

DISASTER REDUCTION and HUMAN SECURITY

Education for Sustainable Development **Case Studies and Best Practices**

*A Contribution to the
United Nations World Conference on Disaster Reduction (WCDR), Kobe, Hyogo, 2005*

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FOREWORD

The Director General

United Nations Educational Scientific and Cultural Organization (UNESCO)

At the dawn of the United Nations Decade of Education for Sustainable Development (2005-2014), it is widely agreed that disaster reduction must be an integral part of any strategy aimed at creating thriving and sustainable societies. Beyond this acknowledgement of the importance of disaster reduction, however, we are beset by many questions, most of which revolve around the issue of translating theory into practice. For example, having designed appropriate disaster reduction initiatives, how can they be implemented effectively in actual communities? How, in practice, are people on the ground finding viable solutions to problems arising from natural hazards? Is a culture of risk prevention being fostered in the world's danger spots? What are the best methods for merging disaster management education into the broader agenda of education for sustainable development?

This report, a compilation of case studies sponsored by UNESCO and Kyoto University (Japan), grapples with these crucial questions and many others too. It shows how communities, scientists, activists, non-governmental organizations, teachers, students and policy makers have sought to protect against the ravages of nature and against the harmful impact of reckless and inconsiderate human action upon the environment.

The report contains 93 case studies from 41 countries and regions in different parts of the developing and developed world. These case studies represent an impressive accumulation of first-hand knowledge which, by taking disasters and disaster preparedness seriously, can contribute to building societies that are both safe and sustainable. I am pleased to note that, in all the case studies, a cross-disciplinary, multi-stakeholder and implementation-oriented approach is adopted, focusing on the basic needs of communities.

The year 2005 marks the 10th anniversary of the Great Hanshin Awaji Earthquake of Kobe (Hyogo) in Japan. The United Nations World Conference on Disaster Reduction (WCDR) will be held in Kobe on 18-22 January 2005 and this report is being released as a contribution to the World Conference. I believe that the participants in the WCDR will find this report useful and informative.

I would like to take this opportunity to thank all the contributors to this collection. These case studies should be used as source material for the further elaboration of what 'education for sustainable development' means in the twenty-first century.



A handwritten signature in black ink, appearing to read 'K. Matsuura'.

Koichiro Matsuura

17th January, 2005

PREFACE

The Dean

Graduate School of Global Environmental Studies, Kyoto University

Kyoto University, one of oldest university of Japan has been actively involved in the field of education for last 107 years. Over last so many years of experiences, the university felt the need of pro-active and implementation oriented studies and research, and consequently established the Graduate School of Global Environmental Studies in the year 2002. The faculty members of the Graduate School have a wide background, from natural science, to social science, economics, engineering, architecture, agriculture, humanities and law. With this unique composition of different specialization, the School targets to address environment and disaster related problems in Japan and abroad. The purpose of the Graduate School is to blend theory and practice, with specific emphasis on field experiences. To facilitate the process, the School is engaged in pro-active win-win collaboration with national and local governments, non-government organizations, international organizations, and United Nations organizations. The unique Internship program of the School engages the students to learn from the field experiences, working closely with the actual problems. This is a very special medium of learning, which the text-books or university lectures can not provide.

The World Conference on Disaster Reduction (WCDR) is a special event to the Graduate School. 10 years before, the neighbouring Iiyogo prefecture was affected by the major earthquake, known as the Great Hanshin-Awaji Earthquake, which took more than 6,400 valuable lives. This year, 2005 marks the 10th anniversary of that earthquake. Being the leading academic institution, it is our natural responsibility to accumulate and disseminate the knowledge of last 10 year of post-earthquake reconstruction programme, as well as to learn the valuable experiences and expertise from other parts of the world. Keeping this in mind, Kyoto University, along with the UNESCO Natural Science Sector has decided to bring this compilation of learning on Disaster Reduction and Human Security. These case studies and best practices are related to Education for Sustainable Development, and exemplify how the disaster reduction initiatives become part of development process. Mainly providing examples from the developing countries, this compilation points out that the learning process is universal, and does not have any border.

With 93 case studies from 41 countries, I am confident that this compilation will serve as a reference volume for future work on education for sustainable development, related to disaster reduction and human security. I am grateful to all the case study presenters for their valuable inputs.




Hiroyuki Nakahara

17th January, 2005

commitment to link the issues of disaster, environment and sustainable development to achieve human security. Education is the key tool for this, with common connotation to all these different issues. Education is not necessarily limited to formal education in school, colleges, or universities. Education is a process, which incorporates individuals, families, and communities. The interaction among different groups is essential for this purpose.

A quick glance of the case studies will tell us the varieties of focus areas. WCDR Thematic Cluster 3 (Knowledge, Innovation and Education: To Build a Culture of Safety and Resilience) identifies four themes under the cluster: Education, Research, Public Awareness and Community Empowerment. A majority of case studies focus on community activities, especially on how the communities were able to cope with different types of disasters in different socio-economic context. These are all learning processes for the community, especially to enhance the resilience among its members. A number of these studies include public awareness, training and capacity building programmes. Quite a number of case studies focus on professional expertise, like microzonation, mapping, planning, hazard assessment, and development of risk reduction tools. These are all related to education and research. There are some case studies, which focus on formal education at school and colleges, but are linked to practical learning exercise. Distance learning has appeared as one of the possible media to reach the global mass, and to reach the farthest and the most needy group. The link between on-site testing and on-line learning has been emphasized by several case studies.

If we look at the authors of the case studies, we see an impressive diversity: from academics, to civil societies, practitioners, policy makers, and representatives of international and UN organizations. Many of the case studies demonstrate unique ways of multi-stakeholder, cross-disciplinary cooperation, and verify "Education for All", and "Efforts by All".

The challenge before us is ACTION. We know what to do, we know how to do it, and we also know with whom to do it. We have the resources, expertise, know-how. We just need the environment and the will to implement actions, and share the good practices with other parts of the world. The case studies compiled here offer answers to many critical questions. They demonstrate unique know-how and expertise.

The United Nations Decade on Education for Sustainable Development (2005-2014) provides us a special environment to work together pro-actively and effectively to reduce the risk of natural disaster, and enhance human security, thereby promoting sustainable development. The Decade will provide us policy environment, and political support from national governments and international organizations. At the dawn of this decade, the WCDR in Kobe, and the compilation of this document has a special significance. We are confident that this document will be a good reference material, where wealth of knowledge is accumulated. The main purpose of this document is sharing of knowledge, and therefore we will be extremely happy, if practitioners, policy makers, professionals, community leaders, and all other stakeholders find this document useful and share it with their colleagues. We are hopeful for a successful WCDR, a fruitful and active Decade, and a safer future.

Rajib Shaw
Badaoui Rouhban
Editors

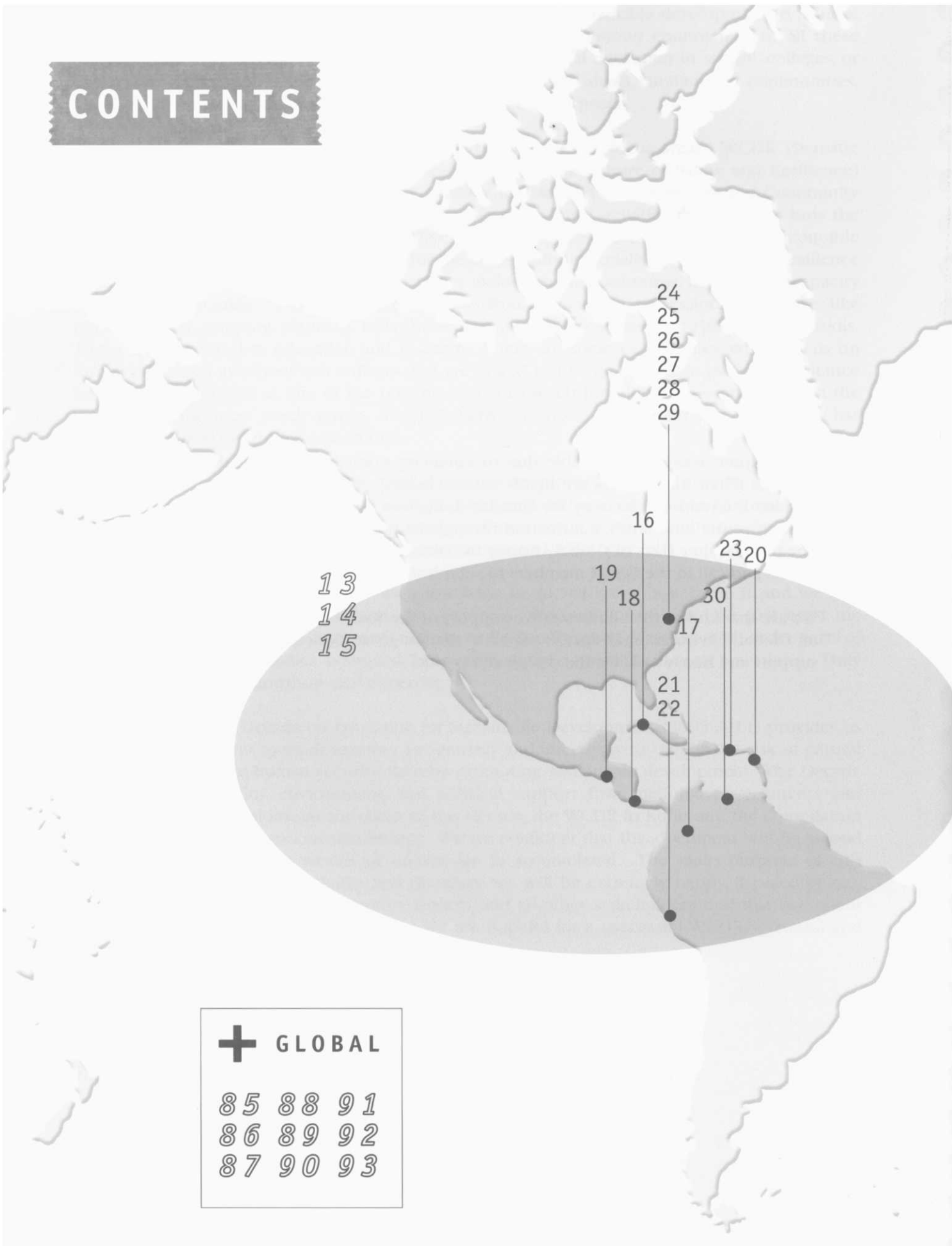
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