development



Collins A.E. (2009) *World Disasters Report*, International Federation of the Red Cross and Red Crescent Societies (IFRC) Chapter 2.

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... and some potential consequences of getting it right?

- Resilience as adaptable social relations and education
- Learning as a process rather than for answers
- Professionalism rather than Managerialism
- Capacity to be able to live with uncertainty
- Knowledge not to 'puff up', but education and taking care that builds up.

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