Disaster Risk Reduction and Education

“Investing in risk reduction is a triple win: against poverty, against disasters and against climate change”
(Secretary-General Ban Ki-moon, June 2009)
Disasters are NOT natural

Disaster Risk = Natural hazard \times Vulnerability

Increased Natural hazards:
Increased intensity and frequency of extreme climatic events

Increasing vulnerability:

- **Socio-economic**: poverty, unplanned urban growth, lack of awareness and institutional capacities
- **Physical**: insufficient land use planning, housing, infrastructure located in hazard-prone areas
- **Environment degradation**: unsustainable management of ecosystem services, coasts, watersheds, marshlands, mangroves
Global Assessment of Risk

- Disasters risk increasing, is driving poverty & is concentrated in rapidly growing LDCs

- Over last decade: 900,000 dead, US$ 570B losses; 375m per year affected by climate related disasters by 2015; 175m children per year affected now

- Progress towards reducing risk at local level is mixed

- Climate Change will exacerbate the frequency and intensity of some hazards; most disasters are climate related
MORE NATURAL DISASTERS

Natural disasters reported 1900 – 2009

MORE PEOPLE AFFECTED

Number of people reported affected by natural disasters 1900 – 2009


RISK of incurring losses
MAJOR ECONOMIC LOSSES

Estimated damage (US$ billion) caused by reported natural disasters 1900 – 2009

- Hurricane Katrina
- Wenchuan earthquake
- Kobe earthquake

RISK of incurring losses

unite for children

unicef
DISASTER RISK REDUCTION (DRR)

1. Normal Economic / Social Development Growth Pattern
2. Growth Pattern following Disaster (with DRR)
3. Growth Pattern following Disaster (no DRR)

DRR strategies:
- Mitigation (through core programmes/recovery)
- Prevention (through core programmes)
- Disaster preparedness (incl. early warning)

Cross cutting issues through all DRR strategies:
- National capacity development
- Gender
- Human Rights Based Approach
- Principle of Do No Harm
- Participation
- Humanitarian accountability

Key:
- Normal Economic/Social Development Growth Pattern
- Impact of Major Hazard/Disaster (no DRR)
- Impact of Major Hazard/Disaster (with DRR)
- Emergency Response
- Recovery
- Disaster Risk Reduction (DRR)

- Integrate disaster reduction into sustainable development
- Strengthen institutions and mechanisms to build resilience
- Incorporate risk reduction into emergency management and recovery

Five priorities for Action

1. Disaster risk reduction as a priority with strong institutional basis for action
2. Identify, assess and monitor disaster risks and enhance early warning
3. Knowledge, innovation, education for culture of safety and resilience
4. Reduce the underlying risk factors
5. Strengthen disaster preparedness for effective response
UNICEF and DRR
Basic principles for engagement

• Member of ISDR system since 2006
• Convention of the rights of the child: Children have a right to feel safe, to be protected and to engage in disaster risk reduction
• Need for a systemized way of assessing impacts of UNICEF’s humanitarian and development work on levels of disaster risk
• UNICEF needs to ensure it safeguards development investments
• UNICEF needs a coherent strategy to address humanitarian consequences of climate change
• UNICEF is accountable to external stakeholders in its areas of expertise
## UNICEF & disaster risk reduction

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<th>Outcome</th>
<th>UNICEF will:</th>
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| • DRR for children and women is a national and local priority           | ▪ Include child focused DRR in UNICEF country plans  
▪ Collaborate with governments, UN, NGO and other partners to advance the implementation of the Hyogo Framework for Action  
▪ Promote the voice and participation of children and women in DRR |
| • Risk faced by children and women is identified and addressed          | ▪ Include robust assessment of disaster risk in country programmes  
▪ Promote sub-national Vulnerability and Capacity Assessment in high risk contexts as appropriate |
| • Safer and more resilient conditions for children and women            | ▪ Promote DRR knowledge and awareness, school safety and the formal and non-formal education of children  
▪ Ensure water, sanitation & hygiene facilities are protected from hazards and contribute to resilience  
▪ Strengthen child protection systems and social policy strategies to reduce risk posed by disasters  
▪ Promote in high risk contexts an integrated approach linking national development processes to community resilience frameworks |
| • Strengthened preparedness, response & early recovery                  | ▪ Support the capacity development of national and sub-national partners in preparedness, response as well as in early recovery  
▪ Support UNICEF led/co-led humanitarian clusters to advance DRR |
UNICEF & disaster risk reduction

Some global initiatives:

- Revised core commitments for children to include DRR
- DRR guidance in education/WASH clusters and CPWG
- Promoting DRR as key strategy to deal with humanitarian consequences of climate change (COP 15)

Some regional initiatives:

- DRR officers in TACRO, CEE/CIS, MENA (planned for ESARO & APSSC)
- ESARO to map DRR to inform more strategic approach to DRR & climate change adaptation
UNICEF and disaster risk reduction

Some country initiatives:

• Community based DRR in India;
• Promote national DRR platform in Cote d’Ivoire
• Youth perceptions of risk in Haiti PDNA
• Kenya VCA at district level with NGO and government
• School programme in Algeria
• Brazil ‘municipal seal’ programme
• Inter-agency capacity development for preparedness in Mozambique
DRR and Education

Losses to education caused by a disaster typically include:

- Loss / disruption of access to learning facilities, including early childhood centres.
- Loss of learning materials and resources.
- Temporary or permanent loss of teaching, management, administration staff and parents associations.
- Loss of instruction and learning time (short or long term).
- Reduction in comprehension/ change in behaviour due to psychosocial issues.
- Loss of physical safety in school.
- Reduction in attendance due to parental loss of livelihoods.
Disasters and the international education agenda

• HFA3: Knowledge, innovation, education for culture of safety & resilience
  ✓ Incorporate disaster prevention and preparedness throughout the formal curriculum
  ✓ Teach disaster prevention and preparedness and principles of disaster-resilient construction and environmental protection through co-curricular and informal means
  ✓ Engage teachers and students in adapting, developing and testing high quality interactive materials and strategies
  ✓ Create safe learning environments
Disasters and the international education agenda

• **MDGs**
  DRR seen as key strategy for making progress on the MDGs
  (MGD report 2010)

• **EFA**
  Disasters impact on ability to access education

• **ESD**
  DRR recognised as a strategic component of ESD in Bonn Declaration
UNICEF priorities in DRR Education

• Promote school safety through assessments and adapted corrective mechanisms and include DRR in the Child Friendly School model
• Incorporate DRR programming for Education and ECD in Emergencies
• Integrate DRR in LSBE standards and approaches, incl. curricula content, assessment process, teacher training
• Research on impact of disasters on children
• Capacity building of Ministries of Education
Existing cooperation UNESCO – UNICEF for DRR Education

- Participation in the work of the ISDR Thematic Platform on Knowledge and Education
- Strategic reflection on the development of an inter-agency approach to systematic assessments of school safety (World Bank, UNESCO, UNICEF, NGOs)
- Common reflection on DESD / DRR interactions
- Common reflection on the role of education in climate change adaptation
- Common work in West Africa for capacity building of Governments for preparedness, in Pakistan education in emergency and disaster prevention, in Guatemala on school geo-localisation for risk assessment…
Areas of potential further partnership UNESCO / UNICEF on DRR Education

- Inclusion of DRR into the EFA framework, and cooperation in implementation
- DRR in quality education through ESD
- Education Monitoring Information Systems (EMIS)
- Global, regional and country advocacy
- Research
- Mapping of the inclusion of DRR in curricula
- Promotion of standards and systems
THANK YOU!

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