



The Hon. Penelope Beckles, Minister of Public Utilities and the Environment Congratulates and supports, youth initiative Natural Disasters and our Management Role

The Minister said "Natural Disasters – Earthwakes, Volcanic Eruptions, Wildfires, Floods, Hurricanes, Landslides, and Tsunamis – pose a severe threat to many parts of the world as well as Trinidad and Tobago and the Caribbean Region.

For us in Trinidad and Tobago, perennial problems include flooding, landslides and wildfires which can result in substantial loss of property, damage to crops, health problems, isolation of rural and at risk communities, disruptions in commuter traffic, loss of man-hours and sometimes worst, loss of lives; Flooding is perhaps the most common natural event for Trinidad and Tobago.

In 2001, the Caribbean Disaster Emergency Response Agency (CDERA) reported that flooding was identified as both the most common natural event and "silent killer" to development within the region. For Trinidad and Tobago, several areas, including the East West corridor at the foothills of the Northern Range, and the Caparo, Caroni; South and North Oropuche basin are affected almost every year. Moreover, there has been a trend of increasing severity of flooding incidents.

Some of the contributing factors to flooding for Trinidad and Tobago are easily identifiable and could be avoided, particularly in the urban setting. These factors include the indiscriminate dumping of refuse and discarded material into waterways and improper or illegal land developments and agricultural practices, particularly in the upper reaches of watercourses along the foothills of the mountainous areas. Forest fires and wildfires in the preceding dry season also contribute significantly to flooding during the wet season.

In respect to the latter, Drought like conditions such as in 2001 and 2003 have preceded disastrous forest fires seasons. Such conditions have been linked to the periodic El Nino/La Nina episodes emanating within the Southern Pacific region, resulting at times in below average rainfall and consequent dry season water supply deficits in several of our islands. Such phenomenon can have negative impacts on the social and economic development of vulnerable Small Island States (SIDS) like Trinidad and Tobago, if adequate Preparedness and Management measures are not introduced. It should be noted that the projections for global climate change and weather variability point to increased Disaster Management challenges.

In the past few years, the Government has undertaken a series of measures to mitigate against the effects of natural disasters including the establishment of an Inter-ministerial Committee for disaster management; the establishment of disaster response teams in key ministries such as



*The Hon. Penelope Beckles
Minister of Public Utilities and the Environment.*

The Ministry of National Security and Ministry of Public Utilities and the Environment, the acquisition of new technologies to improve forecasting of natural disasters; and building capacity to manage disasters within the Government and amongst our partners in civil society.

Other initiatives, in particular the National Reforestation and Watershed Rehabilitation Programme, are aimed at the prudent management of our surface and groundwater resources and watershed protection to maintain an adequate level of water supply to our citizens. Moreover, the lessons of experience from Hurricane Ivan and the Tsunami in the South Pacific have shown the importance of forest to alleviate the effects of these kinds of natural disasters.

It is important to note that a fundamental element of the disaster management strategies is the active involvement of communities at risk and other stakeholders in the process of disaster preparedness, action planning and implementation.

I close by congratulating the young people involved in developing this website and for the critical role they have chosen to play in our national development. It is important that we all recognize and accept our individual and collective responsibility for the prudent management of our natural environment to assist in the reduction of our level of vulnerability and the severity of impacts associated with the occurrences of natural disasters, which have always been and will continue to be interwoven with the history of mankind.

*Penelope Beckles
Minister of Public Utilities and the Environment*

Page 2.
NDYS Ambassador
Abe Fergusson

Page 3. -
Building Network
for a culture of
disaster prevention

Page 4 -
Projects 2005/2006
Traditions and
Culture

Tracking Gender
Disparity
MDG 3.



Youth winner facilitate workshop

Abe Fergusson joined students from Japan as facilitators in Natural Disasters Workshop. .

"The Importance Of Human Life" is the theme for **Natural Disasters Youth Summit Part 11. 2006.**

In preparation students, teachers, IEARN Coordinators and Leaders at the 12th International Education and 9th Youth Summit, 2005, in Dakar, Senegal. met in workshops setting and formal meetings where "Youth" of the world spend some time discussing the importance of human lives and how to survive from natural disasters, noting while they cannot stop natural disasters, they can decrease the damage through adequate preparation, how to cope with disasters, and support recovery.



His website in the background during the workshop presentation, Dakar, Senegal. Prof. Dr Carolyn Fulton, absorb the message.....

Having been appointed **Natural Disaster Youth Summit Ambassador Abe**, is expected to be actively involved by empowering students, youth groups and all interested to take action in the four phases, mitigation, preparedness, response and recovery in the battle against natural disasters management education project.

The project;

Learn about natural disasters, share information, prepare for coming natural disasters activities of the earth..... invite students, teachers, youth groups who want to learn to local, regional workshops, in collaboration with Government appointed agencies; join the international forum.

Prepare for natural disaster learning online and video conferencing.

Each school or youth group will be invited to prepare a Disaster Safety Map, for their region, this will form part of the National Safety Map, which should, be part of a Regional Safety Map, to be linked to the Global Safety Map they will be requested to learn about past disasters and measures in personal and community level and contribute to the making of the Safety Map. Through making this map participants will understand and anticipate damages and think what should be done, for prevention.



Contribute to the making of a Natural Disaster Prevention Booklet, continue debate on the website and presentation of a Declaration at the end of the Natural Disaster Youth Summit.

To raise participants with an international perspective....

..... and the ability to take action by themselves

.....raise community awareness
-----enhance participants awareness for community education for natural disaster reduction.....

Subject areas: Science, Social Studies, Fine Arts, Language, and Intergrated studies
visit our website.... join the forum

<http://www.naturaldisasters.learntnt.net>
and

<http://ndys.iearn.jp>

Images of natural disasters and the destruction of the Earth.



Global Disaster Safety Map Project:

Introduction

Disaster management has four phases mitigation, preparedness, response and recovery/reconstruction.

Mitigation and preparedness are the stages before disasters occur however response and recovery/reconstruction are the phase after disasters.

Mitigation means not causing any damages, Preparedness means preparation, for the time when damages are likely to occur, and Response means evacuation or rescue soon after disasters occur, while Recovery/reconstruction means rebuilding or improving social and natural environment to the state before the disaster

Research tell us that the Great Hanshin-Awaji Earthquake of 1995, more than 80% of the dead people, lost their lives because of the collapse of their homes, some died by fire because they could not evacuate or be rescued, thus it seems that earthquake-proof houses are the most important factor to reduce damage, this can be identified as mitigation.

In subsequent earthquakes less lives were lost, as many were rescued by neighbors

Developing community rescue system is also measures for disaster reduction and is identified as preparedness

Can you research the Tsunami of 2004 or Hurricane Ivan ?-----

Global Safety Map Project (GDSMP) is the project that students learn about past disasters and the present state of disaster management in their, school, community, country.

Try to imagine the problems when disasters strike without warning and think about measures for mitigation and preparedness.

This process is implemented by students discussion using map around their school, home and community, specific measures for mitigation and preparedness are written by students on the map and the map is finalized as a community disaster safety map, the map of each participating school and community is joined to form a national safety map this must be the responsibility of the **Natural Disaster Youth Summit Ambassador and the Natural Disaster IEARN Country Coordinator, working very closely with the relevant Government Agencies. UNESCO is the UN lead agency.**



it seems that awareness to emphasize mitigation is lacking in most societies

Objective:

- _ To let students understand the importance of mitigation
- To let students be interested in their community
- _ To let students have knowledge of disaster management

Activity

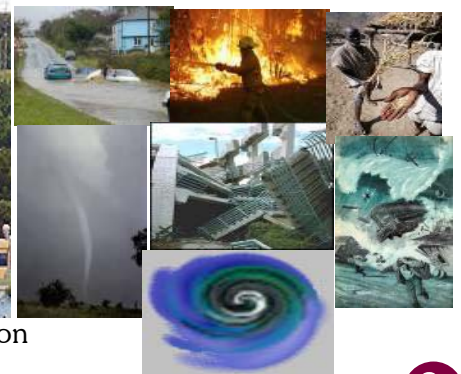
Each teacher/leader decides the disaster out of the many types of natural disasters likely to occur in their geographic area.

Collect information from Workshop Presentation with Government Agencies

From experts in the field
From Community members.

Contents: (note increase accordingly)

- * When disaster occurred
- * Affected area
- * Number of deaths/injuries, damage to homes
- * Damage to lifeline, Water, Gas Energy
- * Transportation
- * Peoples action during the disaster
- * Livelihood after disaster occurred
- * Characteristics of disaster, Recovery and reconstruction Measures and activities for disaster reduction



Track Gender Disparity MDG's Goal 3. Youth involvement

Youth will be invited to investigate the situation regarding Millennium Development Goals in their country and worldwide through online interaction with other participating countries, teachers, students, youth and community groups.

The MDGs set out a powerful agenda for a global partnership to fight poverty, offering a shared vision of a better world by the year 2015. The first result, to get as many girls as boys into school, has to be reached by 2005, yet it seems that this target will not be achieved on time in a majority of countries.

To find out what the current status of the Millennium Development Goal 3, worldwide, we decided to Track Gender Disparity through this international research project.

Objectives.

By participating in the project students:

- develop research skills, such as formulating a hypothesis, Interviewing, collecting and analysing data;
- _ practice language
- _ learn about the Millennium Development Goals in general and MDG 3. in specific
- _ learn to respect and understand life and circumstances in other countries and cultures, with different values and perspectives.
- _ have the opportunity to go into action for achieving MDG 3. as soon as possible

Target group: Youth 14 - 18

Study areas: Teaching materials include

- * Power Point Presentation on the MDG's for classroom teaching
- * Teachers Information Sheet
- * Questionnaire on Track Gender Disparity.

Working Process.

Countries are requested to introduce the project with a workshop for all participants, in collaboration with Governments Ministres with responsibility for Gender Affairs, or related organizations. Participants can work individually or in group.

Social Studies/Civics and or Geography.



Planning:

September - December 2005
Classroom introduction, interviewing and analysing data from your country
This phase is finalised by writing a country report.

January June 2006: data comparison with other countries and formulation of general conclusions, by writing a comparative report .

July 2006 the project results will be presented by different groups of students at the 13th International Education Conference and 10th Youth Summit in the Netherlands.

Note: Scholarships are available for active participants, details to follow.



Acknowledgements

Republic Finance & Merchant Bank Ltd., (FINCOR)

National Lotteries Control Board

Ministry of Public Utilities and the Environment

Mayor's Office, Port of Spain

Ministry of Community Development, Culture and Gender Affairs

Telecommunications Services Trinidad and Tobago (TSTT)