



KOBE REPORT draft
Report of Session 3.2, Thematic Cluster 3

Innovation in risk reduction education for young professionals

1. Summary

There is still a large gap between what is known (science and technology as well as people's own self protective knowledge) and what is successfully applied and implemented. This is the challenge of implementation. Disaster risk reduction requires more than scientific advance and even good policy. It requires concrete implementation. Not enough attention has been given to actual, down-to-earth implementation of in the context of daily life and the routine work on institutions. A multi-hazard, multi-level and interdisciplinary approach is necessary for this purpose. Actions should be taken at individual, community, city, province and country level. For effective monitoring of disaster management practices on a continuing basis, it is proposed to establish a few Case Stations. This approach is quite different from the conventional case studies, and will document of what has been accomplished during a given period in a given setting with provision for monitoring and assessing the reliability of the findings on a sustained basis. The characteristics of Case Stations are: 1) cross learning, 2) spatial crossing (on geographic locations and exchange programs), 3) learning on adaptive management, and 4) time crossing (in a sustained way). The Case Stations will be connected through global networks, for its effective expansion, as well as in-country (or region) effectiveness. These Case Stations will act as knowledge resources, as well as examples of best practices in the country or region, with specific focus on Implementation. Young professionals and students will explore these Case Stations for their research and development studies (*learning by doing*), and thereby will form a Field Campus.

1. Primary issues are:
 - How can case studies and field campuses devoted to IDRIIM be established?
 - What are the educational programs and case studies most appropriate to IDRIIM vis-à-vis case studies and field campuses.
 - How should implementation science be part of integrated disaster risk management?
 - How can implementation science be integrated into research and higher education?

2.a) Suggested targets and indicators to measure accomplishments

The targets for education of young professionals in integrated disaster risk management are young professionals everywhere, particularly those in positions to enhance disaster risk reduction, such as young professionals in local governments, the design professions and education. Potential indicators for education of young professionals in integrated disaster risk management would be:

- The number of young professionals educated in integrated disaster risk management (eg, degrees and theses related to IDRIIM).
- Disaster risk reduction programs attributable in part to the education received by young professionals

5. b) Existing indicators with reference

Degrees and theses related to IDRIIM (eg, search in Dissertation Abstracts).

6. Partnerships

As an output of the session, a partnership will be established, named as Integrated Disaster Risk Management Nexus (IDRIIM-Nexus), which is the network of networks, or a nexus, consisting of case stations and field campus. The partnership will link the major case stations, and will serve as the focal points to continue implementation research. The partnership will also serve as the umbrella as a field campus to promote young professionals. DPRI is committed to promote the concept of Case Stations and Field Campus in their future activities through implementation science and adaptive management.

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