



Workshop (Delhi): *Education for Natural Disaster Preparedness in Asia-Pacific in the context of Education for Sustainable Development (ESD)*



12 - 13 September 2005
Delhi, India

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Introduction

Following a preliminary Strategy Meeting and Workshop held in Bangkok on 13 June and 25 July, 2005 respectively, UNESCO Bangkok and New Delhi hosted a workshop for the project: *Education for Natural Disaster Preparedness in Asia-Pacific in the context of Education for Sustainable Development (ESD)* on 12 – 13 September, 2005 in Delhi. The workshop was a forum for Coordination and exchange of information between key stakeholders involved in disaster reduction education in a number of South Asian countries including: India, the Maldives and Sri Lanka (Participants from Bangladesh were unable to attend due to unforeseen circumstances). A List of Participants is attached as **Annex 1**.

Meeting Overview

Following UNESCO's welcome and introduction to the Delhi Workshop, representatives of a number of organizations outlined their efforts and ideas towards disaster prevention and mitigation, particularly in relation to the UNESCO project. Following these presentations, participants contributed to the development of the project in three discussion sessions that focused on the following key issues for the project:

Discussion Session 1

- What natural disasters will this project address?
- Best disaster preparedness materials in Asia-Pacific region

Discussion Session 2

- Project beneficiaries – where are the largest gaps?
- Necessary resources (human/financial) and clarify commitment – who can bring what to the project?

Discussion Session 3

- Role of actors, organizations and experts engaged in the project
- How is the project sustainable? – consideration of actions and future plans

The Delhi Workshop Programme and Concept Note are attached as **Annex 2** and **Annex 3** respectively.

Welcome and Introduction

Welcome Remarks – Ms. Jocelyne Josiah, Adviser in Communication and information for Asia, UNESCO New Delhi – highlighted the importance of interactive participation in workshop discussions and consideration for those affected by poverty and/or outside of the formal education system.

ESD and the Education for Natural Disaster Preparedness in Asia-Pacific project – Mr. Derek Elias, ESD Programme Specialist, UNESCO Bangkok – recognize the importance of locally developed and relevant content that is culturally appropriate. While the time and budget for the project are limited, UNESCO aims to effectively stimulate awareness and interest towards education for natural disaster preparedness in the context of ESD.

Policies and Practices in education for natural disaster preparedness – Ms. Akemi Yonemura, Programme Specialist in Education, UNESCO New Delhi – include the

availability of some courses on disaster management offered by organizations such as the Centre for Environmental Education (CEE).

Presentations: Education for Natural Disaster Preparedness in South Asian countries

Education for Natural Disaster Management: NIOS Perspectives – Mr. K. R.

Chandrasekhar, National Institute of Open Schooling (NIOS) – include a range of natural and human-made disasters such as flood, cyclone, drought, earthquake, forest fire, oil spill and bird flu in one chapter of the curriculum. NIOS is also in the process of making an audio video as part of an environmental science programme and work through 'Gyaan Vani' on radio and 'Gyaan Darshan' on the television.

Role of Media in Disaster Mitigation – Dr. T. R. Gopalakrishnan, Professor, Department of Journalism, University of Madras – is promoted through research to assist the development of curricula for the colleges that offer training to media. Currently, a handbook and resource kit for journalists on disaster reporting is being developed by the University.

Community-based Natural Disaster Preparedness Education - Dr. D. Jayalakshmi, University of Madras – should be included as an important part of a community's culture.

Lessons from a Community-based Post-disaster Experience: A case example of Gujarat – Mohan Krishna, Programme Officer, Centre for Environmental Education (CEE) – draws on the experience and the following lessons learnt post-Gujarat earthquake:

- local people can be empowered to take ownership of disaster preparedness
- there is a lack of coordination between villages
- education and communication must be locally relevant

The Maldives Ministry of Education - Mr. Mohammed Yoosuf, Deputy Director of Physical Facilities, Ministry of Education – focused on the development of physical facilities and production of text books following the Indian Ocean tsunami. In order to create awareness about disasters: counselors were trained; a drawing competition was held among children; school environment safety and evacuation procedures were established (but still need to be strengthened).

Disaster Management activities undertaken by the National Science Foundation (NSF) of Sri Lanka – Prof. Sirimali Fernando, Chairperson, NSF – have been strengthened since the Indian Ocean tsunami with funds from the regular budget (in both Sinhala and Tamil). Until recently, Sri Lanka did not have a national disaster plan. Organizations that could be engaged in sustaining disaster preparedness efforts could include Vidatha¹ and the Ministry of Public Administration.

Role of Department of Meteorology, Sri Lanka in Natural Disaster Preparedness – S. H. Kariyawasam, Deputy Director, Department of Meteorology, Sri Lanka – includes the issuing of warnings to the President's Secretary, Prime Minister's Office, relevant operational institutions, disaster management authorities, relevant district secretaries, the media sector etc. in the case of suspected heavy rain, strong winds, cyclone, rough seas etc. The government has initiated some campaigns for disaster awareness and preparedness through the media (eg. During the cyclone season).

National Institute of Education (NIE), Sri Lanka - Mr. Arachchige Solan Sunil, Chief Project Officer, NIE Sri Lanka – have taken a number of steps towards disaster preparedness that include:

¹ Vidatha are scientific organizations that work within communities throughout Sri Lanka.

- Curriculum revision: content related to natural disasters and their management now is a key area in relevant subject (social studies, language, science) syllabi and teachers' professional development courses
- Awareness programs for parents, principals and teachers as well as school communities
- Stress management and disaster management

National Institute of Disaster Management (NIDM), India – P. G. Chakrabarti, Executive Director, NIDM India – highlights the importance of shifting focus from disaster relief and rehabilitation to disaster prevention, mitigation and preparedness. The NIDM has a mandate to mainstream disaster management in education at every level and has already identified target groups that include schools, engineering and architectural courses, medical education, IAS/IPS/IFS Officers, administrative training institutes, and civil society groups.

Education for Natural Disaster Preparedness: India's Experience – Mrs. Balaka Dey, Programme Associate, United Nations Development Programme – highlights the range of natural disasters that affect different locations in India. UNDP's strategy for disaster preparedness involves working with partners including government (National and State), other UN Agencies, and civil society and has shifted from a focus on relief and response to prevention, mitigation and preparedness.

Training Public Servants to be in a state of preparedness to face natural disasters - Mr. Sundaram Venkatraman, IAS (retired) – suggested that two integrated and consolidated Training Modules should be developed for all Public Servants. These include: a general module applicable to all public servants as a whole and a specific module that is specifically relevant to each department (eg. Government Departments like Agriculture, Civil Supplies, Rural Development, Social Welfare, Public Health & Sanitation, Police & Law and order, etc.).

National Council for Cooperative Training (NCCT) - Dr. N. Ranjana Devi, Joint Director, NCCT India – is responsible for evaluating training programmes for those involved in cooperatives (including government officials in the public sector) and also conducts research in relevant areas such as the Indian Ocean tsunami disaster (involvement in assessment and collection of data). Disaster management is integrated into existing training programmes (eg. HIV/AIDS programme) and awareness and capacity towards disaster preparedness are built through training.

National Institute of Rural Development (NIRD) - Dr. B K Thapliyal, Professor and Head, NIRD – is an organization of the Ministry of Rural Development in India and has a centre for agrarian studies and disaster mitigation. The NIRD has developed a strategy and guidelines for community-based disaster management in India that has recently been submitted to the government.

Current Efforts on Risk Education – Mr. Anshu Sharma, SEEDS – include the targeting of a variety of stakeholder groups such as schools and universities. The Asian Disaster Reduction and Response Network (ADRRN) is launching project on learning lessons from field practice in the wake of the tsunami.

Questions and Discussion – following the presentations highlighted the importance of implementing the paradigm shift from relief to preparedness and the role that media can play in disaster prevention.

Discussion Session 1

In this discussion session, participants broke into two groups to continue information and idea sharing on all six identified key issues for the project.

Discussion Sessions 2 and 3

In discussion sessions 2 and 3, participants broke into three, country-based groups to discuss coordination between different stakeholders at the national level and gaps that exist in disaster preparedness in their respective countries (countries are listed below in the order of reporting back to the workshop) based on all six identified key issues for the project.

The Maldives currently has no existing initiatives or materials towards disaster preparedness, but some limited initiatives towards awareness. It is important that disaster preparedness be developed in the Maldives with consideration for indigenous knowledge and local stories. This effort could be led by the national disaster management centre that was established temporarily following the Indian Ocean tsunami but will become a permanent institution in the Maldives.

Given the high enrollment rate in schools in the Maldives as well as the existence of very active parent teacher associations in all schools, schools can be used as a gateway to reach the whole community. However, there are also a large number of people that work away from their families outside of the community (tourism sector and industry). Existing programmes that are being implemented in schools and through government media can be used as part of an awareness and preparedness programme.

India – already has a number of initiatives that seek to involve the community and include the involvement of local leaders and government (panchayat). Efforts for this project should support these existing initiatives and institutions and consider how they can be sustained in the long term. Furthermore, coordination between civil society groups is necessary so that duplication of efforts can be avoided and areas that are currently not targeted (for economic or political reasons etc) can be identified for the programmes to be implemented in.

There is also a possibility of using the mass media for large scale general disaster awareness. In order for this to happen, a culture of preparedness needs to be promoted within the media sector and media professionals need the skills and knowledge to know what to report, how to report and what groups to focus on.

The following four possibilities were presented by the group:

- Development of materials on “how prepared are you/your city” for disasters. It is not currently evident to what extent existing initiatives are effective at the local level.
- Development of an index for disaster preparedness that would include community awareness and public perception (ie. Including the views of experts through to community leaders and community members)
- Integration of child rights and gender rights issues into current education preparedness programmes
- Documentation of indigenous knowledge systems and ideas

Sri Lanka – already has many existing efforts in community preparedness and education. There is a possibility of developing a national mass media strategy for natural disaster preparedness and response (both during and after the disaster). Such an effort would consider how non-mainstream media are able to provide response and management for natural disaster preparedness and be undertaken in three stages:

- Situational Analysis including national consultation (at a meeting) to identify gaps
- Development of a database of available resources and personnel
- Training of trainers and preparation of resource material

There are many people at the community level that could be engaged in such an initiative such as community communication centres, multimedia centres, community radio operators.

Annex 1

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Annex 2

Programme

Day 1, 12 Sept	
	Welcome and Introduction
09.00 - 09.30	Welcome Remarks – <i>Officer-in-Charge</i> , UNESCO New Delhi ESD and the Education for Natural Disaster Preparedness in Asia-Pacific project – <i>Mr. Derek Elias</i> , ESD Programme Specialist, UNESCO Bangkok Policies and Practices in education for natural disaster preparedness - <i>Representative</i> , ED/ UNESCO New Delhi,
09.30 - 09.50	Presentations : Education for Natural Disaster Preparedness in South Asian countries Bangladesh : <i>Mr. AKM Hossain</i> , Deputy Secretary, Ministry of Food and Disaster Management <i>Mr Kazi Wahidul Alam</i> , Executive Engineer, Ministry of Education
09.50 – 10.50	India: <i>Representative.....</i> Centre for Environmental Education, Hyderabad <i>Dr Gopalakrishnan</i> , Professor, Dept of Journalism, University of Madras <i>Dr Jayalakshmi</i> , Professor and Head, Dept of Sociology, University of Madras <i>Representatives....</i> Relevant Ministry of the Environment Ministry of Oceans
10.50 – 11.00	<i>Tea/Coffee break</i>
11.00 – 11.10	Discussion/questions
11.10 - 11.30	Maldives: <i>Mr. Mohamed Yoosuf</i> , Deputy Director of Physical facilities <i>Mr. Ismail Fayaz</i> , Asst. Director, Policy, Planning and Research, Ministry of Education
11.30 - 12.00	Sri Lanka: <i>Professor Sirimali Fernando</i> , Chairperson, National Science Foundation <i>Mr. S H Kariyanwasam</i> , Director of Meteorology <i>Mr. S A Sunil</i> , Chief Project Officer, National Institute of Education
12.00 – 12.10	Discussion/Questions
12.10 - 12.30	Presentations continued : Organizations/Institutions
12.30 – 13.30	Lunch
13.30 – 15.00	Presentations continued : Organizations/Institutions
15.00 – 15.15	Tea/Coffee Break
15.15 – 15 - 30	Discussion/Questions
15.30 – 15.50	Presentations continued : Organizations/Institutions
15.50 – 16.00	Discussion/Questions

16.00 -17.00	Discussion Session 1 - Moderator – <ul style="list-style-type: none">➤ What natural disasters will this project address?➤ Best disaster preparedness materials in Asia-Pacific region Wrap up for the day
<hr/> Day 2	
09.00 – 10.00	Discussion Session 2 - Moderator – <ul style="list-style-type: none">➤ Project beneficiaries - where are the largest gaps?➤ Necessary resources (human/financial) and clarify commitment - who can bring what to the project?
10.00 – 11.00	Discussion cont.: Session 3. –Moderator: Dr Gopalakrishnan – <ul style="list-style-type: none">➤ Role of actors, organizations and experts engaged in the project➤ How is the project sustainable? - consideration of actions and future plans
11.00 – 11.10	Tea/Coffee Break
11.10 – 12.00	Conclusions and recommendations : Derek Elias

Annex 3

Concept Note

The present Project Strategy meeting is convened within the framework of the regional project entitled: *Education for Natural Disaster Preparedness in Asia-Pacific in the context of Education for Sustainable Development (ESD)*. Similar to a first meeting organized by UNESCO Bangkok, in Bangkok, Thailand 25 July 2005, this is intended to stimulate discussion between different stakeholder groups that are involved in education for disaster preparedness, reduction and response. A third forum of this nature is foreseen to be held in Jakarta, Indonesia, 15-16 September. Participants are expected to contribute to the development of the project in three moderated discussion sessions.

Project Overview

The **goal** of this project is to develop the preparedness of local stakeholder groups towards disaster prevention, recognition and preparedness in selected Asia-Pacific countries. UNESCO aims to employ ESD as a framework to facilitate holistic and critical thinking as well as problem-solving in local communities threatened or affected by disasters.

The principal **objectives** of this initiative are:

1. Communication and dissemination of information to inform education and policy formulation for disaster prevention, recognition and preparedness and
2. Production of locally relevant educational materials in disaster prevention, recognition and preparedness that integrate important principles of ESD and are adaptable to different sectors and stakeholders.

The project will **focus** on gaps and provide an update for key stakeholder groups on what is conventional wisdom on disaster prevention. The project approach will develop disaster prevention/preparedness education as an initiative under the Decade of Education for Sustainable Development (2005 – 2014).

The project will engage two key groups. A **core network of experts** in disaster prevention, recognition and preparedness will be established from expert participants of the Thailand, India and Indonesia workshops. In addition, a **core group of partners** will provide guidance on the development of appropriate materials and the engagement of stakeholder groups targeted.

Partners will include:

- Scientific community
- Community development workers
- Governments (including local administrative authorities)
- Media
- Hospitals
- Environmental agencies
- Relief agencies
- Schools and all other teaching and learning institutions (including curriculum developers)
- Tourist industry and tourism authority (such as the Thai hotel association)

Beneficiaries of the project are vulnerable populations and the key sectors that suffer as a result of disasters and include:

- Schools and all other teaching and learning institutions
- Coastal communities
- Environmental agencies
- Local administrative authorities
- Other key stakeholders (such as tourism operators, relief agencies)

Workshop Approach

Discussion sessions moderated by a number of experts in disaster prevention, recognition and preparedness will focus on the following key issues for the project:

- What natural disasters will this project address?
- Best disaster preparedness materials in Asia-Pacific region
- Project beneficiaries - where are the largest gaps?
- Necessary resources (human/financial) and clarify commitment - who can bring what to the project?
- Role of actors, organizations and experts engaged in the project
- How is the project sustainable? - consideration of actions and future plans

Workshop Participants

The workshop will involve experts (organizations and individuals) currently concerned with disaster reduction education and post-tsunami assessment and management. The representatives from different stakeholders include:

- Donors
- Government (such as Ministry of Education and Department of Disaster Prevention and Mitigation)
- UN agencies and International organizations (such as the International Federation of Red Cross and Red Crescent and Association of Southeast Asian Nations Secretariat)
- Practitioners (Civil society, NGOs and academic institutions - including a focus on engaging those involved in mitigation, who can assist in the identification of gaps)