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Disaster "education": contexts, questions & challenges

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Contextualising disaster education

"Staying Safe"

A Conceptual Framework for School Safety

Characteristics of a Disaster-resilient Community
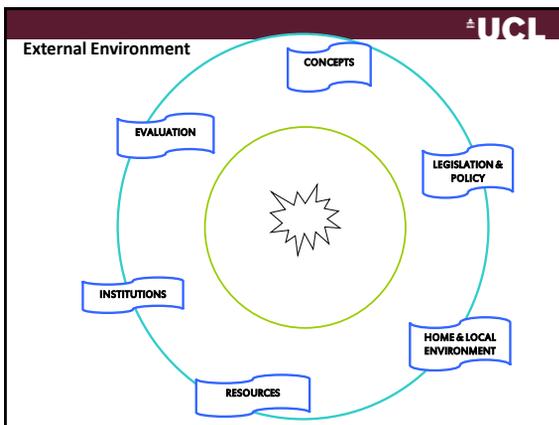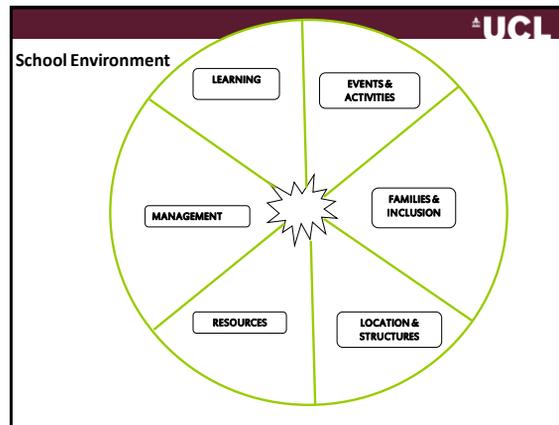A Guidance Note

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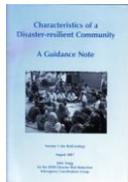
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"A Conceptual Framework for School Safety"

• support a more holistic, co-ordinated approach to school safety

• assess a school's strengths and weaknesses in risk and emergency management, identify gaps and opportunities for improvement, and make connections between different areas of school activity

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School Environment

LEARNING
EVENTS & ACTIVITIES
MANAGEMENT
FAMILIES & INCLUSION
RESOURCES
LOCATION & STRUCTURES

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External Environment

CONCEPTS
EVALUATION
LEGISLATION & POLICY
INSTITUTIONS
HOME & LOCAL ENVIRONMENT
RESOURCES

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Applications

• Risk, vulnerability, capacity assessments (rapid or deliberative).

• Planning risk management strategies and actions.

• Monitoring and evaluation of risk management.

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Piloting: Edith Neville Primary School
(London Borough of Camden)

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Governors: 'We won't be bullied'
'Schools could share site' plan sparks revolt

School protesters storm the town hall
Parents, staff and children call for merger plan to be scrapped

It's legal action next, warn angry parents

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Desk study – v1 (2007)

DFID DRR Interagency Coordination Group:

**ActionAid
British Red Cross
Christian Aid
Plan International
Practical Action
Tearfund**

Characteristics of a disaster-Resilient community

Field testing (2007-9)

v2 with practical guidance (2010)

Characteristics of a Disaster-resilient Community
A Guidance Note

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Breakdown of DRR – 5 thematic areas (~HFA priorities – for local/community level)

	THEMATIC AREAS
1	Governance
2	Risk assessment
3	Knowledge and education
4	Risk management and vulnerability reduction
5	Disaster preparedness and response

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	Thematic area	*Components of resilience*
1	Governance	o Policy, planning, priorities and political commitment. o Legal and regulatory systems o Integration with development policies and planning o Integration with emergency response and recovery o Institutional mechanisms, capacities and structures; allocation of responsibilities o Partnerships o Accountability and community participation
2	Risk assessment	o Hazards/risk data and assessment o Vulnerability and impact data and assessment o Scientific and technical capacities and innovation
3	Knowledge and education	o Public awareness, knowledge and skills o Information management and sharing o Education and training o Cultures, attitudes, motivation o Learning and research
4	Risk management and vulnerability reduction	o Environmental and natural resource management o Health and well being o Sustainable livelihoods o Social protection o Financial instruments o Physical protection; structural and technical measures o Planning régimes
5	Disaster preparedness and response	o Organisational capacities and coordination o Early warning systems o Preparedness and contingency planning o Emergency resources and infrastructure o Emergency response and recovery o Participation, voluntarism, accountability

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THEMATIC AREA	(selected) COMPONENT OF RESILIENCE	CHARACTERISTICS OF A RESILIENT COMMUNITY
3. KNOWLEDGE AND EDUCATION	Education and training	▪ Local schools provide education in DRR for children through curriculum and where appropriate extra-curricular activities. ▪ DRR/DRM and other training addresses priorities identified by community and based on community assessment of risks, vulnerabilities and associated problems. ▪ Community members and organisations trained in relevant skills for DRR and DP (e.g. hazard-risk-vulnerability assessment, community DRM planning, search and rescue, first aid, management of emergency shelters, needs assessment, relief distribution, fire-fighting). ▪ Householders and builders trained in safe construction and retrofitting techniques, and other practical steps to protect houses and property. ▪ (rural) Community members skilled or trained in appropriate agricultural, land use, water management and environmental management practices. ▪ Community experience of coping in previous events/crises, or knowledge of how this was done, used in education and training.

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Enabling environment

(selected) COMPONENT OF RESILIENCE	CHARACTERISTICS OF A RESILIENT COMMUNITY	CHARACTERISTICS OF AN ENABLING ENVIRONMENT
Education and training	• Local schools provide education in DRR for children through curriculum and where appropriate extra-curricular activities. • DRR/DRM and other training addresses priorities identified by community and based on community assessment of risks, vulnerabilities and associated problems. • Community members and organisations trained in relevant skills for DRR and DP (e.g. hazard-risk-vulnerability assessment, community DRM planning, search and rescue, first aid, management of emergency shelters, needs assessment, relief distribution, fire-fighting). • Householders and builders trained in safe construction and retrofitting techniques, and other practical steps to protect houses and property. • (rural) Community members skilled or trained in appropriate agricultural, land use, water management and environmental management practices. • Community experience of coping in previous events/crises, or knowledge of how this was done, used in education and training.	• Inclusion of disaster reduction in relevant primary, secondary and tertiary education courses (curriculum development, provision of educational material, teacher training) nationally. • Specialised vocational training courses and facilities for DRR/DRM available, at different levels and for different groups, linked through overall training strategy. Certification of training. • Appropriate education and training programmes for planners and field practitioners in DRR/DRM and development sectors designed and implemented at national, regional, local levels. • Training resources (technical, financial, material, human) made available by government, emergency services, NGOs, etc., to support local-level DRR.

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Questions & challenges

HPN Good Practice Review

Disaster risk reduction
Mitigation and preparedness in development and emergency programming

Helen Bottomley, 'Exploring the use and value of visuals used in the Southern California Shakeout 2008 public earthquake preparedness campaign' (UCL MSc dissertation, 2009)

Marilina Peñalva, 'The Düzce earthquake: a critical modification in hazard education and disaster risk reduction. A Case Study of Kaynaşlı, Turkey.' (UCL MSc dissertation 2010)

Amanda Regan , (provisional title) 'The role of children and education in DRR: case study of the Sta Paz school transfer, the Philippines' (UCL MSc dissertation 2010)

http://www.odihpn.org/

Chapter 11: 'Education, information, communications'

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• Communication/ education about risk reduction needs to be approached as a dialogue and exchange of information with vulnerable people, <u>not</u> as one-way information dissemination

• User evaluation and development of educational resources is essential in order to engage a wider audience

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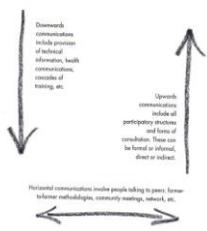
Burke A 1999, *Communications and Development: a practical guide* (London: Department for International Development). p.11

'While there is some evidence to indicate that formal communication channels and observational cues provide the technical information necessary for people to determine whether they are at risk or not, it is through interpersonal interaction with friends and relatives that people transform that knowledge into behavioural alternatives.'

Nigg JM 1987, 'Communication and Behavior: Organizational and Individual Response to Warnings'. Dynes RR et al, eds, *Sociology of Disasters: contribution of sociology to disaster research.* (Milan: Franco Angeli) , p.113

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SEEDS India

Tearfund

• Evidence of the impact of disaster education initiatives remains limited, especially regarding behavioural change

• - so, how do we know which approaches to use, when and where?

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• Instead of focusing on particular hazard threats and how to manage them, should education not instead treat disaster preparedness as a single package, equipping children to deal with all emergency situations?

Living Disaster Preparedness: FEMA Community & Family Preparedness Conference (Washington DC: Federal Emergency Management Agency, 1991)

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- Creation of a 'culture of safety', in which risk awareness and the adoption of risk-reducing measures are part of daily life, is a very long-term process

- - yet DRR education initiatives are often one-off efforts

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At Risk
Second edition

WHAT IS A DISASTER?
New Answers to Old Questions

Overkill?

BEWARE FLYING FOOTBALLS

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"*We know what is the risk of the hazard. Now it is time to teach our parents*"

Male Student, aged 12

"*Children have the right to express and take control of their future*"

Parent and resident of Sta. Paz

"*The vote of the children anchored the decision; it fixed the decision of the government to relocate 100%*"

Mr. Sawador A. Artigo, Head Teacher of Sta. Paz National High School

"*They [the parents] don't need to be afraid or angry about the safety because if the children are in formed [about road safety] they will not be put at risk or danger*"

Male Student, aged 15

(Regan 2010)

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- Knowledge (power) is therefore contested

Justice Denied: harassment of Sichuan earthquake survivors and activists
(London: Amnesty International, 2009)

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- Communities at risk are becoming <u>consumers</u> of information from different sources, choosing what information to use and where to obtain it (especially in today's 'immediate' society)

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DISASTER RELIEF

THANK GOD FOR THAT, A PANEL OF EXPERTS.

Thank you!