



KOBE REPORT draft
Report of Session 3.1, Thematic Cluster 3

**Education for Sustainable Development:
Towards Effective Disaster Reduction and Enhancing Human Security**

1. Summary of the Session's Presentations and Discussions

The purpose of the session was to review the experiences in the past decade in the field of education, sustainable development, disaster reduction and human security, and suggest future strategies for the next decade.

The session began with opening remarks from the Assistant Director General UNESCO and the Vice President of the Kyoto University. A case study compilation "*Disaster reduction and human security: Case studies and best practices*" was published in the session by the UNESCO Natural Science Sector and the Kyoto University Graduate School of Global Environmental Studies. The compilation had 93 case studies from 41 countries.

The session had nine presentations. At first, three country studies were presented from 1) Nepal, 2) Iran and 3) Japan. These were followed by three innovative global and regional initiatives: 1) Learning forum for practitioners, 2) Alliance for professionals, and 3) Network for transferring live lessons of disasters. The last part of the interventions included the experiences of international organizations: 1) Development Learning Network of the World Bank, 2) School Earthquake Safety Initiative of the OECD, and 3) Hazard and Education Initiatives of the Council of Europe.

The **Nepal** experience describes the challenges and opportunities of disaster education in the country. During the UN International Decade for Natural Disaster Reduction (IDNDR: 1990-1999), both the government and the non-government sectors started implementing several initiatives in disaster risk management successfully. The educational programs pertain to: i) improving school infrastructure by constructing earthquake-resistant school buildings, ii) increasing disaster awareness, and iii) facilitating and guiding the disaster mitigation programs of non-government organizations and local governments. The remaining challenges are implementation of risk education measures, and mobilization of additional resources. In this regard, the Decade of Education for Sustainable Development (DESD) can play a crucial role. Some of the urgent emphasis areas are: up-scaling and replication of good practices, building legal instruments, implementing policy actions, and building broader partnership.

Iran being located in high seismic hazard regions of the world, with frequent occurrence of devastating earthquakes, has experienced severe human and property losses. Creating an earthquake safety culture in Iran is a major challenge. IIEES (International Institute of Earthquake Engineering and Seismology), emphasizing the importance of the children's safety, has developed a comprehensive earthquake education and preparedness plan for all school levels using direct and indirect methods. However there is long way to go in order to fulfill the program's objectives.

In the **Japan** experience, brief background of the Environment and Disaster Mitigation Course at Maiko High School of Kobe was mentioned, referring to the Great Hanshin-Awaji Earthquake. The purpose of the disaster mitigation education program is to link specialist knowledge to the citizens. The new course in Maiko High School focuses on disaster management, with more emphasis on preparedness issues, roles of students in their houses, communities and schools. It stresses that both natural and social environments are important factors in disaster mitigation education. The replication of these activities is encouraged in other schools.

The presentation on **GOLFRE** (Global Open Learning Forum on Risk Education) stated that a prerequisite for inculcating a culture of disaster prevention in communities was to start considering risk reduction as a developmental issue. There is an unquestionable need to establish a new paradigm in disaster education – a model that will take this knowledge to the remotest of frontline workers who can make use of it, and in a

manner that is easy to understand and imbibe. Appropriateness of content will have to be ensured through inclusion of knowledge from the field, local context, traditional wisdom, appropriate technologies, documentation, and case teaching methods. Universities and NGOs have a key role to play in this initiative.

The **GADR** (Global Alliance for Disaster Reduction) states that the entire framework of higher education and formal and informal educational programmes from K to post-graduate to practice will be marshalled during the period 2005-2014, and beyond, to equip and engage professionals of every country in ongoing endeavours to build a culture of disaster resilience on a community scale. These changes will not be easy or immediate, but they will happen as the "World's Mutual Fund for Education" is concentrated on the institutionalisation of educational programmes that capture windows of opportunity to improve and accelerate every process within the educational framework.

DRA (Disaster Reduction Alliance) was formed by Disaster Reduction and Human Renovation Institution (DRI) in October 2002 for sharing the lessons of the Great Hanshin-Awaji Earthquake and other disasters worldwide. Since the 1995 Earthquake significant improvements in many areas have been made to disaster reduction systems in Japan, from the community level to the top policy level. If live experiences and lessons of severe disasters are appropriately demonstrated and transferred, these lessons can be a very effective learning and educational tools, by which individuals, communities, and other stakeholders can be personally motivated to take concrete actions in implementing disaster prevention and reduction policies. Therefore, DRA proposes to transfer live lessons to future generations by forming a network of museums and similar organizations.

The **TDLC** (Tokyo Development Learning Center), as a part of the World Bank Global Development Learning Network (GDLN), has been mandated to promote development education for people and communities in wider regions. The goal of the TDLC is to build capacities within partners to utilize GDLN in an autonomous and efficient manner. As a concrete initiative, the TDLC is cooperating with the Kyoto University Graduate School of Global Environmental Studies to develop distance-learning programmes on community based disaster management (CBDM), with specific targeting of Vietnam and other Asian countries. The purpose is to exchange knowledge and expertise on CBDM with the practitioners and community leaders, and to learn from the field experiences. TDLC is committed to promoting and developing distance-learning modules on CBDM, targeted at various local needs and priorities.

OECD, from its recent experiences through expert group meetings and workshops, focuses on the need of promotion of school earthquake safety through implementing programmes in its member states. The expert group meeting, organized by OECD, in cooperation with GeoHazards International (GHI), proposes: 1) to establish a measurable goal on seismic safety, 2) to define the level of earthquake hazard of the country, 3) to set forth desired ability of school buildings to resist earthquake, and 4) to adopt multi-hazard approach, among other proposals. OECD is promoting to adopt a set of recommendations among its member countries for seismic safety of educational facilities, and implementing the risk reduction measures in community levels.

The **COE** (Council of Europe) is committed to developing integrated policies for inter-generational equity in access to economic, social, cultural and natural resources under the principle of sustainable development. COE is therefore developing programmes, which emphasize the essential role of formal and non-formal education for sustainable development. The EUR-OPA Major Hazards Agreement has always given absolute priority to initiatives for the development of education, training and information programmes, which represent the "cornerstone" of the risk culture and the very foundation of an enlightened risk prevention policy, at school, university, vocational training, and information.

In summary, the session covers a wide range of education and learning processes, from knowing, realizing-deepening, sharing to implementing. Knowing is the base of education, which is done in primary and secondary schools (as exemplified by Nepal, Iran, Japan case studies). Realizing-Deepening refers to higher education in university and in professional fields (exemplified by GADR). Implementing refers to risk reduction actions, and transforming knowledge into practice (exemplified by GOLFRE, OECD, COE). Disseminating refers to sharing lessons, expertise and experiences among different stakeholders (exemplified by TDLC and DRA). It is hoped that the combination of all these will lead to a sustainable disaster resilient future, and a successful ESD Decade under the coordination of UNESCO.

2. Primary Issues

- Education as a part of sustainable development and disaster reduction
- Education in the form of formal curricula for students at different levels
- Pro-active learning and training for field practitioners

- Incorporation of disaster education in policy documents

3. Suggested targets and indicators to measure accomplishments

- Number of countries adopting disaster education as a national policy
- Number of countries introducing disaster education as a part of school curricula
- Development of training courses for field practitioners
- Delivering training course using GDLN (Global Development Learning Network)
- Awareness raising activities, community empowerment and field based learning programs
- Disaster education as one of the main themes of International Decade of Education for Sustainable Development

4. Partnerships

Under the aegis of UNESCO, **an international initiative** was proposed in partnership with Kyoto University, GADR, GOLFRE, and other organizations for promoting education for disaster reduction, sustainable development and human security. This initiative will encourage an alliance which will identify and disseminate good practices for the integration of education for disaster reduction and human security into school programmes and will provide further guidelines on practical methods and techniques for improving the safety of school buildings.

Two specific partnerships proposed in the session are:

- 1) Global Open Learning Forum for Risk Education:** This is a forum of NGOs, universities and international organizations to bring the professional knowledge to the field practitioners in remote areas. The forum will be up-scaled through conducting training programs, certified courses in the open-university model, and conducting regular meetings and workshops in different regions.
- 2) Establishment of Transfer Live Lessons Network:** This will be a network to share the lessons from past disasters from different parts of the world. This partnership is regarded as the educational opportunity to raise awareness among people and communities. Up-scaling activities will include: web-page, web-based newsletter, meetings and workshops.

5. relevant and brief comments

Please refer to the attached proceedings

6. a) Name, affiliation and contacts of presenters and titles of presentations

See Attachment 1 (title of presentation) and 2 (contact details)

b) Name, affiliation and contact of person filling in the form

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Attachment –1

1. Background and Objectives: Badaoui Rouhban, Rajib Shaw 05 minutes
2. Opening Speech: Walter Erdelen, *Assistant Director General, UNESCO* 05 minutes
3. Introductory Remarks: Kojiro Irikura, *Vice-President, Kyoto University* 05 minutes
4. Opening of the Case Study Publication: Walter Erdelen and Hiroyuki Nakahara
5. Challenges of Education for sustainable development:
Honorable Purna Bahadur Khadka, Minister of Home Affairs, HMG Nepal 15 minutes
6. Panel Discussion 90 minutes
Moderators: Rajib Shaw and Badaoui Rouhban
Panelists (8):
Walter Hays, GADR, USA (*Education for professionals in the next decade*)
Anshu Sharma, GOLFRE, India (*Pro-active risk education, targeting field practitioners*)
Seiji Suwa, Maiko High School, Japan (*Education in School*)
Ryu Fukui, The World Bank (*Distance Development Learning and Education*)
Richard Yelland, OECD (*School Safety Program*)
Yoshiaki Kawata, DRA, Japan (*Transfer Live Lessons of Catastrophic Disasters*)
Gabiella Battaini-Dragoni, Council of Europe (*COE perspective on Decade ESD*)
Mohsen G. Ashtiany, IIEES, Iran (*Educational aspects of disaster management: post-disaster experiences*)

Attachment –2

Participant List

	Name	Country	Organization		Position
1	Badaoui Rouhban		UNESCO	Section for Disaster Reduction	Chief
2	Rajib Shaw	Japan	Kyoto University	Graduate School of Global Environmental Studies	Associate Professor
3	Walter Erdelen		UNESCO		Assistant Director General
4	Kojiro Irikura	Japan	Kyoto University		Vice President
5	Hiroyuki Nakahara	Japan	Kyoto University	Graduate School of Global Environmental Studies	Dean
6	Honorable Purna Bahadur Khatiwada	Nepal	HMG Nepal	Ministry of Home Affairs	Minister
7	Walter Hays	U.S.A	GADR		Executive Director
8	Anshu Sharma	India	GOLFRE		Director
9	Seiji Suwa	Japan	Maiko High School		Teacher
10	Ryu Fukui		The World Bank	Tokyo Development Learning Center, Partnership	Manager
11	Richard Yelland		OECD		Director
12	Yoshiaki Kawata	Japan	DRA		Executive Director
13	Gabriella Battaini-Dragoni		Council of Europe	Social Cohesion	Director General
14	Mohsen G. Ashtiany	Iran	IIEES		President