

Compilation of National Progress Reports on the implementation of the Hyogo Framework for Action:

HFA Priority 3, core indicator 3.2:

School curricula , education material and relevant trainings include disaster risk reduction and recovery concepts and practices.

Know the Risks and Take Action

Reporting period: 2007-2009

This document has been compiled from the national progress reports provided by 76 countries through the HFA Monitor.

Note that these extracts are provided for convenience only.

National HFA progress reports should be considered in their entirety and can be found at:

<http://www.preventionweb.net/english/hyogo/framework/progress/>

Africa

Algeria (in French)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

Au plan de la formation, et pour ce qui est du risque sismique, outre les modules des sciences de la terre qui sont enseignés dans cinq universités du pays, il y a lieu de signaler l'introduction de modules d'enseignement de « Dynamique des structures » et de « Calcul parasismique des structures » depuis 1984 dans les Instituts de Génie Civil des différentes universités algériennes.

De même, il a été procédé en 2004 à l'élaboration de programmes d'enseignement portant sur l' « environnement et les risques naturels » au niveau des cycles primaires, moyens et secondaires. Ces programmes sont en cours de généralisation dans les établissements primaires et secondaires sur tout le territoire national après avoir été testés dans plusieurs wilayas.

Par ailleurs, dans le cadre d'une convention signée entre le MICL et le MEN, une sensibilisation au risque sismique a touché les établissements scolaires de neuf wilayas considérées comme pilote.

En collaboration entre le Ministère de l'Education Nationale et le Croissant-Rouge Algérien, une élaboration d'un cours sur les catastrophes et le seisme (guide de l'Enseignant, livre de l'élève, CD...) pour les niveaux scolaires primaire et moyen est en cours

Context & Constraints:

Le défi essentiel réside dans la mise en œuvre des dispositions et des prescriptions de la loi 04-20 concernant les aspects « formation », l'organisation et les systèmes y afférents restent, en fait, entièrement à construire. Dans ce cadre, il y a lieu de signaler que le Ministère de l'Enseignement Supérieur et la Recherche Scientifique (MESRS) vient de créer un réseau (RISKMAT-TEC) de tous les laboratoires, centres et organismes de recherche concernés par la réduction des risques de catastrophes pour une meilleure coordination des travaux réalisés et aussi pour la dissémination des résultats

Angola (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

O país está levar a cabo ações no sentido de se materializar a orientação da introdução nos currículos escolares de matérias ligadas a gestão de desastres. Em colaboração com o Ministério da Educação e UNICEF estão em preparação de workshops com vista a formação de formadores destinados aos professores de ensino de base. Espera-se que este processo decorra no período de 12 meses findos os quais poderá estabelecer-se o sistema piloto a nível nacional.

Context & Constraints:

O Ministério da Educação encontra-se numa fase de reforma do sistema educativo e todo o território, cujo acesso permitirá a inclusão das matérias ligadas a gestão de desastres nos currículos escolares.

Burkina Faso (in French)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Au niveau de l'enseignement de base, une politique d'éducation environnementale est mise en oeuvre au profit des enfants scolarisés en vue de développer leur prise de conscience sur la nécessité d'une gestion durable de l'environnement par l'adoption de nouveaux comportements.

Egalement au niveau de l'enseignement supérieur et dans certaines écoles professionnelles, les concepts liés à la réduction des catastrophes sont enseignés.

Context & Constraints:

- Il s'agit de politiques pour le moment limitées.
 - L'analphabétisme de la grande majorité de la population.
 - L'insuffisance de ressources financières.
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Burundi (in French)**Level of Progress achieved:**

1 - Minor progress with few signs of forward action in plans or policy

Description:

Des contacts sont en cours entre le Ministère de l' Education Nationale et l' UNICEF pour le financement d' un projet d' éducation aux risques de catastrophes

Context & Constraints:

Le Gouvernement ne s' est pas encore approprié de cette initiative.

Cote d'Ivoire (in French)**Level of Progress achieved:**

1 - Minor progress with few signs of forward action in plans or policy

Description:

La notion de risque relativement aux aléas naturels est relativement nouvelles, tant les communautés n'ont pas pris conscience de la vulnérabilité de leur environnement. Conséquemment, les questions de réduction de risque sont très peu prises en compte dans les programmes scolaires. Les activités de formation sur ces questions sont encore bien timides et si elles existent, elles sont axées sur des secteurs tels que l'hygiène publique.

Context & Constraints:

Le principal défi à relever est d'intégrer la notion de réduction de risque des catastrophes dans les programmes scolaires pour emmener les enfants qui sont les décideurs de demain à se l'approprier. De plus, des politiques de formation, d'éducation et de sensibilisation relatives aux aléas subis et susceptibles d'être subis doivent être urgemment mises en oeuvre afin que des mesures soient prises pour les réduire les risques et pour atténuer les effets des catastrophes.

Egypt (in English)**Level of Progress achieved:**

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

Incorporation of DRR elements in basic curricula will be considered by the Ministry of Education to ensure continuous learning and reinforce knowledge for disaster risk reduction. The Ministry was requested to develop and incorporate DRR in the school curricula. Presently, schools received, on ad hoc bases,

pamphlets and simple informal educational materials including information on risk, hazards, disasters and related issues.

Training is developed in this domain, where training programmes for professionals and technicians are conducted and promoted by institutions at some levels or in some areas

However, criteria have not yet been set to monitor the benefit of the society from training, awareness and education and signs of cultural changes.

Context & Constraints:

There is an increasing awareness of the need to incorporate disaster risk into school curricula due to the efforts made by the NCCMDRR and CMDRS. The response and implementation of the required action will depend on the change of attitude, acceptance of the principle and availability of resources.

Ghana (in English)

Level of Progress achieved:

1 - Minor progress with few signs of forward action in plans or policy

Description:

The schools' curricula, educational materials contain some aspects of disaster management. However, as special topics, disaster risk reduction and especially recovery have not been inculcated in the school curricula and educational materials. Education and trainings are without elements of recovery during emergencies. In view of this short coming pupils/students lack the skills and knowledge for protection in times of emergencies such as fire, earthquake and flooding.

Context & Constraints:

Disaster/risk reduction and recovery as a policy or plan do not exist in the curricula of teacher training colleges, therefore teachers cannot impart such knowledge and skills to pupils/students. Inculcation of disaster risk reduction and recovery could be long in coming since authorities complain of already full curricula that cannot accommodate disaster management as separate subjects/topics.

Kenya (in English)

Level of Progress achieved:

1 - Minor progress with few signs of forward action in plans or policy

Description:

So far this has not been achieved.

Context & Constraints:

The major constrain being that the school curricula is presently congested.

Madagascar (in French)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

En collaboration avec le Ministère de l'Education Nationale et les Nations Unies, le BNGRC a élaboré un manuel scolaire pour les élèves et un guide pour les maîtres sur la GRC. Ces manuels sont disponibles dans toutes les circonscriptions scolaires du pays. De plus, les enseignants du second cycle de l'enseignement primaire reçoivent une formation pédagogique sur la RRC.

Context & Constraints:

La RRC gagne à être inscrite dans le programme scolaire. Le processus est en cours.

Les manuels scolaires, prévus pour les élèves du second cycle de l'enseignement primaire gagneront aussi à être élargis aux autres cycles primaires et secondaires.

Malawi (in English)**Level of Progress achieved:**

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

As a country, there are no DRR education materials that have been developed and DRR is not intergrated in school curricula(primary, secondary). Plans, however, are underway to introduce DRR courses at the unversity level. Plans are also underway to engage the Ministry of Education to incorporate DRR during the next school curriculum review in eight years time. There are no training and capacity building initiatives at nationa level in DRR at a proffessional level

Context & Constraints:

Education institutions have not been engaged to explore the introduction of DRR into their courses and curricula. There is, therefore, need for this engagement to be done.

Mauritius (in English)**Level of Progress achieved:**

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

A whole chapter on tropical cyclone and the warning system in force in Mauritius is taught at primary and secondary level. Some basic knowledge on, volcanoes, and earthquake is also there. More efforts are required regarding landslide, flash flood and tsunami.

Recently some endeavours are being made to introduce climate change at both the primary and secondary level. Research studies are being done at tertiary level.

Context & Constraints:

Further training materials need to be developed for torrential rains, land slide and tsunami.

Efforts are being made at this moment, in collaboration with the Mauritius Institute of Education and the Education department of the Ministry of Environment to develop curricula for tsunami. A climate change booklet for children has been develop at the Meteorological Services.

Mozambique (in English)**Level of Progress achieved:**

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

FEWS-NET in cooperation with The INGC and University Eduardo Mondlane have produced a Atlas for Disaster Preparedness and Response in Limpopo Basin in 2002. Pilot projects have been carried out in primary schools in the Buzi River, Province of Sofala on training school pupils and their teachers in the way to live with disaster, especially in flooded areas using a training guideline book entitled "Como podemos

reduzir os riscos de calamidades” (How can we reduce the disasters risk). This guideline is under revision by INGC with Inwent ang GTZ support in order to integrate the other functions that where also committed to Local Committees for Risk Management. Training booklets and brochures have been prepared with funding by the German agency GTZ in 2006-2007.

In 2007, MICOA in cooperation with UN Habitat produced a set of training material for local communities living along river basins, specially the transboundary ones, using the Limpopo river as a pilot. This set of material is called “O jogo do rio” (The river game) and contains a set for ones to play the game, a guideline book and posters. These materials are used to train the local communities through Local Committees for Risk Management on how they can live following the rivers nature, especially where to build houses and make agriculture. The game was used for sensitization in Limpopo and Zambezi River. Initial printed documents were in a very limited number and have been totally distributed. Another print is required to cover all river basin communities.

Mozambique Red Cross has also developed a training guideline book for Community based response to disasters, which is broadly for CVM and local community’s volunteers.

The Technical University of Mozambique (UDM) and the University Eduardo Mondlane (UEM) in cooperation with INGC have jointly produced one brochure, and several posters for teaching DRR to teachers in secondary schools with support by InWent, a German agency supporting the INGC in Mozambique, in 2008. The Technical University of Mozambique has carried out 2 short courses in the use of GIS/GPS technologies in disaster management in cooperation with MapAction a Charity from UK where more than 25 people coming from government and universities where trained. UDM will establish in 2008 a BSc degree in Disaster Management with support from the PERI-PERI network of universities, in cooperation with the University of Cape Town (UCT) under USAID sponsorship. It i planned the starring of a Master degree in DRR for the year 2011 at UDM. UDM is also active in development of improved systems of sanitation in emergency situations, especially useful for wet and swampy areas. The Department of Geography at University Eduardo Mondlane is carrying out a project on Application fo RadarSat-1 SAR Data for flood Mapping in cooperation with the Canadian Space Agency and IUCN. The Department of Physics at UEM is active in the research of Adaptation to Climate Change in Mozambique in cooperation with INGC.

Context & Constraints:

Very few teaching materials are available in Portuguese language in the area of DRR. Very few teaching staff is experienced in those areas like water and sanitation, engineering for emergency, logistics, humanitarian aid, disaster management and development issues. Major sponsorships and scholarships are needed to train teachers and researchers abroad to enroll in the future, training activities in DRR. Nevertheless the international community is active in producing teaching and practical materials for Humanitarian actions and DRR under local conditions. Those materials need to be converted to Portuguese language in order to be of general use specially under disaster situations.

Senegal (in French)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

Des réflexions sont en cours pour introduire la RRC dans les curricula de l’enseignement.

Context & Constraints:

Dans le cadre de ses activités, le projet d’appui a prévu des séances de travail avec le Ministère de l’Education nationale dans le but de développer la culture de la prévention et de RRC.

Sierra Leone (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

The level is FOUR. As part of our efforts to promote DRR, we continue our schools programme "DRR begins at school. Selected schools in the capital and district headquarters have disaster risk reduction as part of their school curricula, education material and relevant trainings. This program started two years ago with just 4 pilot schools. This year, we extended the programme to 6 more schools and since then, demand for inclusion by schools continues to grow. At the end of every school year, quiz competitions are held and prizes given to encourage students. It is hope that this will soon grow to become a national school's competition in the near future. The objective here is to enhance positive behavioural change towards the environment through students. The national disaster management programme is lobbying with authorities to incorporate disaster risk-related issues into the existing education curricula so that the outreach programme is extended in order to foster and reinforce positive attitudinal change and knowledge as most of the disasters that are common in the country are due to man's negative activities. It is believed that children can serve as vehicles of change and carriers of the message of risk reduction to their communities.

Context & Constraints:

The schools' outreach programme is yet to cover all the schools in the country and yet to be part of the national education syllabus as given to schools by the Ministry of Education, Youths and Sports. The national disaster management programme is lobbying with the Ministry of Education, Youths and Sports to include risk reduction into the national education syllabus as the roles pupils play in risk reduction cannot be over-emphasised.

Swaziland (in English)**Level of Progress achieved:**

1 - Minor progress with few signs of forward action in plans or policy

Description:

Education curriculum does not mainstream DRR issues and concepts.

Context & Constraints:

Challenges include advocacy and lobbying education policy makers including linking general messages in national curricular to local awareness of involvement in local hazard and risk reduction processes and emergency planning.

The programme aimed at strengthening national and local/community resilience to disasters in Swaziland seeks to advocate for the incorporation of DRR in the education curriculum through piloting DRR materials in the formal and informal education systems starting with a pilot of one school.

Tanzania, United Rep of (in English)**Level of Progress achieved:**

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Disaster Management Department (DMD) of the Prime Ministers Office in collaboration with Tanzania Institute of Education (TIE) and University College of Land and Architectural Studies (UCLUS) developed disaster management curriculum and the training and reference manual. The Disaster Management modules contained there include:

Introduction to disaster management;

National Disaster Management Structure and Systems;
Response Coordination and incident Command
Rapid damage and needs assessment

Manual was particularly targeted for use as reference by trainee's awareness course on Disaster management in Tanzania. However, the manual is useful for reference to other target group such as administrators, journalists, NGOs, parastatals and personnel from line ministries. These categories of people are important for developing and increasing capacity in managing disasters in Tanzania.

Context & Constraints:

A proactive approach to reconciling indigenous and scientific sources of knowledge on hazards and risks, in ways that make sense to local communities is on going challenge.

Togo (in French)

Level of Progress achieved:

1 - Minor progress with few signs of forward action in plans or policy

Description:

un projet de documentaire intitulé "la prévention des catastrophes commence à l'école "en cours de réalisation avec l'appui des partenaires en développement. des initiatives en cours avec l'ONG PLAN TOGO en vue de développer la culture de prévention des catastrophes au niveau scolaire.

Context & Constraints:

le financement

Zambia (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

The country has conducted a regional disaster management course where Disaster Risk Reduction (DRR) and disaster management formed the main modules. Participants from various institutions and countries have in the past attended this course. At tertiary level, the Mulungushi University and the University of Zambia have introduced courses relating to disaster management in their curricula.

Context & Constraints:

The major challenge remains to take the subject to the lower levels of school curricula such as Primary and Secondary.

Americas

Anguilla (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

DRR Begins in School Campaign
Riskland Games
Whistles and pencils

Context & Constraints:

staff time and budget
Lack of interest to modify school curriculum

Argentina (in Spanish)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

De la Plataforma Nacional ha participado el Viceministro de Educación de la Nación y el Vicerrector de la Universidad de Buenos Aires, entre otras altas autoridades (más universidades públicas como la de Gral. Sarmiento y la de Jujuy, y otras privadas como la Univ del Salvador), pero lo cierto es que ha sido inestable la concurrencia, y aún no se ha plasmado ello en incorporación de la temática en currículos de carreras tradicionales o en la escuela primaria.

Sí se desarrollan cursos de post grado de alto nivel, pero más allá de su prestigio son en verdad casos aislados

Context & Constraints:

Las autoridades educativas se muestran recargadas de exigencias (“todo pasa por la educación”) y los currículos no todas las veces pueden adaptarse fácilmente recargándolos con nueva información. Esta limitación será la que deberá sobreponerse.

Bolivia (in Spanish)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Compromiso del Ministerio de Educación y Culturas (MECs) de incorporación del Temas de Gestión de Riesgos en la elaboración del nuevo Currículo Base del Sistema Educativo Plurinacional (SEP), Documento final en revisión sobre los lineamientos del “Eje Articulador” Medio ambiente, Ecología y Gestión de Riesgos en el nuevo currículo del SEP con el apoyo técnico de PREDECAN.

Compromiso de los actores relacionados con la educación en zonas afectadas por el impacto de fenómenos físicos.

Consolidación de la Mesa de Educación

Context & Constraints:

Implementación y desarrollo del nuevo currículo con enfoque de Gestión de riesgo en el SEP.

British Virgin Islands (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Our focus throughout 2008 was on improving Disaster Preparedness within schools by assisting daycare centres / pre-schools with their Disaster Plans and training them in basic First Aid and CPR. These works will continue into 2009, but will be expanded to incorporate Primary and Secondary institutions.

A joint venture between the VI Fire and Rescue Services, the DDM, and the private sector, was initiated with a view to have all schools throughout the VI outfitted with the requisite Fire Extinguishers and First Aid Kits, and staff trained in their use. Thus far, the DDM invited and provided training to all Public and Private Schools in the VI in the areas of Fire Suppression and Basic First Aid. This year the programme was extended to include all known day-care facilities in the VI. Fire suppression and basic First Aid training was offered to these facilities.

The DDM hosted a Summer Exploration Programme July 28th-August 29. The students were exposed to various aspects of disaster management and activities included geological field trips to the Sister Islands.

Geological Hazards Handbook for Secondary Schools – This publication was designed to provide detailed information about geological hazards. The book has a Caribbean perspective and details past occurrences in the region. It is the hope of the DDM that educational material of this nature will be utilized by the schools to effectively teach and instill disaster preparedness qualities in children thereby contributing to a community that is well informed about disaster preparedness.

Several activity/workbooks have been developed for schools; discussions are ongoing with the Education Department to incorporate DM formally into all levels of the educational sector. The Associate Degree at the HLSCC Community College continues to be advanced and other informal programmes have been established to cover safer building and design.

Context & Constraints:

Financial resources to support the necessary training.

Cayman Islands (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

This program is just starting. Discussions are now underway to get risk reduction and recovery incorporated into the education system.

Context & Constraints:

The key contextual challenge is that prior to January 2008 there was no full time office dedicated to risk reduction.

Public Awareness efforts focused mainly on hurricanes.

Colombia (in Spanish)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

.Si bien hay un reconocimiento de experiencias significativas en la gestión del riesgo en el currículo escolar, estas desafortunadamente son casos aislados. Es de destacar los avances en la inserción del tema ambiental en la educación, complementada esta con la temática de la Gestión del Riesgo en el Plan Decenal de Educación. De igual forma se resaltan avances en educación formal y no formal, liderados por universidades en especial a nivel de posgrado el tema de la Gestión del Riesgo, a su vez entre la oferta no formal se encuentra una gran gama ofrecida por las entidades operativas (Defensa Civil, Bomberos, ARPs, etc) las cuales tienen un gran sesgo a la atención. Frente a la temática educativa, El Ministerio de Educación Nacional a través del Programa de Educación Ambiental, Subdirección de Articulación Educativa e Intersectorial - Dirección de Calidad para la Educación desarrolla en 12 departamentos el proyecto "Incorporación de la dimensión ambiental en la educación básica y media, en zonas rurales y urbanas del país", con acciones relacionadas en formación a docentes y demás agentes educativos en el marco del reconocimiento de situaciones y problemas ambientales locales y regionales, como lo orienta la Política Nacional de Educación Ambiental (2002) y el Decreto 1743 (1994), entre los que se destacan las temáticas relacionadas con la prevención de desastres, que promueve el SNPAD: "educación para la gestión del riesgo"- Se debe tener en cuenta los objetivos de la ley general de educación (ley 115 de 1994, la directiva ministerial 013 del 92 y el decreto 7550). La problemática de la prevención y atención de desastres, ha sido una preocupación, que se ha venido instalando en los escenarios de la educación ambiental en los niveles locales, regionales y nacionales, especialmente a partir de la nueva Constitución Política de Colombia (1991) muy particularmente con la promulgación de la Política Nacional de Educación Ambiental (2002), y de la promulgación de normatividades como son la Ley General de Educación 115 de 1994 y el Decreto 1743 del mismo año.

En este contexto, en el sector educativo (MEN) se han desarrollado estrategias de capacitación y formación con docentes, profesionales, técnicos y líderes comunitarios del propio sector y de otros, que tienen responsabilidad en el tema, para la incorporación del tema en el currículo escolar de la educación básica, desde una visión educativa integradora. Igualmente para trabajar el "Plan Escolar para la Gestión de Riesgos", como herramienta integrada a los procesos educativos y no atomizada, como generalmente se trabaja. Lo anterior desde una visión sistémica del ambiente e integral de la educación. Por otra parte, se han tenido experiencias interesantes frente al diseño e implementación de materiales didácticos a nivel de planteles educativos e institucionalmente a nivel municipal, complementando así el abordaje de dicha temática. Finalmente, es importante destacar que la DPAD, a través del Proyecto de Asistencia Técnica en Gestión del Riesgo a nivel Municipal y Departamental, está liderando la construcción y divulgación de una guía metodología para apoyar la formulación de Planes Escolares con énfasis en Gestión del Riesgo.

Context & Constraints:

.En la actualidad, falta más liderazgo por parte del Ministerio de Educación y por las demás entidades del sistema para una articulación interinstitucional mucha más efectiva que trascienda hasta los planes educativos a nivel nacional, regional y municipal. Consecuencia de lo anterior, es el bajo abordaje del tema de la Gestión del Riesgo como parte transversal al currículo escolar, con las obvias debilidades de explicitar la relación entre las problemáticas ambientales y las de los riesgos (naturales y antrópicos).Igualmente se ha presentado una descontextualización de las acciones realizadas en materia de reducción de riesgos y atención de desastres (por ejemplo el manejo del "Plan Escolar para la Gestión de Riesgos") y los proyectos educativos ambientales, desde una mirada de las realidades ambientales locales y regionales (ausencia de contextualización de diagnósticos ambientales), en donde los estados de riesgos y los desastres sean entendidos como problemáticas de gestión social, productos de desequilibrios en las relaciones entre ambiente natural y sociocultural, como se especifica en la Política Nacional de Educación ambiental (página 23).

Complementando lo anterior y como una de las limitaciones más estratégicas se encuentra la baja cualificación de profesionales en el campo educativo que manejen, entiendan y transmitan de forma integral la gestión del riesgo, con lo cual, los procesos de formación a nivel escolar se ven sesgados más

por iniciativas individuales que por un proceso académico formal.

Costa Rica (in Spanish)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

“Los planes educativos, los materiales didácticos y las capacitaciones más relevantes incluyen conceptos y prácticas sobre la reducción del riesgo de desastres y la recuperación.”

Nivel alcanzado: 3

El sector Educación cuenta con el Plan Nacional y Estrategia del Sector Educación, o “Plan Nacional de Educación para la Reducción del Riesgo de Desastres”. Con la ejecución de este plan se ha incorporado el tema de Riesgos a los currícula escolares, como parte de los programas de educación ambiental; permitiendo internalizar el concepto de que los riesgos de desastres y su correlación con condiciones de deterioro ambiental. Adicionalmente, se dictan las líneas de acción para el trabajo con grupos no organizados y el trabajo con comunidades. Las universidades públicas, en diversos cursos de carreras relacionadas con las ciencias ambientales, ciencias de la salud, geografía, geología, psicología incorporan capítulos destinados a la formación sobre desastres. Suma que la Comisión Nacional de Rectores (CONARE), que reúne a las cinco universidades estatales, ha generado una Comisión integrada por representantes de las cinco universidades que da seguimiento a las acciones que desarrollan en materia de riesgo a desastres, en tres ejes: programas de extensión a las comunidades, investigación y docencia. Cada una de las cuatro universidades, a la vez, articula sus propias comisiones internas a efecto de dar seguimiento de su “Programa de Gestión del Riesgo”. En ellas se integran todos los funcionarios que tienen a cargo proyectos. Existe una maestría de gestión del riesgo, a cargo de la Universidad de Costa Rica.

Context & Constraints:

El énfasis de la educación en el tema de desastres fue durante muchos años el ámbito de la respuesta a las emergencias, por lo que el avance en el campo de la prevención es reciente. El abordaje de este se ha presentado como antagónico respecto a la forma en que el Estado lo ha asumido y genera la impresión de que la gestión preventiva es exclusiva de la población, como alternativa ante lo que el Estado hace o deja de hacer. Esto impone el reto de avanzar a la formulación o al modelaje de alternativas de gestión que involucren al Estado. En tal sentido, surge la prioridad de mejorar la formación y capacitación de los funcionarios públicos para que aborden con mejor claridad este tema. Esto conlleva la necesidad de propuestas educativas que vinculen comunidad e instituciones y propuestas específicas de educación comunitaria en desastres.

Dominican Republic (in Spanish)

Level of Progress achieved:

1 - Minor progress with few signs of forward action in plans or policy

Description:

Existe material disponible en las instituciones de emergencia sobre la fase de respuesta. Hace falta producir material sobre la reducción de riesgos a desastres.

Hay materiales didácticos informales para algunos talleres y cursos. La institución responsable de elaborar manuales didácticos, están trabajando para que se incluyan conceptos sobre reducción de riesgo

Context & Constraints:

Introducir la Gestión de Riesgo como eje transversal dentro de la educación. Hacer cambios en la currícula de las universidades para introducir la reducción de riesgo

Ecuador (in Spanish)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

AVANCE

POLITICA 1. Contar con una cultura de prevención y preparación frente a riesgos y desastres.

POLITICA 3. Contar con capacidades comunitarias para participar en las actividades de gestión de riesgo en su territorio.

Context & Constraints:

Recomendación:

- Crear una cultura de Gestión de Riesgos a nivel nacional a través de la inserción real del tema en la currícula desde el Ministerio de Educación de manera transversal
- Asignar recursos para la implementación de los estudios que están a nivel de factibilidad para este trabajo.
- Diseñar una gran campaña de comunicación y poner en ejecución la inserción de variable riesgo en educación.
- Fortalecer el plan de capacitación a los educadores

El Salvador (in Spanish)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Se han realizado avances en la educación formal, como son: la elaboración del Plan Nacional 2021 ha incorporado como una línea estratégica la reducción del riesgo, actualizando para ello los Planes de Estudio Oficiales. Actualización de los planes de protección escolar como herramientas que permiten impulsar o promover una cultura de la prevención. Material bibliográfico de apoyo para docentes. Entrega técnica de materiales educativos a los asesores pedagógicos del país y su multiplicación a los directores de los centros educativos. Se han realizado avances en la educación formal, como son: la elaboración del Plan Nacional 2021 ha incorporado como una línea estratégica la reducción del riesgo, actualizando para ello los Planes de Estudio Oficiales. Actualización de los planes de protección escolar como herramientas que permiten impulsar o promover una cultura de la prevención. Material bibliográfico de apoyo para docentes. Entrega técnica de materiales educativos a los asesores pedagógicos del país y su multiplicación a los directores de los centros educativos. Paralelamente, otras instancias elaboran y desarrollan procesos de capacitación que permiten generar procesos de educación en la prevención del riesgo a desastres.

Context & Constraints:

Aún existen limitantes en ampliar la cobertura de los planes de protección escolar y la ausencia de una cultura de prevención. La ausencia de la cultura de prevención no permite una continuidad a los programas y proyectos encaminados a la reducción del riesgo. Los programas de estudios superiores deberían de contener en sus currícula la reducción del riesgo a desastre. Se deben de fortalecer los procesos de socialización de la información en diferentes ámbitos.

Jamaica (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Substantial achievement has been attained in the area of dissemination of Disaster Preparedness information to a wide cross section of the Jamaican population. Numerous programmes have either been undertaken or are currently on stream to sensitize the nation to disaster preparedness. The School's curricula at the Early Childhood, Primary and Secondary levels have embraced the concept of Disaster Preparedness as an important topic area. There has been a significant increase in the number of learning institutions that are provided with training in Disaster Preparedness annually. A number of tertiary and secondary and primary school institutions have begun to include the disaster management information into the annual school programs. Official inclusion into the school curriculum has been advanced and is being contemplated by the Ministry of Education.

Major stakeholders such as the Ministry of Education and school administration have been actively involved in promulgating the message thus increasing awareness. A recently concluded UNICEF project has seen more than three hundred principals(300), Teachers and caregivers from approximately one hundred (100) schools and child care Institutions trained in building schools' resilience to disasters. Arising from this, disaster plans have been developed by these participating institutions and a channel of communication established between the National Disaster Organisation, the local authority and the respective schools.

Context & Constraints:**Challenges**

- A major challenge that Jamaica as a nation and the ODPEM as an organization face with regards to maximum reach of the message of Disaster Preparedness is a lack of financial resources. Considerably more could be realized if funds were available. Several of our educational facilities do not have the capacity to effect the necessary activities to make their institutions more resistant to the likely impact of disasters.
- Mainstreaming is slow in many instances simply because it is dependent on personalities and not legislation.

Recommendations

- Greater emphasis and budgetary allocation at the local level as well as greater partnership with donor agencies would significantly improve the spread of information and would subsequently raise the level of preparedness.
- Special population forms a part of the organization's clientele. Provision of adequate resource and greater involvement of these special interest groups would aid the process.
- Continued Partnership Building especially with the private sector
- Push for the inclusion of Disaster Risk Reduction within the School Curriculum at all levels.

Panama (in Spanish)**Level of Progress achieved:**

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Existe en el proceso educativo de Panamá la integración de los temas de reducción de riesgos en la

educación. Ejemplo: Elaboración de Conceptos y Contenidos Básicos sobre Gestión de Riesgo para su inserción en el Curriculum de la Educación Media y la revisión y ajustes de la Educación Básica General.

Ministerio de Educación MEDUCA mantiene su Ley 34 de junio de 1995.(Ley 44 de 1941):

- Crea la Dirección Nacional de Educación Ambiental.
- Se Introduce el eje transversal de Educación Ambiental y el Voluntariado en área de Gestión de Riesgo.
- Se mantiene sensibilizada, capacitada y revisado el programa curricular de la escuela Normal de Santiago de Veraguas, permitiendo así formar docentes.

Ejemplos:

TRANSFORMACIÓN CURRICULAR DE LA ENJDA Y DEL INSTITUTO PEDAGÓGICO SUPERIOR ENJDA. 2000 - 2007.

- Seminarios obligatorios de Administración del Riesgo, con 48 horas presenciales y 32 horas de prácticas en escuelas primarias.
- Capacitación en 30 escuelas primarias de la provincia de Veraguas para docentes y estudiantes.
- Seminarios y simulacros.
- Instructores certificados en Gestión del Riesgo (6). CUSE.15 docentes.
- Se han graduado 3,094 representados por 9 provincias y las comarcas indígenas del 2000 al 2006. Para el 2007 se prevé 565 egresados.
- Financiado y apoyado por OFDA por B/.25.000.00
- Patronato Nacional del SSE, apoya el curso de seguridad en 10 centros educativos por región educativa a ejecutarse este año por un monto de B/. 7.000.
- Plan Nacional para el Desarrollo Humano Sostenible en Gestión del Riesgo, Lineamientos generales, con la participación de aproximadamente de 8 instituciones MEDUCA, SINAPROC, UTP, ETESA, UDELAS, Escuela Normal, UP (Facultad de Educación y Geociencias), Asamblea Nacional (área de educación.)
- Manual de Gestión del Riesgo para Docentes de Educación Básica General.
- Jornadas de sensibilización con los enlaces regionales del MEDUCA y SINAPROC.
- Firma del Convenio entre MEDUCA y SINAPROC.
- Plan Nacional de Educación.
- Guías de normas de construcción (análisis de vulnerabilidad) para los centros educativos.
- Campaña Mundial “La Reducción de desastres empieza en las escuelas. EIRD con la participación de niños de primaria. Aproximadamente 30 centros educativos.
- Curso de seguridad escolar (CUSE). UNICEF.

Capacitación a docentes del cordón fronterizo de Bocas del Toro,
10 centros educativos en áreas vulnerables,
30 centros en áreas de las comarcas indígenas,
20 centros en el área de Changuinola centro.
Docentes capacitados 200.

Capacitación de primeros auxilios básicos en Bocas del Toro, Chiriquí Grande, Changuinola con 90 docentes de todos los niveles. Renovando censo seguimiento y evaluación.

Coordinaciones Interinstitucionales para el fortalecimiento y desarrollo de la Gestión del Riesgo en el área Educativa.

- Aporte en actividades de organización comunitaria con capacitaciones, conferencias y exposiciones en el Programa de Gestión del Riesgo y Desarrollo Sostenible en Bocas del Toro. Dictado a autoridades locales y personal de toma de decisiones de Changuinola, Chiriquí Grande e Isla Colón. (UDELAS-SINAPROC)

- Actividades de intercambio de experiencias en el Proyecto de Organización Comunitaria que se realizó en la Comunidad de Chiguri Arriba, provincia de Coclé. (UDELAS-SINAPROC).
- Organización y desarrollo del taller sobre el tema Impacto Emocional a personal que participo de los eventos de inundación del 17 de septiembre 2004.
- Atención psicológica individual a funcionarios del departamento de comunicaciones de la institución.
- Asesoría técnica en la elaboración del Manual de Primeros Auxilios Emocionales o Psicológicos en casos de Desastres
- Participación como expositora en diversas conferencias sobre Salud Mental y Estrés relacionado a desastres, para funcionarios y voluntarios de la institución, foros y otras instituciones vinculadas al equipo de rescate.
- Elaboración del Programa de Salud Mental para funcionarios del sistema.
- Talleres de capacitación sobre riesgos ambientales relacionados con afectaciones físicas y psíquicas. (IDEN).

Context & Constraints:

Es difícil el cambio de cultura de la noche a la mañana, pero se está avanzando en el proceso teniendo en cuenta que se deberán fortalecer renglones muy particulares.

Ejemplo de Limitaciones:

- Necesitamos trabajar el poco interés de los Directores de los centros educativos en el tema de reducción del riesgo de desastres.
- Limitaciones en la coordinación interinstitucional, interdisciplinaria e interdepartamental.
- Buscar mecanismos de incentivo y de concienciación que hagan más atractivos el proceso de formación, participación y evaluación de la comunidad educativa.
- Se sobrecarga la labor académica de los docentes en los centros educativos al no contar con suficiente personal que se dedican a enseñar el tema.
- Hay que mejorar el horario educativo para insertarle horas del tema y que no sea solo una tarea sino una asignatura.

Peru (in Spanish)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Nivel de Progreso 4:

- Emisión de la Resolución Ministerial N° 078-2007/ED, (febrero 2007): se reconoce la inclusión de la Gestión del Riesgo de desastres en los programas curriculares en los diferentes niveles y modalidades de educación.
- Emisión de la Resolución Directoral DINECA (Dirección Nacional de Educación Comunitaria y Ambiental) N° 015-2007 (2007): regula la aplicación de la RM 078-2007; y señala la metodología de trabajo. Asimismo se señalan plazos y responsables para la implementación y operativización de la "Comisión Permanente de Defensa Civil de la Institución Educativa.
- Resolución Jefatural INDECI-2007: Reconocimiento del Programa Aprendiendo a Prevenir. (Publicada en el diario oficial del Perú). Se ha creado la Red Nacional de Docentes en "Aprendiendo a Prevenir" desarrollada en 15 Direcciones Regionales de Educación; contenidos considerados en los proyectos Educativos Regionales.
- La Red Nacional de Docentes cuenta actualmente con más de 2000 integrantes.
- Existe convenio vigente entre el INDECI e Instituciones educativas de nivel Básico Regular y Superior,

para el desarrollo de programas curriculares en gestión del riesgo. (activo el convenio con 16 universidades, de las cuales 2 universidades desarrollan Maestría y el resto estudios de Post Titulo).

- Programa “Servicio Escolar Solidario en PAD”: aproximadamente 500 alumnos con certificado de “Brigadistas” en 5 regiones; actualmente entre 8 y 10 regiones trabajan este programa (aproximadamente 5000 alumnos)
- Programa “Escuelas seguras, limpias y saludables”: concurso con 3 categorías a nivel nacional.
- El Ministerio de Educación ha programado para este año 5 simulacros nacionales, considerando que para los niños la acción visible sobre la Gestión de Riesgo de Desastres, son los simulacros de evacuación

Context & Constraints:

- Respecto al Ministerio de Educación, existe insuficiente apoyo, comunicación y participación en el desarrollo del Programa “Aprendiendo a Prevenir”.
 - Existe una cultura de prevención en formación, por lo que los docentes para los cursos de Post Grado y Post Titulo son escasos.
-

Saint Lucia (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

A Safer Buildings Program was introduced at a tertiary level institution and efforts are ongoing in an attempt to make it an elective on the school curriculum. With the support of USAID-Office of Foreign Disaster Assistance (OFDA) a ‘Safer Schools Program’ is being introduced into the Saint Lucia Education System.

Context & Constraints:

There is a need to incorporate DRR concepts and ideas into the primary, secondary and tertiary level schools beyond what has been achieved so far. These concepts may be made part of the Social Studies syllabus and DRR examples may be used to build content for subjects such as English Language and Mathematics.

Further, undergraduate and graduate studies need to be encourage to undertake research in DRR topics relevant to Saint Lucia.

United States of America (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Materials have been developed for use in school curricula, but the devolved nature of public education in the United States, which is implemented at the local government level, makes it difficult to measure progress on this core indicator.

Context & Constraints:

See above.

Venezuela, Bolivarian Rep of (in Spanish)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Existen avances en educación superior, con respecto a la inclusión del tema de reducción de riesgos, a través de la implementación de la unidad curricular Protección Civil y Administración de Desastres, dentro de las materias a cursar en la Misión Sucre, en la cual funcionarios de la Organización de Protección Civil y Administración de Desastres llevan la responsabilidad de facilitar las clases. Asimismo, se evidencian dichos avances en la conformación de la Red de Brigadas Universitarias de Prevención y Manejo de Emergencias, que lleva a cabo la Dirección Nacional de Protección Civil y Administración de Desastres en las escuelas e institutos de educación superior. Se estima extender este programa manteniendo el esfuerzo y trabajo conjunto con el Ministerio del Poder Popular para la Educación Superior (MPPPE).

Es importante destacar, que en la actualidad también se está avanzando con respecto al diseño de la Escuela Nacional Experimental de Protección Civil y Administración de Desastres, que formará parte de la Universidad Experimental de la Seguridad, lo cual al materializarse arrojaría un evidente progreso en la inclusión de conceptos y prácticas con respecto al tema de reducción de desastres.

Sumado a lo anterior, la DNPCAD, a través de la implementación del Proyecto CAPCOME a nivel nacional, fomenta el desarrollo de la cultura preventiva, preparando a las comunidades e instituciones en materia de autoprotección, primeros auxilios y planes locales.

Dentro del sector infraestructura existe un consenso general en la implementación de planes educativos para el personal a nivel de las áreas de prevención y atención de emergencias y desastres, realizando la capacitación y el adiestramiento necesario para la prevención de situaciones de riesgo en las instalaciones del Ministerio del Poder Popular para Obras Públicas y Vivienda.

FUNVISIS ha tomado como bandera integrar el conocimiento sísmico a través del Aula Sísmica, Madeleilys Guzman. A través de este espacio se imparte información relevante a cualquier tipo de público en relación a sismos.

También con la denominada Misión Ciencia se trasladan los conocimientos derivados de la microzonificación sísmica a la labor netamente educativa a las comunidades involucradas.

Context & Constraints:

Incluir en todo el sistema educativo formal el tema de reducción del riesgo de desastres.

Consolidar la plataforma de información en materia de los procesos de prevención y atención de desastres, en todos los sectores educativos.

Asia

Bahrain (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

- Because of programs for community participation, some awareness exists on the importance of this subject.
- Visits by school children and visits by fire officers to universities and schools to brief and conduct evacuation exercises; lecture graduate engineers on National Codes and other public safety and fire prevention measures. However, this is mainly in the field of fire prevention and impinges only slightly on DRR.
- A number of initiatives by the Ministry of Education are in place with programs introduced to enhance safety consciousness of students both at school and at home. However, these initiatives are ad hoc and do not follow a National Strategy.
- Additionally, safety booklets on various hazards and substantial information on safety issues is on the Ministry of Education's website.
- This can only be properly coordinated following the update of the National Risk Assessment later in 2008.
- The inclusion of the Ministry of Education in the National Framework will also ensure constant dialogue, cooperation and coordination with all other agencies.

Context & Constraints:

- Much work needs to be carried out to further improve the safety awareness and risk reduction measures in the curricula of schools and colleges.
-

Bangladesh (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Disaster Management as a content has been introduced in primary, secondary and higher secondary education curriculum. Number of initiatives underway to revisit the existing curriculum on disaster management. Disaster Management has been included as curriculum by some Public and Private Universities. Following GoB decision in 1997, initiative taken to introduction of DRR in various training institutions, universities, research institutions and public services training centres. The draft act also included a plan to establish an independent institute for DM training and research. Pilot initiatives were ongoing throughout the reporting period by a number of NGOs to make schooling safer. Also IEC materials developed for the planners in education to continue education during and after disaster. MoPME and MoE of GoB decided to make number of school-cum-flood shelter in the flood-prone areas including the climate change related training and IEC materials. Based on climate and hazards variation school building are being redesigned and new building are being constructed using GIS mapping under the MoE.

Context & Constraints:

While disaster is introduced in the school curriculum, limitations exist in availability of material on DRR for training of the teachers. Sharing of indigenous and local survival coping mechanism need to be institutionalize in education system both formal and non formal ways to address the disaster risks and hazards. Adolescents and early married women and people with disability who never entered in formal education system or dropped out early from schooling should be reached through different forms of IEC

system, to be given specialized education on disaster risks reduction, survival and safety measures.

Cambodia (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

There are increasingly consideration on mainstreaming disaster risk reduction measures into education sector in recently years through integration of disaster risk reduction into school curriculum, building capacity of school teachers and education officers on disaster risk reduction and organization of public awareness activities on disaster risk reduction to school children and institutionalization of school disaster safety programmes etc. This initiative is implemented by partner agencies in Cambodia, including ADPC, Action Aid, ZoA, Plan International, UNICEF and Save the Children etc.

This initiative is strongly recognized, supported and commitment from the national government, especially the Ministry of Education Youth and Sports.

Context & Constraints:

Even there much effort to initiate on mainstreaming disaster risk reduction into education sector, however, it has not overcome the substantial and comprehensive achievements yet, due to:

- It does not have a standard curriculum on disaster risk reduction to be suitable to different grades
- Capacities of human resources in education sector have been widely built up
- A disaster risk reduction concept in education section is too new.

Recommendations to Overcome:

- > There is a need to continue mainstreaming DRR into formal educational system including health awareness and preparedness, and transport-related hazards.
 - > There is a need to mainstreaming DRR into development plans of other key ministries in the country.
 - > DRR training should be provided to provincial, city and district line department officials
 - > Enhance NCDM coordination and monitoring of disaster management training provided by different organizations including development of standard training courses.
 - > DRR forum to form a working group to standardize DRR information to be mainstreamed into curriculum
-

India (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Government of India in its 10th Five Year Plan emphasized the need for inclusion of disaster education in the existing education system in India. Central Board of Secondary Education (CBSE) one of the widely recognized boards of school education in India as well 13 other State Education Boards have included Disaster Management as a subject in Social Sciences in the curriculum of secondary education since 2004. Supplementary text books have been also introduced in the higher secondary curriculum under CBSE in class XI under two subjects viz. geography and sociology in 2006. For effective curriculum transaction, Central Board has taken up extensive training programmes for their teachers. Under the Disaster Risk Management Programme of Government of India and UNDP extensive training programmes have been undertaken for school teachers and students on disaster risk management and school safety. For disaster

management practitioners National Institute of Disaster Management, has introduced a web based Online Training Programme on Comprehensive Disaster Risk Management Framework in collaboration with the World Bank Institute, Washington. NIDM also conducts regular training programmes for government functionaries on disaster management and supports 29 disaster management cells across the country to conduct similar training programmes at state and district level. Few of the universities and autonomous institutes in the country like Sikkim Manipal University, Indra Prashtha University, New Delhi, Disaster Management Institute, Bhopal (DMI) are also running formal courses on disaster management. DMI Bhopal has also been identified as the regional training institute for imparting training on Incident Command System by Ministry Of Home Affairs, Government of India. Civil society organizations are also involved in disaster management education and community based education programmes are being implemented by them.

Context & Constraints:

Introduction of disaster management education in school curriculum, graduate and post graduate programmes is only the first step towards knowledge building and mainstreaming disaster management into education system. To build in a pool of trained human resources who can be the future domain experts in the country appropriate opportunities need to be created so that the skills developed can be harnessed and a demand is created in the market for disaster management professionals. The academic and research organizations in the country also need to be encouraged to introduce disaster management education programmes. There is also a need to develop a strategy to target those sections of the society who never attended formal schooling and are differentially abled. Specific learning and teaching aids need to be developed for them.

Indonesia (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

In Indonesia, the Presidential Decree was issued to the Ministry of National Education and Ministry of Home Affairs to integrate disaster risk reduction into the school curricula, both intra and extracurricular programs. However, this decree has not been implemented because the policy implementation instrument has not been devised in the national level. Currently, a step to formulate a national policy in the form of strategies to mainstream the disaster risk reduction into the national education system is prepared. As the initial process, a governmental working group and civil society working group, in this case Consortium for Disaster Education has been set up.

In the local level, many regions, in particular those affected by catastrophic disasters or high risk communities, have owned Regional Government Regulation or the Mayor's Decree to integrate disaster risk reduction in the school curricula. However, it is difficult to be implemented by the schools in the regions since the existing curriculum is considered burdensome enough for the students in each level (elementary, junior and senior high schools). In certain regencies, a guideline to integrate emergency awareness into the school-based curriculum (KTSP) is initiated. Despite the fact that the integration of Disaster risk reduction in the school curricula is not yet implemented, some government institutions and local NGOs, national and international organizations have implemented disaster education program in schools and outside schools and in formal and informal institutions. These institutions are included in the Consortium for Disaster Education.

Some government institutions have also prepared some guidelines related to educational materials and disaster-related trainings, but most of the trainings are focused on emergency preparedness, emergency response or emergency management. The disaster risk reduction-related material and training are still limited. Post-graduate programs and elective courses on disasters are set up in institutions of higher

education.

Context & Constraints:

Unavailability of policies and guidelines on how to mainstream Disaster risk reduction in the school curricula, the learning materials as well as the relevant trainings (extracurricular or local content) makes it difficult for the schools to implement the strategy of mainstreaming disaster risk reduction. In addition, the curriculum is too burdensome for the students, thus making it difficult for the schools and teachers to mainstream the disaster risk reduction into the students' education materials.

Based on the challenges mentioned, efforts to realize the national policy in mainstreaming disaster risk reduction into education system and efforts to encourage the regions and schools to support the initiative to mainstream disaster risk reduction in their education materials must be made.

To initiate the try-out and the real implementation of disaster risk reduction mainstreaming into school curricula and education material, the academia or schools must have human resources with adequate capacity. Currently, the human resources available are still limited. Efforts to develop and improve the human resource capacity (educators, educating staff, public and professional officers) must be carried out to implement the mainstreaming of disaster risk reduction into school curricula, education material, and relevant trainings. The availability of sufficient human resources is expected to encourage the regions and schools to be more creative and innovative in mainstreaming disaster risk reduction.

In addition, national-level guidelines to mainstream disaster risk reduction into school education must be formulated. For example, it must be clear whether it is going to be mainstreamed in the extracurricular and intra-curricular activities, local content, or as a part of the existing school subjects, or into the school programs such as UKS (school health unit), disaster prepared school, Scouts, Youth Red Cross, etc. If the national guidelines are available, the local government and schools will be able to use the guidelines as the reference to mainstream disaster risk reduction according to the situation and condition of each region. To support the implementation of disaster risk reduction mainstreaming, materials and reading texts on disaster risk reduction are needed (both for students and teachers in all school levels).

Iran, Islamic Rep of (in English)

Level of Progress achieved:

5 - Comprehensive achievement with sustained commitment and capacities at all levels

Description:

> School Safety: Development and implementation of a comprehensive program addressing all groups of the society for School Safety.

> Increasing public awareness and preparedness using all types of media.

> Educating children and youngsters about earthquake preparedness at all school levels by including materials in textbooks, films, conducting drills, exhibitions, drawing and writing competitions, posters, etc.

> Organizing annual art, painting and training exhibition.

> Conducting annual national drill in schools on November 8th.

> Strengthening the key role of women in hazard mitigation programs and promotion of seismic safety culture.

> Posting street posters teaching a-seismic construction.

1. Increasing public awareness of earthquake hazards and preparedness by communicating with the general public through all types of media;
2. Educating children and youngsters about earthquake preparedness at both elementary and high school levels by including materials in textbooks, showing films, conducting drill, painting and writing competitions and exhibitions;
3. Organizing the annual national “Earthquake and Safety” drill in more than 110,000 primary, secondary and high schools with participation of more than 16 million students on 28th November since 1998;
4. Organizing bi-annual Asian painting as well as annual arts and craft exhibition on seismic safety in second week of October;
5. Strengthening the key role of women in hazard mitigation program and promotion of seismic safety culture;
6. Designing and posting street posters that teaches the basic point of seismically safe buildings;
7. Organizing Earthquake Safety Exercise in kindergartens in Tehran annually in May since 2000.

Context & Constraints:

- Limitation in amendment of training school books in short term
- Frequent structural and management changes in the training and education system in recent years
- Inadequate comprehensive research on identification of shortcomings and finding solutions for this problems
- Non satisfactory intersect oral commitment for implementing HFA

Japan (in English)

Level of Progress achieved:

- 4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

With a view to improving disaster risk reduction education at school, the Ministry of Education, Culture, Sports, Science and Technology is implementing policies such as providing teachers with reference material to be used in safety guidance and planning evacuation drills, developing and distributing disaster risk reduction training materials focusing on how to prepare for and behave in the event of an earthquake or other natural disaster, and holding disaster risk reduction education training sessions. Cabinet Office and Ministry of Land, Infrastructure and Transport also has been making efforts to enhance disaster reduction education such as operating the websites dedicated to disaster reduction education, distributing educational materials, and conducting lectures on demand which the staff of the ministries directly visit and have talks with residents and students. Fire and Disaster Management Agency has been introducing the “disaster prevention & crisis management e-college” designed to provide people with opportunities to learn about disaster prevention and crisis management. It offers courses for general public, local government officials, fire brigade members, volunteer fire fighters, and kids. Further, systematic training on disaster risk management for officials responsible for disaster management in local governments has been regularly provided by the Disaster Reduction and Human Renovation Institution. To share and promote good practices and useful tools for disaster reduction education, a collaborative effort for providing subsidy to the selected educational plans which are designed and proposed as new initiatives by practitioners for enhancing disaster reduction education has been supported by various relevant organizations including Cabinet Office and Fire and Disaster Management Agency. The

information of the activities conducted under the plans is also available on the internet for the reference to other practitioners.

In addition, the Ministry of Education, Culture, Sports, Science and Technology has recently made study on measures to support the efforts for disaster reduction education with the effective use of the result of the study of science and technology for disaster reduction. The Ministry has initiated a new program for supporting and promoting disaster reduction education since fiscal year 2008, and given assistance to the undertaking for enhancing disaster reduction education in the model areas.

Context & Constraints:

Currently effective disaster reduction education at schools is mainly provided limited numbers of teachers with enthusiasm. It is required to develop more systematized programs as appropriate according to ages and areas as well as applicable to current official curriculum guidelines.

Kazakhstan (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

The study programs as “Safety Fundamentals for Life Supporting Activity” in high schools, and “Vital Activity Safety” in universities and technical schools.

Study in institutions at all levels to be held after the Governmental Decree No 50, issued by 17 January 2003 as “Establishment of the Rules of information, public relations, study of population and specialists in a field of emergency situations”.

The local Ministry Departments prepare materials as prospects, journals, TV and radio broadcasting for education of people.

Training, exercises in regions and cities involve territorial and enterprises units of Civil Defense.

Context & Constraints:

At present it is necessary to define a target financing for training and education of population and personnel in questions of Civil Defense and ES, enhancement of material educational base

Korea, Rep of (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

To promote and strengthen disaster risk reduction concept, various school contents are under development covering subjects such as fire science and disaster management science.

The number of undergraduate department in college and university level is increasing. Also graduate programs covering disaster management subject are more common compared to previous years.

However, the infrastructure and backup system for sophisticated school curricula are rather weak. It is necessary for the central government help and lead in developing standard disaster education textbooks setting up the identification of fire science and disaster management science.

Context & Constraints:

Even though the National Disaster Management Institute is focusing on the education for disaster managers and officials, the number of other education institutes and experts is somewhat limited.

Customer-oriented education programs need to be developed, since uniform programs are adopted for most of the education practice.

Kyrgyzstan (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Introduction of disaster risk reduction issues into the system of the official and informal education, use of knowledge and experience in order to form proper safety culture and the ability of communities to resist disasters at all levels – these are the important aspect of disaster risk reduction.

In this context the Government of the Kyrgyz Republic and MoES of the Kyrgyz Republic and the international organizations involved in this field of activity develop and introduce the system of measures on providing the population with easily perceptible information on possible risks and disasters and prevention measures

National systems of information and manuals for the information sharing on successful practice, cost-effective and accessible technologies on disaster risk reduction and on the learned lessons regarding the policy, measures and plans on disaster risk reduction in the system of the national authority.

Within the framework of the training course on civil defense there was developed the system of trainings and programs on disaster management for decision-makers in the system of the state authority, local self-governing bodies, MoES subdivisions, and vulnerable local communities, economy subjects, and the population with the purpose to provide them with general knowledge on disaster prevention and mitigation.

At the moment the modernization and equipment of the program classes with up-to-date technical equipment is implemented under SDC support; within the UNDP programme the education programs and materials for this course are significantly amended and updated with the subjects on disaster preparedness, prevention and response.

International donor organizations played and are playing the important role in disaster management both in Kyrgyzstan and Central Asia as a whole. Thus we would like to emphasize the Programme of international and non-governmental organizations aimed at raising of awareness and strengthening of capacity of the non-governmental structures, communities, disaster prevention and mitigation along with provision of sustainable development, poverty reduction along with disaster reduction.

ECHO implements the programme on disaster preparedness in Central Asia since 2003 (DIPECHO). Over 9 million EURO was spent by various international organizations in Central Asia for implementation of projects. The significant contribution was made by UNDP, NRCS, ACTED, IOM, etc., almost in all regions of the country. At the moment the work under DIPECHO 5 is launched; this Programme provides for trainings on the population preparation and awareness raising, training of the voluntary rescue teams, etc. This allows significantly increase the population awareness, strengthen the capacity for disaster risk management, disaster prevention and mitigation, promote strengthening of cooperation among the institutions involved in emergency situations issues, and include the aspects of disaster reduction into development plans at the local and national levels.

Based of the implemented joint works with the international organizations and the Ministry of Education of the Kyrgyz Republic there is being considered the issue on inclusion of disaster-related subjects into the relevant sections of curricula in the system of pre-school, school and higher education.

Context & Constraints:

1. Lack of school programs for special disciplines related to disaster risk reduction
2. Lack of special literature related to man-made and natural disasters
3. Lack of the unified science-technical advice on development of methodical manuals and brochures
4. Poor distribution of the booklets, brochures and other informative materials developed by various organizations on the issues related to disasters and disaster preparedness
5. Doubling of activities on public awareness raising in one region

6. Lack of close relationships between the local population and specialists of scientific institutions, organizations implementing projects of public awareness raising and disaster preparedness
 7. Shortage of highly qualified specialists
 8. Poor capacity of the state organizations
 9. Shortage of funding
-

Lao People's Democratic Republic (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

In 2007, a UNDP Regional Project funded by ECHO was initiated in order to mainstream disaster risk reduction into the education sector. The project was implemented by the NDMO with ADPC with an aim to integrate disaster risk reduction into the secondary school curriculum. The project should provide valuable national mainstreaming examples to build support for further mainstreaming of disaster risk reduction into development policy and planning.

The project has two complimentary objectives; i) Mainstreaming disaster risk reduction into Secondary school curriculum: through pilot projects, and ii) Research on the physical and socio-economic impact of disasters on the education sector for use in advocacy and consensus building on the benefits of disaster resilient schools.

Another project started in cooperation with the NDMO and the Ministry of Education, the Sayaboury District Education Department and ADPC to reduce vulnerability of children, young people and communities in Xieng Hone District to natural hazards. The project which is scheduled to be implemented from July 2008-June 2009 supports 2 primary and 2 lower secondary schools in Xieng Hone to deliver disaster risk education and equip children with the knowledge and skills to contribute to building disaster resilient communities.

Context & Constraints:

Information is not available

Maldives (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

The Ministry of Education is also in the process of incorporating Disaster Risk Reduction in the school curriculum for all grades. National and International training were provided to teachers to include the above mentioned concepts and practices. International agencies and national NGOs have developed education material to help in understanding the subject more effectively. To promote the national school safety programme a coordination committee has been set up with relevant members from Ministry of Education who are finalizing on the School Safety and Disaster Preparedness Plans. Reconvening the "Every Child Swims" program has been a priority and steps are being formulated in this direction. Care Society of the Maldives a national NGO has embarked on a programme on disaster preparedness. The key activities of the programme include strong advocacy for addressing disaster preparedness in national legislation; integration of disaster management in the school system; training of trainers at community based organisations on disaster preparedness; planning a disaster preparedness programme with CBOs and contingency plan for 2 model islands with capacity building training and provision of necessary equipment. Care Society is also involved in an international campaign with Action Aid on disaster preparedness.

Curriculum Developers have been oriented in Disaster Management and a plan is being drawn up to include the subject in appropriate sections of the syllabi. Fire Drills are conducted in all the primary schools of Male'

Context & Constraints:

Severe constraint has been the overburden of teachers with the regular school curricula activities. Many national initiatives try to find their way into school activities namely initiatives in environment, health etc. One of the possible solutions would be to include more practical work related activities thereby strengthening a more result based approach. This could be also carried out beyond class hours or through the Scout Association of the Country who are closely related to the education sector.

Nepal (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

The current school curricula has limited amount of information on disaster management, however they are scattered and does not match the need of the country. In 2008, the secondary level of education curricula has recently incorporated disaster management component with the support of WWF and other institutions. In addition, so many extra curricula activities related to DRR have been incorporated in the existing secondary level curricula. The Ministry of Education (MoE) is reviewing the existing school curricula from grade 6 to 8 and willing to include DRR as a separate chapter. MoE is planning to integrate the DRR component into the teacher training curricula as well.

Since the recent past, several I/NGOs have been supporting the MoE to incorporate DRR in to School curricula, teachers training on DRR, awareness building classes, publication of various IEC materials on DRR and distribution to schools.

Similarly, the Administrative Staff College of the Government has incorporated DRR in most of their training programme for government officials

Context & Constraints:

Challenges:

- Inadequate Institutional and professional capacities in designing and developing the country context curricula on DRR and resource materials to the students and teachers.
- No or inadequate trained school teachers in the field of DRR.
- Inadequate enabling environment or opportunity for cross learning for school and college teachers in the field of DRR.
- Lack of support mechanism and networking in the implementation of DRR curricula.
- Synergy problems among the stakeholders.
- Inadequate linkages between formal and non-formal education sectors.

Recommendations:

- Assist MoE to review existing school curricula and include DRR along with developing resource materials for students and teachers.
- In close collaboration with the MoE, train teachers both at school and college levels in the field DRR.
- Design and organize exposure trips, modular training and internship for concerned government officials on neighboring country where school and college curricula contain DRR and learn from them.
- Establish support mechanism at the central and district levels.
- Establish information management mechanisms and network to share good practices on DRR related curricula and teaching materials.

Pakistan (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

For this Core Indicator, Pakistan can be ranked at level three. The Government is committed to integrate DRR education in the school, college and university curriculum. The NDMA in close coordination with the Ministry of Education is developing a comprehensive strategy to integrate DRR into education by year 2009. NDMA expects the process of curriculum development completed by end 2010.

The NDMA is working on integration of DRR education into the training academies of the civil servants of Pakistan; e.g. the National School of Public Policy (NSPP), the lead civil services training institution where majority of government servants entering into various sectors are trained at the entrance level as well as at mid-career stage. The integration of DRR education into the training modules of NSPP is expected to be completed by end 2009.

To raise awareness and train the civil servants, the NDMA has undertaken different programmes, some of which are mentioned as under:-

- A training program in DRR for in-service government officers at federal, provincial and district levels is under implementation.
- Training curriculum for training of district officials and communities have been prepared.
- Over 150 officers and civil society reps have been trained in the 09 districts affected by the 2005 earthquake. About 80 officials from federal level and from about 4 districts have been trained in basic concepts of DRM.
- A simulation on disaster response management conducted for the entrance level officers at the Civil Services Academy (CSA) of Pakistan. Training sessions on disaster risk management conducted for about 200 entrance levels officers at the CSA.

Context & Constraints:

DRR in its modern form is relatively a new concept in Pakistan. Therefore, lack of awareness, being the major challenge, exists in Government Departments including the ones dealing with education. The lack of awareness coupled with lack of expertise in the relevant government departments impede implementation of National Plan and Strategy for integrating DRR into education curricula within the defined timelines as envisaged in the Framework. To overcome this problem, the NDMA intends to extend technical assistance to the Ministry of Education for development of required curricula.

Philippines (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

For the past two years, the DepEd has been engaged with donor-assisted collaborative projects, e.g. a study of the impact of disasters to the sector, and instructional materials on preparedness for natural and human-induced hazards for the youth, parents and community. The underlying strategy of DepEd is providing DRR training to teachers and promoting the construction of schools that are disaster resilient. There is institutional commitment from the DepEd to mainstream DRR into the education sector. However, only the Division of Secondary Schools in the Department handles relevant programs that DRR efforts run the risk of losing continuity.

Concepts on disasters have been part of values integration, social studies, and science curricula in the

primary and secondary public school. College and masteral subjects that deal with certain aspects of disasters and disaster management are offered in a few universities such as the tertiary degree course in disaster risk management in Camarines State Agricultural College and as an area of concentration for a masteral degree in Public Management in Bicol University.

The NDCC, through the OCD, Department of Health (DOH) and other partners, has been organizing training programs for LGUs such as the Hospital Preparedness for Emergencies (HOPE) Course under the Program for Enhancement of Emergency Response (PEER) supported by NSET and USAID.

DRM-relevant courses are also available at the Crisis Management Institute (CMI), which is under the National Defense College of the Philippines (NDCP). A web-based, distance learning course originally developed by World Bank Institute is being hosted by Earthquakes and Megacities Initiative (EMI) and OCD. Technological and scientific institutions like PAGASA and PHIVOLCS provide knowledge building opportunities for LGUs, students, teachers, and the general public to include the journalists. Media With support from international NGOs, DIPECHO and NDCC, the Center for Community Journalism and Communication (CCJC) organized round table discussions on DRR reporting. A survey conducted revealed the needs of media in DRR reporting.

NGOs and professional organizations also provide trainings on DRR focusing on mitigation and preparedness. The Philippine National Red Cross (PNRC) conducts trainings on disaster preparedness, safety service, health service, and social services (psychosocial first aid). The Center for Disaster Preparedness (CDP), a local NGO, is promoting the CBDRM Training and Learning Circle (TLC) that aims to strengthen and facilitate the crucial interface between community-based organizations, training institutions and universities across the country. Trainings initiated by local stakeholders and volunteer groups have been noted, however such practice is yet to be seen in most vulnerable communities.

More training resources for LGUs were produced during the period. The DILG, with support from CDP, OCD, and Philippine-Canada Local Government Support Program, launched a handbook for LGUs on a Sourcebook for Barangay DRM Training Workshop.

Context & Constraints:

Training courses, seminars, and workshops on DRR should be progressively conducted for specific target groups from among the stakeholders. Some NGOs have activities focused on children. However, the needs of pre-school children need further attention by government. It is recommended that target groups be prioritized and a training needs assessment for prioritized groups be conducted. Relevant stakeholders conducting training should be tapped in accordance with their capacities and resources. Any national or regional plan on training should start with an inventory of training and capacity building programs.

Capacity building for PDCC, MDCC and BDCC members is high priority however, before any training activity it is instructive to analyze the DCC. LGUs whose LDCCs needs capacity building assistance should be prioritized. Also, a more systematic way to utilize students through the National Service Training Program (NSTP) pool of volunteers in disaster preparedness and response needs to be explored. For this reason, a DRM module for the NSTP should be developed.

Targeting journalists alone is not as effective as originally thought. A strategy that considers the corporate culture of broadcasting and print media companies is necessary. Media organizations clearly expressed their need for readily available information on DRM and DRR, possibly through the internet.

No regular training needs assessment to cover various aspects of DRR has been conducted. In the absence of a strategic plan, the role of organizations conducting training is not properly appreciated in terms of a broader national and local DRM framework. Moreover, tracer studies of those who were trained have not been systematically done. In terms of future professionalization and human resource management issues, DRM training course organizers should consider conducting tracer studies to find out how their participants have done after receiving training.

Singapore (in English)

Level of Progress achieved:

5 - Comprehensive achievement with sustained commitment and capacities at all levels

Description:

SCDF works closely with the Ministry of Education (MOE) to incorporate emergency preparedness as a subject within the Civics and Moral Education syllabus for students in the primary and secondary levels. As part of Emergency Preparedness (EP), SCDF introduces short EP modules on essential skills and knowledge in surviving emergencies for schools to conduct during assembly periods.

18 Apart from residents and workers, SCDF recognizes that school students form another important niche group in public education efforts. Since 2005, SCDF has reached out to the youths in secondary schools through the formation of the National Civil Defence Cadet Corps (NCDCC), a uniformed group in which students may participate as a co-curricular activity. In 2007, SCDF started to reach out to primary school students through a Fire Station Engagement Programme. Liaison Officers from fire stations will be deployed to the schools to train the students and prepare them to deal with emergencies and threats posed by the new security environment.

Context & Constraints:

Nil

Sri Lanka (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

DMC has developed few visuals on DRR which is used to conduct awareness programme.

District level school DRM awareness and training programmes on multi-hazard with special reference to tsunami were conducted along the coastal belt and mock drills were practiced in all schools vulnerable to tsunami as priority activity. Awareness programmes on Multi-hazard are being conducted in other schools also.

Special awareness programme on man made disasters was conducted in all school

Guideline posters and video clips on hazards are developed by DMC and made available to all stakeholders conducting awareness programmes.

RADIO and interNET (RANET) equipment issued to several schools on pilot basis to obtain information on disaster management through internet.

Disaster Risk Reduction component already introduced in grade 6 and 7 of school curriculum as a subject and for grade 8 and 9 as a module in social science subject.

The students in advance level classes are encouraged to undertake projects on disaster management and necessary material guidance provided when ever requested.

DMC has established separate division to manage training/awareness programmes with responsibility to build the capacities of stakeholders in all levels.

Sri Lanka Institute of Development of Administrators(SLIDA) has included a separate Module on Disaster Management in their annual training calendar. Disaster Management module is included as subject in regular programme conducted by SLIDA for senior government Officers.

District /divisional level school disaster management training and capacity building programmes are underway with the coordination and involvement of district disaster management coordinating units established in districts.

The I/NGOs are also take part in school awareness and DRR programmes.

Several state universities have commenced Master degrees and Diploma programmes on DM in order to develop professionals required in the sector
DMC standardise all training material available with stakeholder agencies .

Context & Constraints:

In the absence of a common training module for awareness programme each organization conducting training has developed its own modules. DMC is in the process of developing training modules for various programmes.

Very few teachers were trained on DRR and conducting TOT programme for teachers is a priority. DMC is implementing a programme to make teacher aware of practical aspects of DRR with field visits so that they could be effective trainers.

Resource personnel available at district level are very limited and those who are conducting training at local level has to depend on resource persons from the DMC. DMC launched a programme to identify potential trainers at local level, conduct TOT and develop a data base of trained personnel make it available to any organization involved in training programmes.

Training material available in local languages is very limited.

Syrian Arab Republic (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

The Ministry of Education is currently modernizing the curriculums for all levels, this has created a good opportunity to incorporate disaster risk related issues into curricula in an easy way which suits the age and levels of students. The method of teaching disaster risk reduction include three stages: preparation, dealing, and recovery.

Context & Constraints:

The constraints are in transferring the proper knowledge effectively and sufficiently, and to qualify instructors to teach disaster risks related issues theoretically and practically.

All these require qualified humanitarian teams to implement training courses to instructors in this field.

Tajikistan (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

- 3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Inclusion of risk reduction in the systems of official and informal education, use of the knowledge and experience in forming the culture of safety and the ability of communities and general population to withstand disasters at all levels are important aspects in reduction of risk of natural disasters. In this connection the Government of the republic of Tajikistan, the Committee for ES and CD and the international organizations active in this sphere work out and introduce the system of measures for provision of the population with understandable information on threats and disasters and the ways of their prevention and protection.

The system of the local organs of state power develop the local, regional and national systems of information, reference books for exchange of information on successful practices, inexpensive and accessible technologies in reduction of risk, and the lessons learned in regard of policies, plans and actions for reduction of loss from disasters.

The Training and Methodological Center of CoES had worked out the system of trainings and educational programs for management of natural disasters for executive official persons making decisions in the system of state power, local self-governance, units of CoES, members of vulnerable communities, subjects of economy, and general population in basic knowledge of prevention and recovery after emergency situations. In 2006-2007, with the support of the Swiss Office for Cooperation and Development (SDC), UNDP Disaster Risk Management Program and international consultants the programs and materials of the Center were significantly amended and updated, for inclusion, instead of themes and materials of civil defense oriented to civil defense in military situations, the themes on preparedness for natural disasters, their prevention and response.

International and donor organizations continue to play significant role in management of natural disasters, in Tajikistan and in the entire Central Asia. In this connection, the program of SDC for 2004-2008 should be noted, which is implemented in Tajikistan and in the other countries of Central Asia, aimed at improvement of awareness and the potential of the government structures and communities, prevention and mitigation of natural disasters, at the same time ensuring sustainable development, reduction of poverty through resolving the issue of reduction of disasters.

The European Commission Humanitarian Office implements the program for preparedness for natural disasters in Central Asia (DIPECHO) for since 2003. A number of international organizations had implemented projects in Central Asia in amount of more than 9 million Euro; most of the projects were implemented in Tajikistan. The Red Crescent Society of Tajikistan, German AgroAction, UNDP DRMP, ISDR, Mission East, Oxfam, Caritas and others made significant contribution in this work in almost every region of the country. GTZ is beginning a large project in the Zarafshon valley, which includes educational activities and training in preparedness and enhancement of awareness of the population, training of rescuers, etc.

That would allow increasing awareness of the population, improve the potential in risk management, in prevention of disasters and recovery, facilitate cooperation among organizations working in the field of emergency situations, and incorporate the aspects of reduction of risk of disasters in development plans at local and national levels.

On the basis of the joint work and research of UNDP DRMP, UNISDR and Ministry of Education of the Republic of Tajikistan, the inclusion of special disciplines (subjects) in the program of official education is considered, in the field of reduction of risk of disasters, in the relevant sectors of curricula of pre-school, secondary and highest education.

Context & Constraints:

Difficulties and problems:

1. Shortage of time allocated in the school curricula for the special disciplines in reduction of risk of disasters
2. Lack of literature in the field of natural disasters
3. Lack of correlation between brochures, booklets, and other teaching and information materials for increasing awareness of groups of population developed by various organizations in the area of natural disasters and preparedness

4. Duplication of activities in increasing awareness of various groups and categories of population in the same region
 5. Lack of connections among specialists of research institutions, organizations implementing projects in increasing awareness and preparedness for natural disasters, and the local population
 6. Shortage of qualified specialists
 7. Low potential of state institutions
 8. Shortage of financial support
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Uzbekistan [\(in English\)](#)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

The training programs for all categories of population are aimed at ensuring safety of life activities. The specially designed educational programs, approved by Ministry of People's Education and Ministry of High Education, embrace the pre-school institutions, secondary schools, colleges and universities, and the Institutes for Upgrading of Teachers. The training of the senior personnel of the local executive authorities, enterprises and organizations is provided on the basis of the Institute of Civil Protection of the Ministry of Emergency Situations. In the regions training is provided by the Centers for preparedness of population and executive staff of local structures of MES. The annual training program is approved by the head of the civil protection – Prime Minister of the Republic of Uzbekistan.

Training of population is carried out at institutions, enterprises and organizations in accordance with the specially developed program, as well as through the mass media – printed press, radio, and TV.

Context & Constraints:

n/a

Viet Nam [\(in English\)](#)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Integration DRR concepts and practices into school curricula, education material and relevant training is clearly indicated in the National Strategy. However, the current level of integration is still limited, only some pilot projects in the high-risk areas have introduced disaster knowledge into schools. For example, there are some good practices of integrating disaster risk reduction concepts into primary schools in Mekong delta and Central provinces such as Dong Thap, Tien Giang, An Giang, and Thua Thien Hue, etc.

In addition, International Red Cross and Viet Nam Red Cross developed a set of disaster prevention guidebooks for grade 4 and 5 at primary schools. Over 15,000 primary school teachers and over 600,000 primary school children were trained in the material: "An introduction to disaster preparedness for primary school children" in 27 disaster prone provinces

Provincial government also organized educations and trainings on disaster preparedness for communities frequently affected by natural disasters through CBDRM projects/programs implemented in their provinces. These training specifically focus on the disaster risk reduction concept and practices, the preventive measures. The simulation exercises with local communities are also organized before the disaster seasons.

Recently, MARD has developed a proposal for CBDRM program to 2020, which will be implemented national wide, in which the integration of DRR into school curriculum, and materials is strongly emphasized.

Context & Constraints:

The absence of guidelines from Ministry of Education and Training on how to integrate DRR into school curriculum, education materials, as well as relevant trainings (through both, extracurricular and local content), has caused difficulties for schools to implement their efforts on DRR integration. Furthermore, the load of current school curriculum for students have been perceived as “burdensome”, as such schools and teachers are also facing challenges in finding ways to integrate DRR into their existing school subjects. The limited capacities and human resources at schools are also another challenge.

Proposed solutions:

It is necessary to develop and enhance the capacity of human resources and concrete guidelines for DRR integration that would enable the implementation of DRR integration into school curriculum and education materials, as well as relevant trainings. With the availability of capable human resources, it is expected that schools and education system at local level could become more creative and innovative in their efforts for DRR integration.

In addition, it is also necessary to develop guidelines at the national level for integrating DRR into school curriculum, such as through extra and intra curricular and local content as part of the current existing school subjects, including schools. When such guidelines is made available at the national level, schools and education system at the local level can utilize that guidelines as their basis in developing DRR integration that is according to the context, situation and condition of each local area. To support the implementation of DRR integration, it is also necessary to provide and make available material or readings related to DRR.

Yemen (in English)

Level of Progress achieved:

1 - Minor progress with few signs of forward action in plans or policy

Description:

- An awareness Compiegne has been designed by EEGD in Disaster and Climate Change risk reduction targeting the .official and public with special consideration for the schools and universities.
- Several campaigned in disaster response have achieved by the Civil Defense Authority considering the fire preventions safety, search and recue , disaster response procedures targeted several schools in Sana’a City and few governorates.
- Several campaigns in heath rescue providers in health emergencies have been developed by the Ministry of health and Yemen Red Crescent Society .

Context & Constraints:

- The available resources are very limited .
 - The language barrier where most of the publication and information in DRR are only available in foreign languages which main the needs to a large translation process to Arabic.
 - The lacking of experience and trained staff .
 - The limited capacity of the governmental agencies.
-

Europe

Armenia (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Initiative jointly performed with and supported by Asian Disaster Reduction Center aimed to promote the integration of earthquake disaster risk reduction into school curricula, empower students and teachers, and help build greater disaster awareness in communities. Initiative time-frame is 9 month.

It cover community level

The new PRSP now is covering disaster risk reduction activities as well. A National Programme on Seismic Risk Reduction in the territory of the Republic of Armenia that had voiced earthquake disaster risk reduction agenda is in place.

Tangible and concrete results have been achieved so far : 250 certified educated and trained high-school students and teachers, and it was decided to extend the initiative and scope of audience involving new schools and communities as well as increased awareness and preparedness on the positive impacts of earthquake disaster risk reduction in school.

Armenian has been actively participating in World Disaster Reduction Campaign "Disaster Risk Reduction Begins at School" in raising awareness within school community. Armenia's contribution has been incorporated in the UN/ISDR publication entitled "Towards a Culture of Prevention: Disaster Risk Reduction Begins at School. Good Practices and Lessons Learned - 2007, and could be used as source material for disaster reduction and school education.

Indicators for the initiative are under development. The first indicator is expected to be: Local government investment in mainstreaming of earthquake disaster risk reduction into regional school curricula.

Context & Constraints:

The programme requires a high level of awareness and advocacy on earthquake disaster risk reduction on community level. The teachers and students are not adequately protected from the grave consequences of major earthquake and so, the undertaking of necessary measures to secure their normal lifestyle should become a priority in earthquake-prone Armenia.

Bulgaria (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

1. As part of the project "Disaster and accidents prevention in the system of high-school education in Bulgaria", realized by Ministry of Emergency Situations, Ministry of Education and Science and UNDP, was issued the first Teacher's book containing the methodology for effective modern methods for education on the disaster protection. The methodology includes 3 Teacher's books for every stage of education – elementary, secondary and high school.

2. MES organizes also out-of-school training activities for disasters protection:

- Republican school competition "Disaster and accidents protection", aiming at verifying the knowledge and skills acquired in the basic course, as well as encouraging the participants to continue their preparation for emergency reaction.

- National competition for children's drawings MISSION RESCUER, held together with the Ministry of Education and Science, National Palace of Children and the International competition MISSION

RESCUER, hold under the aegis of EUR-OPA Major Hazards Agreement to the CoE.

3. MES issues number of educational materials:

- for children in the kindergartens MES issues a coloring book “ About the disasters – main rules for kids”, containing 10 rules for reaction in case of different disasters as well as boards and maps with educational aim.

- for children for secondary school educational boards and posters are created.

Context & Constraints:

Achievement of a fundamentally new level of planning, organising and conducting of trainings through use of new modern methods and forms, including the media

Croatia (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Hazards and risks form part of school curricula but in our opinion it is insufficient. We are now preparing a project on disaster reduction in schools.

Areas such as fire protection, civil protection and crisis management may be studied as university majors.

Context & Constraints:

Initiatives for more involvement of disaster risk reduction in school curricula have often failed with pedagogic excuses that children are already overloaded with school material, making for difficult entrance of new material into existing curricula.

Czech Republic (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

Disasters, hazards etc., are included in materials for schools. However, education is not systematic enough. Very popular are various videos and movies shown on TV with disaster and response tematics.

Context & Constraints:

Coordination is not on an adequate level as well as financial support. usually, during and after disaster situation people and institutions are more willing to educate themselves.

France (in French)

Level of Progress achieved:

5 - Comprehensive achievement with sustained commitment and capacities at all levels

Description:

- Il existe également différents outils de diffusion de la culture de la prévention :
-> le Plan de Prévention et de Mise en Sécurité (PPMS), démarche placée sous la responsabilité des chefs d'établissements scolaires et concernant les personnels enseignants, les gestionnaires et les élèves,
-> le réseau de formateurs Risques Majeurs Education, destiné à former des volontaires en vue de la sensibilisation aux risques des élèves,
-> un ensemble de documents à titre de support pédagogique à destination des enseignants et des élèves (revue « Aléas et Enjeux », par exemple).

- Différents programmes de formation ont été menés au cours de ces dernières années, cette action se poursuit à l'initiative de différents partenaires. Ces programmes ont visé, en particulier, des acteurs de la filière « bâtiment » aux Antilles (architectes, artisans,...), des journalistes spécialisés, des agents des différents services publics à l'occasion de la mise en œuvre des nouveaux textes réglementaires, des architectes, des ingénieurs et techniciens... La formation aux risques est une action constante, elle s'inscrit dans le long terme ; elle est une composante indispensable de la politique de gestion des risques. Bien qu'il soit délicat d'évaluer les bénéfices de cette formation, on peut néanmoins constater une attention grandissante aux risques et reconnaître que, de fait, la conscience du risque a évolué de façon positive au cours de ces dernières années

Context & Constraints:

- Ce sujet a été renforcé par la loi de 2004 sur la modernisation de la sécurité civile : les programmes d'éducation sur les risques en France remontent à 1977. La loi de modernisation de la sécurité civile et le programme de formation à l'environnement ont renforcé le volet de la réduction des risques. Environ douze millions d'élèves sont concernés par cette formation qui concerne également la formation des enseignants et des personnels d'éducation et de santé. L'éducation aux risques est abordée dans le cadre d'une approche globale concernant les domaines de la sécurité, de la santé et de l'éducation au développement durable. Elle fait partie du socle commun et de la refondation des programmes et s'inscrit dans le cadre de projets d'écoles ou d'établissements.

Germany (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

The German scientific and university landscape offers a wide range of relevant study programs (BSc, MSc and PhD) and is at the moment especially developing its number of Master's Degree programs, such as the Master's in "Security and Danger Prevention" in Magdeburg, "Rescue Engineering" in Cologne or the old-established "European Master of Humanitarian Assistance" in Bochum as part of the "NOHA International Association of Universities" (see links). The BBK and the University of Bonn established a Master's program in "Disaster Prevention & Management" in 2006 (see link). The program is designed as an on-the-job correspondence course while the monthly attendance takes place in the "Academy for Crisis Management, Emergency Planning and Civil Protection" (Akademie für Krisenmanagement, Notfallplanung und Zivilschutz (AKNZ): see link) of the BBK. The AKNZ also releases publications and provides learning/study programs in various forms to the public. Altogether there has recently been a strengthening in higher education programs on all levels. The DKKV provides a collection of all relevant study programs in Germany (see link).

Together with Siemens Business Services, the BBK develops the "European Virtual Academy 4 Civil Protection" (EVA4CP: see links) on behalf of the EU. The Virtual Academy aims to implement an Internet-based platform and content management system for target groups, work on areas of common interest and exchange of experience, knowledge and best practice by the schools and training centres for Civil Protection, as well as develop the pedagogical and methodological concept for an e-learning module. There is also a number of appropriate school material from different actors such as the insurance industry, the "Federal Agency for Civic Education" (BpB: see link) and the DKKV (see link).

In addition, with the conscious inclusion and involvement of citizens, especially young citizens, in disaster protection and management (such as in the "Federal Agency for Technical Relief" (THW: see link) or the voluntary fire brigades), the German state is actively working to cultivate an existing partnership between the state, its organs, and its citizens. This partnership continuously demands the awareness of the

reasonable and feasible responsibility of citizens for themselves and others.

The German international development cooperation considers the education sector as one of the most important tools for integrated Disaster Risk Reduction. As a result, it supports the integration of DRR in school curricula, education material and training for the employees of development cooperation themselves in various partner countries. In advanced trainings adjusted to the needs of actors in DRR, the concept of disaster risk reduction is elucidated, showing starting points for the integration of DRR into the respective field of work. InWEnt's flagship program in disaster prevention is mainly in the field of education, advanced training and emergency exercises. To provide another example, the German Red Cross has especially had success with training sessions in schools with teachers as multipliers as well as practical drills in disaster response with students, the effect of which raises the level of knowledge, awareness and commitment substantially.

Context & Constraints:

Although there are many relevant study programs, there are challenges in three areas: (1) There is still no exclusive study program for disaster medicine, (2) disaster protection/management is not integrated enough in the studies of spatial and land use planning, (3) there is no systematic approach to incorporate relevant, disaster-related curricula into existing study programs. For example, courses of study such as architecture, engineering, chemistry, economics and many others do not generally discuss the elements of the respective field relevant to disasters. This has been initiated, but by far not yet accomplished. Developments in reforming school education in this regard is slow, likely due to the current lack of necessity and equally slow systemic development. The DKKV acts here as reminder and supporter, for example, with school materials.

Italy (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Disaster Risk reduction matters are currently not included into school curricula. However, a number of university courses and postgraduate specializations in Civil Protection, covering DRR as well as recovery and other related topics, have been introduced during the last years. This has been one of the outcomes of an intensive campaign set up in order to raise the disaster awareness. All mentioned topics are also integrated into a number of training courses provided to a wide range of subjects including DRR professionals as well as practitioners of other subjects, volunteers, mayors, etc.

Context & Constraints:

In the past, school curricula have never directly foreseen elements of disaster reduction or other topics related to Disaster Risk Reduction, even if elements of self-protection were included into civics. Civics is going to be reintroduced into school curricula in the context of a general school reform, but its contents still need to be defined.

Macedonia, The former Yugoslav Rep of (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

The primary and high school curricula includes topics on risks and disasters, especially through the subject "Peace and tolerance".

There is institutional framework for development of methods, techniques and standards, as well as training of professionals for reducing seismic and flooding risks (both M.A. and PhD) at the Institute of Seismological and Earthquake Engineering, the Seismological Observatory, Faculty of Natural Sciences and Mathematics (both part of the University of Ss. Cyril and Methodius-Skopje.)

Furthermore, as part of their program, CMC and RPD perform special training of teachers and members of the special task forces include DRR and recovery concepts and practices.

CMC is in the process of setting up a national crisis management educational and training network, including universities, vocational schools, and other educational institutions, such as the Military Academy and police training facilities by planning to interpolate crisis management modules in their existing curriculums. CMC is developing a concept for a virtual Crisis Management Academy, employing the existing educational facilities nationwide.

Achievements have been attained through projects for raising public awareness on DRR and recovery issues. CMC is currently working on a special activity for developing the awareness on crisis management issues among the healthcare, educational, social and other institutions on local level.

Also, CMC is planning a public awareness campaign that will introduce and educate the general public on crisis management issues through 44 TV debates (each covering a specific issue) in 2009/2010.

Crucial part of CMC's public awareness strategy is the workshop on the Public Relations(PR) and the CMS thus further improving the coordination with the PR sector and its active involvement in the CMS.

Finally, after launching the annual Disaster Management Review, CMC is setting the ground for a monthly edition, thus enhancing the crisis management and DRR culture.

Context & Constraints:

Currently, the education and training of personnel on crisis management issues is carried out in both CMC and RPD, which leads to certain dualism. Therefore, at the moment, there is no systematic education and training of personnel on prevention and early warning for risks and hazards.

To overcome these issues, CMC initiated national crisis management educational and training network, including universities, vocational schools, and other educational institutions, such as the Military Academy and police training facilities by planning to interpolate crisis management modules in their existing curriculums. CMC is developing a concept for a virtual Crisis Management Academy, employing the existing educational facilities nationwide.

Also, certain financial limitations prevent the implementation of the 44 TV debates on different risks and hazards

Despite the achievements, there is always place for improvement in respect of a systematic approach towards raising the public awareness on DRR related issues. To answer these issues, the CMC is working on a public awareness strategy.

Montenegro (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

In our education system and materials, disaster risk reduction and recovery concepts and practices are not

adequately treated.

Context & Constraints:

Our education programs are outdated and only now do we have an institution which is competent to manage emergency situations and to enhance modernisation of school programs, in an organized manner.

Norway (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

There are several initiatives for teaching children about disaster-risk related issues. There is an ongoing work to coordinate and develop this further in a more coherent way.

Context & Constraints:

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Serbia (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

In accordance with the Law on Fire Protection, there is a legal obligation for the training of employees within the companies, but not the rest of population.

Context & Constraints:

It is important to define school curricula on disaster risk reduction and recovery concepts for all levels of educational system and implement them as soon as possible.

Slovenia (in English)

Level of Progress achieved:

5 - Comprehensive achievement with sustained commitment and capacities at all levels

Description:

The ACPDR provides basic education for adults (through leaflets, articles, yearly publication of the magazine UJMA, posters, etc.) and children (books, puppet show on natural and other disasters, promotional material that promotes the 112 single European call number, didactic games, etc.). For members of protection, rescue and relief units, services and bodies, comprehensive training programmes (introductory, basic, advanced) are carried out.

Our efforts in the area of education and training were acknowledged also by the European Emergency Number Association (EENA) who in 2008 awarded our Administration for comprehensive achievements in informing population, especially children about the 112 emergency call number.

The curricula at the Faculty of Social Sciences - Department of Political Science (defence studies) and at the Faculty of Chemistry and Chemical Technology - programme on occupational and fire safety include some subjects related to protection against natural and other disasters.

Protection against natural and other disasters is not an obligatory subject in the regular school curriculum. However, the ACPDR prepares an optional informative educational and training programme on personal

and mutual protection (evacuation procedure drills, presentation of protection and rescue units, presentation of safety measures in case of fire, earthquake, etc.) for kindergartens and elementary schools.

Some information on the activities in 2007:

- one third of all education and training programmes that are carried out in ACPDR training centre were modernised according to the new needs;
- 16,000 members of the protection and rescue system were trained in those centres in the same year;
- experimentally, distance learning was introduced;
- every year (since 1987) UJMA, a professional magazine on issues related to disaster management, is published; its subscribers are individuals, libraries, schools, universities, institutes and other organisations, services and associations which are part of the system for civil protection and disaster relief.

In the period 2006-2008 the following activities were carried out for children:

- an award competition for artistic and literary works on natural and other disasters is held yearly for pre-school and school children;
- each year an educational book for children is published; in every book the mascot "Ježek Snežek" faces different disasters or issues related to disasters (2006 - fire; 2007 - drought, 2008 - European emergency call number 112); all publications are also in the English language;
- an educational computer game for children was prepared (it is available on the ACPDR's website).

Context & Constraints:

Include education on disaster risk reduction in the national curriculum. Establish a vocational college for fire-fighting.

Sweden (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Educational material covering risk and safety exists for the compulsory school. The material contains some information regarding natural hazards.

Context & Constraints:

The content and scope of the curriculum and school material is on level with the national prerequisites.

Switzerland (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

The authorities and organisations responsible for rescue and security have comprehensive training programs at all levels. Regular training courses and events for know-how exchange also take place in other fields of disaster reduction, e.g. flood control.

Context & Constraints:

A more intensive promotion of disaster risk related themes is necessary at the school education level, like for example raising awareness for earthquake hazard with quake simulators in which a whole class can enter.

Turkey (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Educational activities in order to achieve disaster resilience and awareness are being executed by several governmental bodies and academic units. GDDA, G.D. of Civil Defense, TEMAD and Local administrative bodies of Istanbul, like Istanbul Governorate and Istanbul Metropolitan Municipality are the main governmental actors organizing public awareness campaigns to ensure disaster risk reduction.

After two big earthquakes in 1999 Ministry of Education has changed school curricula radically with the help of universities. In primary and secondary level (age 6-14) new curricula focuses on preparation and protection for disasters. In high school (age 15-17) they got more detailed knowledge like reasons of disasters, protection of community, mitigation and response activities. Schools invite external specialist speakers for training of both teachers and students and they do evacuation exercises yearly.

Another specialized center is Natural Disasters Education Center (AFEM) under GDDA. AFEM is a specialized center established after EUR-OPA open partial agreement. European Natural Disasters Training Centre (AFEM) is a non-profit organization which delivers training on hazard reduction activities. AFEM was established within the EUR-OPA (European Major Hazard Agreement Council of Europe) framework in 1988 and affiliated to the Ministry of Public Works and Settlement. Its operating rules and establishment principles have been determined by Turkish laws. AFEM aims to reduce the destructive effects of disasters through training. AFEM's target group comprises technicians, administrators several groups who have responsibilities on various disaster management subjects, as of before, during and after disasters and public. Due to extensive target area of training, programs proposed by AFEM should have done in training of trainer's manner. On the other hand, documents of training programs should have disseminated to member countries in order to make the training comprise whole target area. Printing and publishing the information both make the information permanent and give opportunity to maximum number of publication. This will also ensure the activity of the center. Direct training techniques like courses, seminars, working groups and circular desk meeting should be revived by audio-visual training tools and in-situ watching etc. techniques. In addition, besides dissemination of information by printing and publishing, most attractive methods for public like television, video and cinema films should be considered.

In addition to governmental bodies, there are specialized research centers in the field of disaster management within Istanbul Technical University and Middle East Technical University. Amongst them, Istanbul Technical University, Center of Excellence for Disaster Management is established to serve activities e.g. training, consulting and research to the public and to all establishments in our country. The activities in the center are conducted by certified faculty members and experts in disaster management field. The broad aims of the center are to follow up the principles of modern disaster and emergency management, to develop strategies and projects due to developments, to construct a bridge between neighboring countries and developed countries specifically in disaster management. The members in the center are motivated to conduct research and development activities comprising all levels of disaster management e.g. preparedness, mitigation, response and recovery phases ranging from both natural disasters to man-made. The center has a master degree programme on several branches of disaster management. 15 people graduated from this programme and by June 2008, seven people are continuing their studies. Between 2000-2008, 25 training activities organised by the center. The center also published 20 professional educational materials in the field of disaster management.

One of the objectives of Istanbul Seismic Risk Mitigation and Emergency Preparedness Project (ISMEP) is to conduct public awareness campaigns and training in emergency management. Target groups of those educations are individuals, families, disaster volunteers, disabled people, students, officials. Some training

topics are; survival under extraordinary situations, first aid, structural awareness, non-structural risk awareness, retrofitting of public buildings etc.

Japan International Cooperation Agency, organised training activities at different formats like educational activities, publications, visual training sets (in CD and DVD format), video conference trainings in the field of Disaster Management in coordination with different governmental organizations. Target groups of these trainings are governmental officers, emergency managers and technical staff. 253 high level local administrators like governors, deputy governors benefited from this training activity. As the result of this programme, an interactive training set in DVD format was prepared and book of “Basic Principles of Disaster Management” published and both of them were distributed to all governmental units, civil society and universities. JICA also organised video conference training programmes. With this programme, Japanese experiences on disaster risk reduction are transmitted to the Turkish counterparts by creating on line dialogue system.

Context & Constraints:

Increasing the awareness of school children is one of the important factors in creating disaster resilient communities for the future. That’s why integration of disaster risk reduction into school curricula is one of the deficiencies at the moment. Number of Msc. programmes in disaster risk reduction must also be increased in universities. Establishment of portals including necessary information on disaster education and easily downloadable training materials could be beneficial for the establishment of disaster resilience of populations at national level.

Despite these efforts the links between disaster education and communities still require upgrading with students as the leading actors.

United Kingdom (in English)

Level of Progress achieved:

3 - Institutional commitment attained, but achievements are neither comprehensive nor substantial

Description:

A schools pilot project, designed to teach children the importance of being prepared for emergencies, was developed by Essex County Council’s emergency planning unit. One pilot of this project involved working with a primary school and teaching the children about the dangers of flooding through a week of fun activities spread

across the whole curriculum. The second pilot was conducted in a secondary school and involved a day of learning about the role of different agencies in emergencies and ways of preparing. These pilots were well received and crucially, when tested a year after the events, the children had retained much of the information.

Essex County Council has also been leading a European project to produce a calendar to create discussion with children about how to cope with, and be a good citizen

in, a range of emergency situations, including flooding. The ‘What If? Calendar’ is a video, called GO IN, STAY IN, TUNE IN, produced for the NSCWIP Public Education Group, has been specifically designed for seven to eleven year-old children who are recognised by educational psychologists as being most impressionable for developing safety lessons for life and who can also take their learning to their homes. Copies of the DVD were sent to local authority emergency planning managers who were asked to promote its use in local schools. The Chemical Industries Association purchased a significant number of copies to assist its member companies in discussions with their local communities.

Prior to its launch, the video had been seen by more than 5000 children who had taken part in two Crucial Crew programmes. ‘Crucial Crew’ programmes is the most widely used name for LASER programmes that allow small groups of nine to eleven year-olds to Learn About Safety by Experiencing Risk. Over 200 LASER programmes led by local authority, emergency service and utility teams operate annually in the UK.

Context & Constraints:

Disaster risk reduction has limited coverage in school curricula and is currently confined mainly to primary and junior curricula. Development work is ongoing to expand this work to a wider audience.

Oceania

Australia (in English)

Level of Progress achieved:

5 - Comprehensive achievement with sustained commitment and capacities at all levels

Description:

Emergency Management Australia (EMA) has also been prominent in the development of primary and secondary school curriculum-based materials and resource kits. Resources for students, teachers and principals can be accessed via the EMA website. EMA has a dedicated school officer to ensure that the material developed meets the needs of the Australian school community.

In February 2007, EMA commissioned the development of a school education learning object resource. The resource is designed for middle year students (ages 10 - 15). Dingo Creek (a fictitious Australian town) is a learning object available via the internet on the EMA school education webpage, to engage students in the process of identifying risks from natural disasters to their immediate community and interrogating the emergency risk management process to mitigate the impacts of natural disaster on the Australian environment.

Emergency Management Australia's (EMA) education and training activities are managed from the Institute at Mount Macedon in Victoria. Activities include the identification and development of best practice in emergency management, and development and delivery of accredited education and training programs, many of which are derived from the National Emergency Management Competency Standards.

Geoscience Australia monitors and assesses earth-surface processes which pose a risk to Australia. It gathers data and develops tools for use by governments and other authorities to help them make Australia as safe as possible from natural hazards. This information is available and is an excellent source of information for students and the general community.

Proactive steps against hazards include:

- Recognising which areas have the greatest hazard potential;
- measuring the likelihood of various hazards occurring in these priority areas;
- modelling the impact of hazards;
- estimating the potential loss to communities; and
- collecting data when a hazard occurs to help prepare for future events.

Context & Constraints:

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Marshall Islands (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

1. Training programmes to enhance professional development in DRR and DM includes TAF/OFDA programme
2. Public awareness and education materials
3. Hazard fact sheets produced

Context & Constraints:

1. Securing resources for implementation

New Zealand (in English)

Level of Progress achieved:

4 - Substantial achievement attained but with recognized limitations in key aspects, such as financial resources and/ or operational capacities

Description:

Learning about hazard and risks, and their management, is also included within different parts of the national school education curricula.

A comprehensive schools resource for teachers and schoolchildren enables civil defence emergency contexts and activity-based learning across all areas of the New Zealand curriculum for students aged 8-12 years

Called What's the Plan Stan , and produced in collaboration with emergency management personnel and teachers, the resource covers what to do before, during and after six types of emergency events: earthquakes, tsunami, volcanoes, storms, floods and non-natural disasters. A version is to be launched in 2008 in the language of New Zealand's indigenous Maori people.

Context & Constraints:

Ongoing challenges include linking general messages in national curricula to local awareness of, and involvement in, local hazard and risks reduction processes and emergency planning.

A proactive approach to reconciling indigenous and scientific sources of knowledge on hazards and risks, in ways that make sense to local communities, has enabled some to take action.

Vanuatu (in English)

Level of Progress achieved:

2 - Some progress, but without systematic policy and/ or institutional commitment

Description:

There has been some progress with regards to the inclusion of DRR and recovery concepts and practices into the school curricula. With the partnership of UNESCO under the Education for Natural Disaster Preparedness (ENDP) project, a comprehensive review of the education sector was conducted by the National Disaster Management Office of Vanuatu, on how schools can be made safer, secure and also an environment that promotes a culture of safety and resilience. One of the key activities of the DRR and DM National Action Plan 2006 - 2016 is the integration of DRR & DM principles and concepts into the school curriculum and in training courses offered by other institutions. The overarching plan for the Education Sector is at present, the Vanuatu Education Sector Strategy 2007 - 2016 (VESS). While there has been headway nationally to integrate DRR and DM into the school curricula and that of other training centres, the current VESS fails to address how schools could be made safe, secure and resilient to disasters despite many of the Vanuatu schools being in remote locations and / or some located in high risk areas. In addition, the review discovered that neither of the schools has disaster plans but react on a hazard by hazard basis. While some schools have taken the initiative to develop their own safety within a school guidelines or instructions on how to do so, it is not mandatory for such to be developed. In terms of the curricula, hazards are taught as part of the broader geography course for Grades 5 and 6. There is no specific curriculum to address disaster risk management and teachers are not mandated by their teaching curricula to teach these concepts. However, there is increasing concerns from principals and teachers on the pressing need to address this issue in Vanuatu.

Context & Constraints:

The review of the Education Sector to fulfil the action stipulated in the DRR and DM NAP concluded in July

2008. In the review, the NDMO suggested the Vanuatu Education Sector Strategy 2007 - 2016 needs to reflect the intentions of the NAP. In the review, all aspects of safety and secure schools were looked at from the school buildings and structures, to the inclusion of disaster reduction concepts within the school curricula. The outcome of the review are 17 recommended strategies clustered around 5 themes:

- a. Governance and Policy Context
- b. Mainstreaming of DRR to build safe and secure schools for kids and teachers
- c. Strengthening Disaster Management so that students can respond effectively to any disaster impacts
- d. Information systems and knowledge management as part of curriculum development
- e. Capacity Development

The corresponding strategies to implement these themes are outlined in the document titled "Education on Natural Disaster Preparedness for Sustainable Development: Final Report of the Republic of Vanuatu."
