

Compilation of National Progress Reports on the implementation of the Hyogo Framework for Action (2009-2011)

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: 2009-2011
Country information as of 18 Aug 2011 (for internal use only)

This report compiles inputs by Hyogo Framework for Action (HFA) priority for action 3.2 from 86 countries' final national HFA progress reports in order to better facilitate analysis and provide examples by priority and region. Inputs are provided in their original reporting language.

Note that these extracts are provided for convenience only and that national HFA progress reports should be considered in their entirety. To view them, visit:

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

An HFA Monitor update published by PreventionWeb

Africa

Algeria (in French)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

Au plan de la formation, et s'agissant du risque sismique, outre les modules de graduation ou des formations de post graduation dans les sciences de la terre qui sont enseignés dans huit 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.

Sur le plan météorologique, l'Institut Hydrométéorologique de Recherche et de Formation (IHFR –Oran) assure annuellement des formations sur les sciences de l'atmosphère et la modélisation des systèmes de prévision du temps et du climat.

Des conférences sont animées périodiquement par les cadres de l'administration des forêts pour la protection du patrimoine forestier et pour sa reconstitution.

Il a été également procédé à la mise en œuvre de programmes d'enseignement portant sur l'«environnement et les risques naturels au niveau des cycles primaires, moyens et secondaires, en application du protocole d'accord signé en 2002 entre les Ministères de l'Education et de l'Environnement. Ces programmes ont été généralisés, en 2010 conformément à une instruction interministérielle (Education – Environnement) et appuyés par des documents méthodologiques distribués aux 24 000 établissements existants 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, des opérations de sensibilisation et de conscientisation aux risques de catastrophes ont été programmées dans neuf wilayas pilotes.

En collaboration avec le Croissant-Rouge Algérien, le Ministère de l'Education Nationale envisage l'élaboration, l'impression et la diffusion aux élèves d'un guide pédagogique adapté aux apprenants visant à leur inculquer les dispositions à prendre en cas de catastrophes : à l'intérieur des établissements scolaires, dans la rue et à la maison.

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 prévus par la loi pour les domaines de l'éducation et de la formation

incluant les concepts et pratiques de la réduction du risque et de la reconstruction restent, en fait, entièrement à concrétiser.

Botswana (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * No: Professional DRR education programmes

Description:

Department of Sociology in University of Botswana conducts a course on disaster management.

Context & Constraints:

Lack of sufficient capacity and resources at NDMO

Burundi (in French)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * No: Professional DRR education programmes

Description:

- L'UNICEF dispose d'un Fonds comun pour l'éducation avec un volet pour l'éducation aux urgences;
- Mise en place d'un programme post-universitaire en RRC ouvert à l'Université du BURUNDI

Context & Constraints:

- Manque de budget de l'Etat alloué aux urgences dans le domaine de l'Education
 - Faible sensibilisation du décideur du domaine de l'Education pour l'intégration de la RRC dans le curricula scolaire.
-

Cape Verde (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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

Acredita-se que só se pode minimizar os riscos e as situações de emergência, se as pessoas estiverem devidamente informadas e educadas em matéria de auto-protecção.

Neste quadro a escola pode e deve desempenhar um papel crucial, pela vocação da sua missão e pela forma como se encontra organizada, enquanto espaço de formação e educação.

Tem sido um dos principais objectivos das autoridades de Protecção Civil de Cabo Verde levar para a Escola matérias de protecção civil, acreditando que só assim se poderá construir a tão almejada CULTURA DE PREVENÇÃO contra desastres.

Uma das acções já desenvolvidas pelo Serviço Nacional de Protecção Civil foi a Assinatura, em 2004, de um protocolo de cooperação, entre o SNPC, Direcção Geral de Ensino Básico e Secundário, Direcção Geral dos Transportes Rodoviários e Cruz Vermelha de Cabo Verde, com vista à introdução de matérias de protecção civil nas escolas . Está em fase de conclusão a construção de um documento-proposta que contém os conteúdos (matérias), objectivos e possíveis actividades a desenvolver no âmbito do ensino a serem inclusos nos programas de ensino. O referido documento está sendo estudado por uma equipa técnica criada pelo Ministério da Educação e Ensino Superior para se ocupar da revisão curricular e inclusão do tema da protecção civil nos curricula escolares, que brevemente será uma realidade aqui em Cabo Verde.

O Governo de Cabo Verde está profundamente comprometido e empenhado nesta matéria. Pese embora

os poucos anos da sua existência. O Serviço Nacional de Protecção Civil tem levado a cabo várias acções formativas, de informação e sensibilização nas escolas de Cabo Verde, como simulacros, formações de como se deve proceder perante riscos de diversa natureza, primeiros socorros, regras para peões, regras e treino de evacuação, etc.

O Ministério da Administração Interna já implementou o Programa Escola Segura, que visa proteger os estabelecimentos de ensino e evitar situações susceptíveis de por em causa o seu normal funcionamento.

O SNPC participou na Formação de Professores em Avaliação Rápida pós-catástrofes, para o sector da educação, organizada pela UNDP + Unicef + Ministério Educação, a 26 Outubro de 2010, na sede das UNDP, onde apresentou temas ligados ao sistema da protecção e planeamento de emergência, onde também foram elaboradas fichas de avaliação rápida para o sector da educação.

Context & Constraints:

A protecção Civil tem sido um tema muito debatido em na sociedade Cabo-verdiana a todos os níveis. Tem havido um envolvimento a politico, da comunidade escolar e civil na discussão deste tema.

Tem havido alguns avanços para a introdução do tema da protecção civil a todos os níveis de ensino, mas ainda persiste a necessidade da produção dos manuais, formação dos formadores e de campanhas de informação.

Comoros (in French)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

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* No: Professional DRR education programmes

Description:

Un guide pédagogique – développé et diffusé en 2008, sur financement de l'UNISDR dans le cadre de la campagne 2006-2007 "la RRC commence à l'école" – a été remis à jour et réimprimé à 1000 exemplaires... ce guide est à destination des professeurs du primaire et permet de présenter les notions essentielles sur les risques suivants : volcan karthala, séismes, tsunamis, mouvements de terrain, cyclones, inondations, changements climatiques, risques d'incendies. Des formations à l'utilisation du guide ont été dispensées aux CIPR.

Le volcan du karthala a été introduit dans le programme du secondaire.

Un projet en Education en situation d'urgence (UNICEF) a permis de sensibiliser les établissements scolaires du pays sur la réduction du risque de catastrophe.

Avec l'appui de la Croix Rouge Française, un guide d'hygiène en milieu scolaire a été développé et diffusé (CRCo). Enfin, avec l'appui de l'UNICEF, l'ONG Cap d'Afrique a diffusé un manuel d'hygiène en milieu scolaire.

Context & Constraints:

Le manque de budget ne permet pas la pérennisation des projets menés; notamment, la diffusion au plus grand nombre et la production d'outils pédagogiques appropriés pour appuyer le travail des enseignants.

Cote d'Ivoire (in French)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

La notion de risque due aux aléas naturels sera toujours nouvelle tant que 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, la géologie, la télédétection, la géomorphologie et autres.

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 œuvre afin que des mesures soient prises pour réduire les risques et pour atténuer les effets des catastrophes.

Ghana (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

The schools' curricula, educational materials contain some aspects of disaster management. However, disaster risk reduction and especially mitigation has not been included in the school curricula. In view of this no syllabi have been prepared for DRR study at the various levels (primary, secondary, university, professional).

Context & Constraints:

Lack of national policy on mainstreaming DRR into the school curricula.
Lack of institutional commitment.

Guinea-Bissau (in French)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

manque de volonté politique et des ressources

Context & Constraints:

La Guinée Bissau ne dispose pas de Service National de la Protection Civile, ni de plan communautaire d'alerte précoce et ni de réponse aux situations de crise et d'urgence, ni de Stratégie Nationale de Prévention des Catastrophes, et ni de plan d'urgence national multirisques. Les interventions dans ce

projet permettront de réduire la vulnérabilité des communautés face aux catastrophes et accroître les capacités d'intervention communautaires et nationales lorsque de telles catastrophes se produisent

Kenya (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Even though DRR has not been included in the national curriculum, a number of subjects with topics on DRR are being taught for example physical geography, environmental studies, social sciences, urban geography. The universities have comprehensive courses on DRR and there has been an upward trend on DRR professionals in the country.

Context & Constraints:

Emphasis on DRR still needs to be done and especially at the Primary school curriculum level, even by printing simple pictorial books on DRR.

Lesotho (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

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Means of Verification:

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- * No: University curriculum

* No: Professional DRR education programmes

Description:

Intergration of DRR into school curriculum for Basic Education is in progress.

Sensitization of Tertiary institutions to include DRR in the school curriculum is in progress.

Context & Constraints:

Progress is slow because of lack of expertise and financial resources.

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

Is DRR included in the national educational curriculum?

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Means of Verification:

* Yes: Primary school curriculum

* No: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

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. En outre, cette année a également vu l'ouverture d'une formation multidisciplinaire axée sur la gestion des risques et des catastrophes au sein du Département de Droit, Economie, Gestion et Sociologie de l'Université d'Antananarivo. La première promotion compte 40 étudiants issus de divers milieux professionnels. Le cours dure 18 mois et sanctionné par un Diplôme d'Etudes Supérieures Spécialisées.

Le BNGRC a également noté que les jeunes universitaires de divers domaines (Communication, Economie, Sociologie, Géophysique...) commencent à être nombreux à s'intéresser au thème de la RRC pour leurs mémoires de fin d'études.

Context & Constraints:

Pour ancrer véritablement la culture de risque chez les Malgaches, il serait judicieux d'incorporer la réduction des risques et des catastrophes dans les programmes scolaires à tous les niveaux.

Malawi (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

There is an inclusion of DRR aspects in the primary school curriculum under different subjects namely social studies, agriculture and geography. Advocacy for inclusion of DRR in Secondary, University and professional curricula is being undertaken. Although DRR has is yet to be included in the professional curricula, government in partnership with NGOs and support from donors is developing information, education and communication materials (training manuals) on DRR which will be used to train various officials involved in DRR.

Context & Constraints:

Currently, DRR stakeholders are strongly lobbying for the inclusion of DRR into education curricula at all levels. This is an advocacy issue which calls for adequate resources. Resources also need to be made available for the actual development of the course materials. Although some training materials are being developed, the lack of financial resources still remains a big challenge.

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

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

Is DRR included in the national educational curriculum?

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Description:

A whole chapter on tropical cyclone and the cyclone warning system 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. Some research studies, particularly by students for their projects at the final year of the degree course 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 developed at the Meteorological Services.

Morocco (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

L'éducation à la sécurité fait partie intégrante des programmes scolaires du Ministère de l'Education Nationale aussi bien au niveau primaire, secondaire et collégiale. Plusieurs masters qui intègrent la réduction de risques de catastrophes ont été lancés par les universités marocaines (université Mohammed V, Université cadī ayad, ibn Tofail de Kénitra, FST de Tanger etc..) ainsi que des travaux de recherches sont élaborés par les instituts de recherches.

Context & Constraints:

Ces recherches sont sporadiques et ne couvrent pas la totalité des types de risques potentiels et concernent généralement des zones géographiques restreintes.

Mozambique (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

INGC and the Ministry of Education are working together to progressively integrate DRR into education curriculums of public and private education at different levels using different approaches. In the public education, floods and droughts hazards are integrated into the Natural Science text book at Primary education. In turn, cyclones, volcanoes and earthquakes are components of Physical Geography text book at Secondary School.

Disasters topics are also integrated into the University curriculum. At the public education, the Department of Physics, of the Eduardo Mondlane University, the main state university, runs two BSc courses, namely, Physics and Meteorology, and Oceanography.

So far, this department has been responsible for training of the majority of human resources of the National Institute of Meteorology, and the staff of the National Institute for Hydrography (INAHINA).

For 2011, two MSc courses will be launched at the Eduardo Mondlane University:

- The MSc Physical Geography and Disaster Management at the Department of Geography
- The MSc Climate Change and Disaster Risk Reduction at the Department of Physics.

At private education, the Mozambique Technical University (UDM), leads the integration of DRR into university education:

- A BSc Environmental and Disaster Management Engineering course has been taught since 2002
- The MSc Disaster Risk Management and Development will be launched in 2011.

Currently, new approaches have been adopted to integrate DRR into schools curriculums. For instance, at primary and secondary level, teachers have been trained to informally include DRR aspects in their subjects. At University level, students have been encouraged to undertake their dissertation on DRR themes.

Finally, after temporary closure, a professional course on Land Use Planning has been resumed with the reopening of the National Institute for Land Use Planning in 2010. People trained in this institute are expected to strengthen the capacity of the District Services of Infrastructures and Planning at district level.

Context & Constraints:

At primary and secondary education, only physical aspects of hazards are presented in the text books. The human, economic and social impacts, and the methods and techniques to prevent or reduce the negative impacts of disasters are still missing.

At university level, there is a limited number of DRR experts. As a result, the understanding of the concepts of hazard and disasters and their respective research methods, particularly for hazard analyses and assessments is still weak. Consequently, the vulnerability and risk assessments are often incomplete or misleading.

If not addressed, this fact may undermine all the results of the current efforts to integrate DRR into formal and informal education, particularly at the local level where hazards take place, and where disaster risks are expected to be actively and urgently reduced.

Nigeria (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
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Description:

The Curricula for DRR for primary and Secondary levels of education have been developed. The Curricula will be infused into 6 subjects.

Six Nigerian Universities have developed curriculum for Disaster Risk Reduction at the Postgraduate level. These Universities will award Masters degree in Disaster Risk Management. NEMA will support these Centres financially for three years to carry out research and teaching.

Disaster Risk Reduction has also been mainstreamed into professional programmes, like the Police Training College, Arm Forces Command and College, Nigeria Institute for Policy and Strategic Study, the In-Service Trainings for Civil Servants and National Security, Civil Defence Corps and National Youth Service Corps (a one year compulsory service period for graduates of Universities and Polytechnics).

Context & Constraints:

DRR curriculum at the Primary and Secondary Schools are not stand alone, but will be infused into identified subjects.

Senegal (in French)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

Au Sénégal, un module sur la RRC a été introduit dans le curriculum de formation des élèves sortants de l'Ecole Nationale d'Administration (ENA).

Context & Constraints:

Cette introduction de l'enseignement de la RRC doit être élargi aux écoles primaires et secondaires et même aux universités

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

The Disaster Management Department has been conducting school sensitisation programmes in selected schools in the Western Area and the Provinces. This is in line with priority III of the Hyogo Frame Work of Action which focuses attention on the use of knowledge, innovation, and education to build a culture of safety and resilience at all levels. The theme of the campaign is in line with the UN/ISDR's slogan; "disaster risk reduction begins at school".

The campaign is still in its pilot phase, with few schools selected from each of the twelve districts and the

western area of the country. It is hoped that at the end of the pilot phase, the Disaster Management Department and its partners would now present a convincing argument, with tangible evidence based on successes scored, to the political decision makers, on the need to integrate DRR into the formal school curricula or at least part of school activities. Meanwhile, there have been preliminary discussions with officials of the Ministry of Education, Youths and Sports on the issue.

In Freetown, the usual annual inter Primary School Quiz competition on DRR was organised from the 24th – 31st May, 2010 .

In line with the above, the trend will not be completed as there is also need for a training workshop for teachers in the Provinces on DRR. A training of trainers' workshop was organised in six districts last year (2009) and the remaining six districts this year (2010).

The training targeted 10 Junior Secondary schools in each district with 3 teachers from each school. This amounted to a total number of 180 teachers trained for this year. Current number of DRR pilot schools is up to 102. Fifteen of these are primary schools in the western area, and the remaining 87 are Junior Secondary Schools.

Context & Constraints:

- The ratification/enactment of the DM Plan and policy which will enhance the integration of DRR into the National School Curricula
- Ministry of Education being reluctant to include DRR as a module/part of its Schools' extra Curricula activities.
- Inadequate funds to extend DRR training to Secondary Schools
- Cooperation of school authorities in conducting DRR activities like sensitization, DM lectures to capacitate students for the inter-primary school quiz competition
- Sustainability of DRR school clubs formed for interactive sessions among schools, weekly assembly lectures to capacitate their students on DRR issues

Tanzania, United Rep of (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

The Handbook for Primary School training is on the final stage its Foreword is at the Office of the

Permanent Secretary – Ministry of Education and Vocation Training for signature. Also the Teacher's Training Kit for Primary School is on the final stage. The University of Dodoma and Ardhi University have established undergraduate and postgraduate degree programs on disaster management respectively. On the other hand there are general DRR training on various aspects provided by Disaster Management Department, Ministry of Health and Social Welfare and Ministry of Livestock Development and Fisheries.

Through UNDP 2011 – 2015 and The Zanzibar Strategy for Growth and Reduction of Poverty 2010 – 2015, DMD of Zanzibar plans to integrate/mainstream disaster risk reduction concepts in the Primary and Secondary School Curricula. Zanzibar was part of the recently UNISDR consultancy on developing the Teacher's Training Kit for on disaster risk reduction to enable them to integrate hazard and risk issues into their daily teaching so as to make their schools a safe place.

DMD Zanzibar has conducted DRR related training to Media and town planners' personnel.

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 still an ongoing challenge.

Zambia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

Description:

The country has had a regional course where Disaster Risk Reduction (DRR) and disaster management are taught. Participants from various institutions 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 at 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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
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Description:

DRR Begins in School Campaign, Riskland Games, Whistles and pencils

DRR incorporated into Social Studies and Humanities Curriculum from Kindergarten to Yr 6. Teachers have received training via Cdema workshop. Tackling what to do in emergencies, drills etc.

Context & Constraints:

Staff time and budgets.

Antigua and Barbuda (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

Disaster Management is part of the national schools curriculum. However, this needs to be formalized to truly reflect DRR. As it stands now it is not clear who sets the standard and monitors the scope.

As part of the wider Caribbean intervention, through CDEMA, the University of the West Indies has developed and introduced specific information for the class room and teachers as part of the recently concluded Tsunami warning protocol for the Caribbean of which Antigua and Barbuda was a pilot country.

The issue of standards for the different grades is a matter of concern that needs to be addressed and reflected across the education institutions.

Context & Constraints:

This may require a revisit of the education policy and strategy to give full and unambiguous guidance to this process. The ministry of education may be unwilling to go out on its own to fully implement DRR in the schools and other educational institutions since most of the region's curriculum is set by the regional body.

Argentina (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

Si bien aún no se ha incluido la RRD en las curriculas de la educación formal Primaria y Secundaria (con disparidad, en algunas materias lo incorporan aunque no de manera articulada), la comunidad educativa demanda crecientemente orientación al respecto.

A nivel universitario en cambio, se va incluyendo el tema en alguna de las carreras (Geografía, Ingeniería, etc) y existen Seminarios o Post Grados académicos de alto nivel (Universidad del Salvador, Universidad de Tres de Febrero). La USAL-IIDEC suscribió un acuerdo específico con la EIRD-Las Américas, en 2009. También se consolidan OSC que se especializan en la formación académica de RRD. Al respecto, en la Pcia. de Córdoba la CRA ofrece una Tecnicatura en Prevención y Atención de Desastres.

Asimismo, se incrementan las iniciativas promovidas por el estado, universidades u OSC (Seminarios, Talleres, Reuniones, Cursos Superiores, etc).

En 2009/2010, como se dijo al detallar sobre la Plataforma Nacional, se dió un impulso especial a la participación académica (ver el ítem correspondiente). Este embrionario espacio está recabando información para consolidarse.

Context & Constraints:

Se podrán impulsar espacios de “armonización” académica que permitan no solo mejorar la calidad de las iniciativas actuales sino facilitarlas y promoverlas en zonas de alto riesgo.

Recomendaciones como las expresadas en los Indicadores Básicos 1 y 2 de la Prioridad de Acción 2 también permitirán poner a disposición herramientas producidas por los diferentes actores especializados y actualizar, por ejemplo, una agenda común y compartida con las diferentes y periódicas actividades de capacitación.

Barbados (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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

Disaster risk reduction is not included as a matter of policy within the national educational curriculum at all levels from primary to tertiary. However the topic and issues relating to disaster management and disaster risk reduction are infused into several subjects within the curriculum like geography, social studies and science, at all levels.

Research papers and class projects at the primary secondary and tertiary levels are increasing, with many group projects encouraged among students. Increasingly students seek out information in the library of the disaster office or demand that relevant information be provided by use of web-pages and the Internet.

Greater involvement in school disaster management and the development of disaster plans for schools is being promoted among principals and staff with enthusiastic support from the school population at all levels. Greater use is being made of functional and full scale simulation exercise for specific hazards to which school populations are vulnerable.

A school safety programme with assistance from the USAID Office of Foreign Disaster Assistance (OFDA), the Ministry of Education and the Department of Emergency Management is being instituted at the primary level with the hope of achieving greater infusion in the curriculum. In addition, specific training courses are designed and conducted targeting the public and private sectors and where possible infused into the training programmes of response agencies like the police army, fire services and health institutions.

Educational materials are developed and widely circulated in country. Teacher training for tsunamis has

been initiated through the Barbados's teacher training institution, and this approach will be replicated in other training institutions.

Context & Constraints:

Lack of a definitive policy regarding disaster management and disaster risk reduction being infused into existing curriculum.

Lack of educational materials including instructors' and student manuals and readily available.

School curriculum is overcrowded and more encouragement for infusion into existing subjects needs to be encouraged.

Recommendations

- Secure a policy directive for greater incorporation of DRR concepts and practices in all levels of the curriculum.
- Establish disaster risk reduction units within the learning institutions.
- Greater encouragement for students at the secondary, undergraduate and graduate levels to undertake research projects relating to DRR.
- Examine ways to further incorporate DM and DRR into existing training schedules and such courses made mandatory especially for the lower levels of the public service.

Bolivia (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

Existe dentro de la actual curricula consideraciones sobre la ocurrencia de catástrofes y algunos factores de amenaza esto por parte del Ministerio de Educación en coordinación con el Viceministerio de Defensa Civil.

Existe trabajo en algunos municipios que están siendo implementados por las instancias departamentales de educación y en algunos municipios que soportan de manera recurrente eventos adversos, estos últimos están siendo coadyuvados por agencias de asistencia humanitaria, ONG's y agencias de Naciones Unidas (UNESCO, UNICEF), bajo la coordinación del Viceministerio de Defensa Civil y el Ministerio de Educación.

Context & Constraints:

Aun se mantiene la expectativa en relación a la aprobación de la Ley de Educación donde se incluye la temática de reducción de riesgo de desastres.

Brazil (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

1. Realização de atividades educativas e preventivas com iniciativa dos órgãos do sistema nacional de defesa civil em interação com escolas a fim de conscientizar e sensibilizar a população sobre riscos a que estão expostas e como proceder em situações de emergência
2. Implementar a cultura de prevenção e percepção de riscos, incluindo-se na grade curricular de acordo com a legislação educacional vigente, o tema "defesa civil" como eixo transversal multidisciplinar, com ênfase na prevenção, capacitando todos os agentes envolvidos no processo de ensino e aprendizagem.
3. Estimular a formação de agentes mirins nas escolas e comunidades implementar atividades de defesa civil voltadas a crianças, adolescentes e jovens, e fomentar projetos de cunho científico e tecnológico sobre defesa civil nas instituições de ensino superior.
4. Estabelecimento de regulamentação no Estatuto da Cidade com o objetivo da destinação das construções que não cumprem com sua função social à habitação ou abrigos temporários para os desabrigados em casos de desastres.

Context & Constraints:

promoção de mudança cultural, relacionada com a cidadania participativa, com a segurança global da população e com a redução dos desastres, depende da colaboração ativa dos sistemas de ensino formal e informal existentes no Brasil. É importante que os sistemas de ensino participem de projetos que tenham reflexos preponderantes sobre a qualidade de vida e sobre o crescimento da expectativa de vida da população.

Desta forma é importante que os conteúdos relacionados com a segurança global da população, com a redução dos desastres e, sobretudo, com a redução das vulnerabilidades dos cenários e das populações em risco sejam incluídos nos currículos escolares de primeiro e de segundo grau e nas atividades de ensino informal.

British Virgin Islands (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* Yes: University curriculum

* No: Professional DRR education programmes

Description:

In May 2004, 27 schools were given School Preparedness Status Questionnaires. At that time, it was theorised that 74% of our educational institutions were unprepared to face any hazard. To address this deficiency, in 2008 the DDM with assistance from the Department of Education launched a "Disaster Plan Development Project" for all Government Schools in the Territory. This project is an expansion of the Fire Safety Project which sought to ensure that all schools were equipped with the requisite number of fire extinguishers and First Aid Kits and that school administrators were properly trained in Fire Suppression, Basic First Aid and CPR.

The Disaster Plan Development Project, like the Fire Safety Project, targeted Primary Schools and Day Care Centres (private and public). This year, the services of a consultant is being utilised to provide guidance to twelve schools in the development, testing and implementation of their individual Disaster Plans. These Plans will include procedures for all hazards as well as other emergency situations. The intent of School Disaster/Emergency Contingency Plans is to give the staff, students, and parents a guide to use in the event of an actual disaster/emergency. The plans seek to be the main tool to be used by school administrators to manage emergency response activities. It is the intention of the DDM to further expand this project to develop a School Disaster Management Policy in conjunction with the Ministry and Department of Education and to create criteria for "School Safety and Preparedness".

In 2008, a Summer programme exposed students to aspects of disaster management. Additionally, activity and handbooks have been developed by the DDM for use in schools. The Associate degree program at the community college continues to expand and now incorporates elements of safer building design.

Context & Constraints:

No constraints were identified.

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

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

In Canada, the provinces and territories have exclusive jurisdiction over primary and secondary school curriculum. School boards in Canada may include lessons on natural hazards and DRR, however, this is not implemented through a national level initiative. Disaster prone areas across Canada do include hazard specific curriculum content coordinated at the municipal school board level.

The Canadian Emergency Management College is a federal government learning institution providing Programs and resources to the emergency management community across Canada. The College is an integral part of Public Safety Canada and supports its responsibility to enhance learning in all four pillars of emergency management.

Emergency Preparedness Week is coordinated by Public Safety Canada and involves all provinces and territories, first responders, organizations like the Red Cross and the private sector. It is a collaborative event with hundreds of activities across the country, all aimed at raising public awareness of the need to be prepared for emergencies.

Public Safety Canada's "72 Hours: Is your family prepared?" campaign includes a range of publications and hazard specific promotional materials, a dedicated website (www.GetPrepared.ca), social media, advertising, collaborative arrangements, exhibits and special events.

Natural Resources Canada's Public Safety Geoscience Program is developing classroom resources and lesson plans that will be available for middle and secondary schools nationally to better understand the geographic scope and potential impact of geohazards (earthquakes, landslides and tsunamis) in Canada.

The program also contributes as a member of the BC Earthquake alliance, which organized the first province-wide drill ever held in Canada in January 2011, via "ShakeOut BC," where more than 10% of the population participated. This served as the catalyst for broad-based discussions regarding emergency preparedness. Drills are expected to continue and expand to other provinces and territories in future years.

Context & Constraints:

In addition to work of FPT governments to increase the profile of DRR in Canada, numerous private educational institutions have established emergency management and DRR programs at the college, undergraduate and graduate levels.

Cayman 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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

Efforts are underway to establish a formal (annual) schedule for disaster awareness seminars and emergency drills in the schools, targeting all students. Most schools have information about hurricanes and earthquakes in their curriculum but it is yet not mandated.

Context & Constraints:

The students are not yet exposed to information about the full range of hazards and more work needs to be done to inform young people about threats such as fire, flood, tsunami etc. There is a certain amount of resistance to formally setting aside time for awareness seminars for the entire student body of an academic institution - perhaps it would be more appropriate if a specific age group was targeted for the disaster awareness information to avoid repetition.

Chile (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

En el marco curricular chileno, el tema de Reducción del Riesgo de Desastres está incluido desde la perspectiva de los Objetivos Fundamentales Transversales, específicamente a través de los Ámbito de Crecimiento y Autoafirmación Personal y la Persona y su Entorno, como también, en lo Objetivos Fundamentales Verticales Y Contenidos Mínimos Obligatorios correspondiente al sector de Historia, Geografía y Ciencias Sociales 7º año de Educación Básica y en 1º año de Enseñanza Media sector ciencia.

Durante el 2010 se elaboraron nuevos Programas de Estudio desde 5º Año de Educación General Básica a 1º Año de Educación Media, a implementar durante el año 2011 que, profundizan las temáticas relacionadas a sismos, con motivo del terremoto y tsunami que afectó al país el 27 de febrero de 2010. El Ministerio de Educación está a cargo de desarrollar lineamientos generales para el trabajo de estos objetivos en los colegios. Algunas de las acciones realizadas son:

- Creación de la Comisión Nacional de Seguridad Escolar. (Decreto Exento N°283/201)
- Revisión de Planes Integrales de Seguridad Escolar y Manual de Seguridad en Sala Cunas.
- Consolidación de la semana de la Seguridad Escolar.

El terremoto del 27 de Febrero del 2010 requirió ser abordado, en primera instancia, con apoyo y acciones de resguardo de la integridad vital, atención de necesidades de alimentación, seguridad, vivienda, de salud física y mental, de conectividad y comunicaciones. En este contexto, se priorizó por la recuperación de los espacios (infraestructura) de los establecimientos educacionales afectados, y posteriormente a la recomposición de la labor educativa, y al clima escolar que permitió las condiciones propicias para el aprendizaje.

En este mismo contexto, se establecieron trabajos conjuntos con la Fundación Mustakis y Unicef:

- Convenio de Colaboración Ministerio de Educación - Fundación Mustakis: en terreno convocaron a todos los actores de 50 establecimientos educacionales de las regiones de O'Higgins, del Maule y del Biobío para realizar talleres de recuperación emocional y afectiva, - En el primer semestre de 2010 el Ministerio de Educación y Unicef realizaron cinco talleres en la Región de Valparaíso: "Taller de intervención psicosocial en situación de desastre", En el segundo semestre de 2010 el Ministerio de Educación y Unicef realizan ocho talleres en las regiones de O'Higgins, del Maule y Biobío: "Talleres de intervención psicosocial en situaciones de emergencia y post-emergencia" El año 2011 se comienza con la distribución del material educativo "La Familia y la Escuela preparada ante desastres" a los establecimientos educacionales subvencionados del país a través de los Departamentos Provinciales de Educación; y a padres, madres y apoderados/as a través de los "Ciclos de Mesas Provinciales Participativas, Centros de Padres y Apoderados: Actores clave en la promoción del apoyo de la familia en la educación". En educación universitaria y para adultos no se incluye formalmente el tema. ONEMI está a cargo de la capacitación de los integrantes del Sistema Nacional de Protección Civil. Diversas ONG, como OFDA y Cruz Roja, capacitan en temáticas asociadas a RRD. El mundo privado, como por ejemplo la Cámara Chilena de la Construcción, genera seminarios y cursos de capacitación en normas sismo resistentes. En general, estas instancias no están homologadas en un lenguaje común.

Context & Constraints:

El terremoto del 27 de Febrero dejó 420 establecimientos educacionales públicos siniestrados en las regiones afectadas, 4013 establecimientos inhabilitados y 60.031 alumnos quedaron sin aulas para reincorporarse al sistema. La hora y fecha del evento impidió que éste se convirtiera en un desastre de proporciones mayores.

En el proceso de reconstrucción, el Ministro de Educación Joaquín Lavín logró en escaso tiempo, gracias a la colaboración y coordinación con el mundo privado y otras instituciones, el restablecimiento de las clases instalando colegios modulares y la habilitación de alternativas para las clases.

Los desafíos futuros implican, en términos curriculares, el objetivo de incorporar contenidos específicos asociados a la reducción del riesgo de desastres en todos los niveles. De la misma forma, mediante alianzas con organismos de formación, se buscará fomentar este tema en la formación de docentes, directivos y en las mallas de carreras universitarias.

En ONEMI se ha llegado a la conclusión que se hace necesario crear una Academia de formación de nivel internacional. Los cursos actuales de ONEMI ya fueron reformulados post-terremoto y para mediados del

2011 ya existe el compromiso de llegar a la población, autoridades y país en general con una oferta renovada y moderna de capacitación en el tema. (Por ejemplo, incorporando metodologías de capacitación a distancia) Así mismo, diversos sectores, como por ejemplo salud, están incorporando el tema de la RRD en sus mallas de capacitación.

Colombia (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

Si bien algunas instituciones del orden nacional y regional ha visionado el potencial que tiene el desarrollo de la temática, desafortunadamente los procesos consolidación han sido esporádicos y 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, entre los que se destacan las temáticas relacionadas con la prevención de desastres.

En este orden de ideas la DGR ha desarrollado dos estrategias para el fortalecimiento del tema, a saber: i) A través del Proyecto de Asistencia Técnica en Gestión del Riesgo a nivel Municipal y Departamental, liderando la construcción y divulgación de una Guía Metodología para apoyar la formulación de Planes Escolares con énfasis en Gestión del Riesgo implementado una estrategia de capacitación a nivel departamental y municipal. Igualmente trabajando en el "Plan Escolar para la Gestión de Riesgos", como herramienta integrada a los procesos educativos y no atomizada, como generalmente se trabaja.

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 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.

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.

Retos: Estructurar e implementar el Plan Nacional de Formación y Capacitación en Gestión del Riesgo. Consolidar y unificar técnica, conceptual y metodológicamente los instrumentos y herramientas utilizadas para los procesos de formación en Gestión del Riesgo.

Costa Rica (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

En todo el ámbito de niveles de educación se ha incluido. En primaria y secundaria ligado al programa de formación ambiental. En el nivel universitario en algunas carreras o como cursos opcionales y dos universidades estatales tienen maestrías de gestión del riesgo. En las universidades privadas se desarrollan como seminarios, cursos opcionales

Context & Constraints:

En todos los casos falta orden en cuanto a los fundamentos de concepto.

Cuba (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Existen programas de estudio curriculares sobre la reducción de desastres, en los niveles de enseñanza primario (3er y 5to grados), secundario (8vo), pre- universitario y en el nivel superior (universitario) para médicos, veterinarios, arquitectos e ingenieros ; y en el resto de las carreras universitarias se incluyen temas de reducción de desastres como partes de asignaturas relacionadas . También se realizan actividades no curriculares como círculos de interés, concursos y otros. Se imparten cursos de postgrado , maestrías, diplomados en Reducción de Desastres, con el otorgamiento de créditos académicos y grados científicos. Se organizan eventos (talleres, seminarios, congresos) nacionales e internacionales sobre Reducción de Desastres.

Context & Constraints:

Las condiciones creadas por la Revolución Cubana, desde 1959, garantiza la preservación de valores tales como acceso universal a la cultura; salud pública, educación y seguridad social para todas las cubanas y cubanos. Las limitaciones que se presentan están localizadas en la escasez de financiamiento para el desarrollo integral y sostenible del país

Dominican Republic (in Spanish)**Level of Progress achieved:**

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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * Yes: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum

* Yes: Professional DRR education programmes

Description:

- En la última revisión curricular de los indicadores de logro de los niveles de Inicial y Básica se trabajó el tema de la Gestión de Riesgo en las disciplinas básicas, lo que garantiza su inclusión en el currículo.
- La propuesta del Plan Estratégico del Ministerio de Educación tiene una línea referente al tema de gestión de riesgo.
- En la parte operativa actualmente se están realizando acciones para estandarizar una Guía para la Realización de los Planes Escolares de Gestión de Riesgo.
- En el nivel superior (en la UASD), existen iniciativas en la incorporación en la Gestión de Riesgos de los planes de estudio de algunas facultades. En la de Educación se definió un postgrado en educación ambiental y de riesgos y se ha avanzado en la formación de los docentes en el tema.
- En la facultad de Salud se ha definido una carrera de soporte básico, a través de la escuela de salud pública se realizan cursos de postgrado sobre la gestión de riesgo en salud.
- En el nivel superior (en la UASD), existen iniciativas en la incorporación en la GdeR de los planes de estudio de algunas facultades, en tal sentido, se ha definido en la facultad de Educación un postgrado en educación ambiental y de riesgos y se ha avanzado en la formación de los docentes en el tema. En la facultad de Salud se ha definido una carrera de soporte básico, que a través de la escuela de salud pública se realizan cursos de postgrado sobre la gestión de riesgo en salud.

Context & Constraints:

- Nuestro mayor reto en este sentido consiste en la coordinación externa e interna para realizar una Gestión Integral que tenga un mayor impacto en la comunidad educativa. También la mejor definición de los roles y funciones de las instancias que trabajan el tema en el MINERD.
- En el presupuesto general del ministerio se destinen los fondos necesarios para la realización de las actividades de capacitación, entrenamiento, difusión de informaciones y operativización de los planes.
- En el Nivel superior, que las universidades incorporen en sus planes de desarrollo académico e institucional la gestión de riesgos de desastres, que se definan estrategias de inclusión del tema en la formación del futuro profesional del país.

Ecuador (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Nivel de progreso 3

El Ministerio de Educación esta trabajando en la implementación de un programa de gestión de riesgos, se esta formulando una Estrategia de Gestión de Riesgos con el auspicio de Naciones Unidas y se lanzará próximamente un programa que incluye la formulación de una Guía; y un programa con los siguientes ejes :a) Mejoramiento de la infraestructura física utilizando proceso institucional de Gestión de Riesgos dentro de la malla curricular, b) organización de estudiantes y profesores para el manejo de la respuesta, c) Elaboración de mapas de riesgos y recursos, conformación de brigadas y realización de simulacros, d) vinculación con la comunidad en temas de gestión de riesgos.

Este programa comienza con la publicación de una guía para los planes de emergencia de acuerdo con la Secretaría Nacional de Gestión de Riesgos y capacitación, la ejecución de este programa esta auspiciada por Plan Internacional y OFDDA - USAID,

Así mismo en el nivel superior existe ya especialización y Diplomado en Gestión de Riesgos en la primera Universidad del País Instituto de Altos Estudios Nacionales.

Se esta incentivando para que en las carreras de pregrado se incorpore esta temática.

Context & Constraints:

Implementar la cultura de prevención de riesgos a través de la inserción real del tema en la curricula desde el Ministerio de Educación de manera transversal.

Fortalecer el plan de capacitación a los educadores en gestión de riesgos.

Contar con un pensum de estudios sobre gestión de riesgos en todos los niveles primario secundario y superior asi mismo como especialización en la universidad.

El Salvador (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

En el marco de la Reforma Educativa se presenta el Plan 2021, el cual contempla como acción prioritaria: Evitar situaciones de riesgo y disminuir la vulnerabilidad dentro de los centros escolares con la participación de los miembros de la comunidad educativa.

Se dispone de una herramienta denominada: Plan de Protección Escolar, así mismo se ha Incluido el tema de Gestión de Riesgos en las competencias educativas de los programas de Educación básica.

Para reducir la situación anterior, en la estructura, del Ministerio de Educación (MINED), tiene organizado desde el nivel central un plan de prevención institucional, que permite llegar a las 14 Direcciones Departamentales, en las fases del antes durante y después de la emergencia.

El plan de Prevención Institucional ha sido oportuno en la aplicación en las fases:

ANTES:

La implementación del Plan de Protección Escolar a nivel nacional, en el cual se desarrollan actividades principales, de diagnóstico, capacitaciones y simulacros según las amenazas identificadas.

La coordinación permanente como parte del Sistema Nacional de Protección Civil, Prevención y Mitigación de Desastres.

Creación de un sistema de comunicación con red nacional, a fin de facilitar información oportuna, antes durante y después de la emergencia, se ha entregado radios de transmisión de alcance a los técnicos de las 14 Direcciones Departamentales del país.

Conformación del Centro de Operaciones del MINED, ubicado en el nivel central, permite canalizar la información y respuesta oportuna durante la emergencia, alcance nacional.

Conformación de las comisiones de protección departamental de Educación, quien coordina con la Gobernación en los 14 departamentos del país.

Se ha implementado la matriz de riesgo, como un instrumento de apoyo a los planes de Protección Escolar, a fin de reflejar la situación multiamenaza de los centros educativos

Coordinación interinstitucional es una estrategia de alianza muy importante en la implementación de los procesos en las acciones de prevención a desastres.

DURANTE:

Activar los comités del Plan de Protección Escolar con la participación activa de toda la comunidad educativa.

En la atención a la emergencia, la respuesta inmediata en la atención Psicopedagógica, que provee desde nivel central a los lugares donde se considera de mayor necesidad, el equipo técnico capacitado, es el que está a cargo y coordina con el nivel departamental y local, dotando de materiales de apoyo en las actividades del plan.

Disposición de los alimentos del programa de alimentación y salud escolar, que incluye la dotación de equipo mínimo para su uso y consumo, a las víctimas de emergencias y que se encuentran en los Centros Escolares que funcionan como albergues.

DESPUES:

Atención Psicopedagógica, a fin de normalizar la actividad educativa, en la comunidad escolar afectada por la emergencia.

Continuidad de la actividad escolar, garantizando el derecho a la educación y en casos extremos la implementación de estrategias educativas elaboradas, previamente a fin de lograr finalizar el ciclo escolar.

Evaluación de los daños en la población educativa, mobiliario y equipo de los centros educativos, mediante la aplicación de instrumentos previamente diseñados por las instancias correspondientes de la evaluación e infraestructura, institucional.

CAPACITACIONES:

La entrega técnica del plan de protección escolar, considerando el apoyo de riesgo, video y otros materiales, dirigida a personal clave del MINED.

Apoyo técnico a nivel local, a fin de fortalecer la prevención y respuesta ante emergencias y desastres, considerando de vital importancia su actuación en las primeras 72 horas de ocurrida la emergencia o

desastres.

Desarrollo de talleres nacionales, de socialización y aplicación de las actividades del plan de prevención institucional, dirigido a personal técnico central y departamental.

Capacitación sobre la inclusión del tema de prevención a desastres en los programas de estudio, dirigido al equipo de la jefatura de currículo de la gerencia de gestión pedagógica responsable de la elaboración de los programas de estudio.

MATERIALES EDUCATIVOS:

El diseño, reproducción y distribución de material bibliográfico de apoyo, entre los más relevantes, colección cipote, que lleva el tema de prevención a desastres principalmente en los libros de texto de la asignatura de ciencia salud y medio ambiente, ciencias sociales; así como el Plan de Protección Escolar, juego educativo riesgolandia y video sobre gestión para la reducción del riesgo en el sector educativo, acompañado de su respectiva capacitación, dirigida a técnicos del nivel central, departamental y local. El tema de Reducción de Riesgos está presente en los Programas de estudio, actualizados por niveles, desde parvularia a bachillerato, los temas se encuentran en todos los programas, sin embargo se pueden ver mayor énfasis en las asignaturas de ciencia salud y medio ambiente, ciencias sociales, en forma gradual en cada grado de estudio.

El reglamento de la ley de Educación Superior incorpora el tema gestión para la reducción del riesgo, como uno de los temas principales que deben abordarse en las carreras de estudios que ofrecen las Instituciones de Educación Superior. (IES)

Algunas carreras con especialidad en gestión para la reducción del riesgo a desastres, ofrecidas por algunas instituciones de educación superior, en carreras de especialidad del tema, en otras como ingenierías y medicina.

El Programa Social educativo 2009-2014, "VAMOS A LA ESCUELA" vincula el tema de prevención, principalmente en las siguientes líneas estratégicas: Fortalecimiento de la gestión curricular e institucional en los centros educativos, currículo pertinente y aprendizajes significativos y equidad en el acceso y permanencia en el sistema educativo. Así mismo, el plan social sostiene en sus Fuerzas impulsoras del Modelo, la necesidad de garantizar una concertación social por la educación, que permita el involucramiento y participación activa de la comunidad educativa: familia – comunidad territorial y educativa.

Los factores considerados son los siguientes: • Diseños curriculares y materiales de estudio relevante y pertinente. • Directivos docentes y profesorado comprometidos con la mejora del ejercicio docente y con el desarrollo de aprendizajes significativos en los y las estudiantes. • Centros educativos adecuados, seguros, organizados y democráticos.

Así mismo El Programa Social Educativo, se compromete en el COMPONENTE 6: Mejoramiento de condiciones de infraestructura para centros escolares beneficiados a fin de garantizar una infraestructura segura y en buen estado, con el mobiliario y equipo suficiente y adecuado en los centros educativos del sector público, concretizado por medio del PROGRAMA DE MEJORAMIENTO DE LOS AMBIENTES ESCOLARES Y RECURSOS EDUCATIVOS, cuya concepción es: Ambientes seguros, cómodos y adecuados se constituyen en una condición indispensable para estimular un mejor desempeño del profesorado y del personal administrativo y para favorecer aprendizajes efectivos en el estudiantado.

Context & Constraints:

Se necesita la capacitación de Docentes en el tema de la gestión de riesgo, por lo tanto es necesario incluir en la Currícula universitaria en la formación de docentes.

Se han realizado esfuerzos considerables, sin embargo, aún no se cuenta con una cobertura estimada en la implementación del plan de protección escolar debido a limitaciones en aspectos importantes, especialmente en recursos financieros y/o las capacidades operativas.

Si bien es cierto, que se han desarrollado avances muy provechosos en relación al tema, de gestión para la reducción del riesgo a desastre, es importante señalar algunos aspectos que limitan continuar impulsando la cultura de prevención en la comunidad educativa, en más de cinco mil centros educativos oficiales del país, es la falta de recursos que permitan dar asistencia técnica de seguimiento y evaluación

sobre la implementación de la aplicación del tema en los programas de estudio y el plan de protección escolar , otra dificultad presente es la capacitación permanente del mismo tema.

Guatemala (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

El Currículo Nacional Base del Ministerio de Educación –MINEDUC- incluye la GRRD, aunque aún no se plasma en forma concreta el concepto en los libros de texto en los niveles primario y secundario. Asimismo, desde la SE-CONRED se busca reforzar los conocimientos en materia GRRD a alumnos, maestros y supervisores educativos, a través de talleres, pláticas, cursos abiertos y programas de visitas guiadas. Estas actividades van dirigidas a establecimientos públicos y privados.

El MINEDUC está reestructurando la Unidad de Gestión de Riesgos, cuyo objetivo es incluir la GRRD en el proceso educativo y de infraestructura del sector.

En la educación superior, principalmente en la Universidad estatal, se imparten maestrías y postgrados en Gestión para la Reducción de Riesgo a Desastres en las Facultades de Ingeniería, Arquitectura y Medicina.

El Instituto Nacional de Administración Pública, imparte cursos formativos y diplomados dirigidos a profesionales que laboran en los distintos sectores de la administración pública, cuyo objetivo es capacitarlos en el tema.

En el marco de la MNDRRD, se inició un proceso de incidencia curricular, para concientizar y capacitar a quienes facilitan el proceso de enseñanza-aprendizaje en todos los niveles; así como la formación docente y formación alternativa. Esta temática es promovida por la Subcomisión de Gestión del Conocimiento.

Existe un esfuerzo interinstitucional que busca rescatar, valorizar y promover los conocimientos y sabidurías ancestrales desde la perspectiva de la gestión para la reducción del riesgo a los desastres y está por institucionalizarse una Comisión de Seguimiento que tiene como función la sistematización de esos conocimientos, para tener sistemas alternativos de información y alerta temprana en las comunidades más vulnerables.

Context & Constraints:

Aunque la RRD está incluida en los planes educativos, el enfoque en las guías didácticas es sobre la amenaza, sin tomar en cuenta la vulnerabilidad, ni hace referencia al manejo adecuado de los recursos naturales, para reducir los riesgos a los desastres. El reto es lograr que se materialice correctamente en forma comprensiva para los distintos niveles educativos, tanto del sector público como privado.

El MINEDUC debe asumir una mayor responsabilidad para capacitar a los docentes en materia de GRRD, para que haya una mejor comprensión de la temática y pueda correctamente ser trasladada en el proceso enseñanza-aprendizaje.

Las actividades de la Subcomisión de Gestión del Conocimiento son importantes porque desde ahí puede lograrse que el MINEDUC emprenda la capacitación de los docentes en GRRD. Así mismo, involucra a actores de la educación pública y de la educación superior, aunque debe ampliarse la convocatoria.

Finalmente, es uno de los mayores retos es la institucionalización del proceso de armonización de los conocimientos y sabidurías ancestrales de los pueblos en la gestión para la reducción de riesgo a desastres, considerando la multiétnicidad y pluriculturalidad del país.

Honduras (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

Existe el acuerdo "tácito" entre la Secretaría de Educación y COPECO de incluir en la Curricula de Educacion Primaria, elementos de la gestión de riesgo en las diferentes materias que ya existen.

Lo que existe en la actualidad es un compromiso voluntario y no obligatorio de divulgar a titulo personal dependiendo del catedrático el tema de la RRD

Context & Constraints:

Las limitantes son que no existe un sistema de indicadores que permita evaluar el nivel de impacto de dicha curricula.

(No hay metodos de evaluación)

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Substantial achievement has been attained in the area 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 curricular 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 provided with training in Disaster Preparedness annually. Official inclusion into the school curriculum has been advanced and further advances are planned 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 workshop has seen more than Three Hundred Principals, 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 ODPEM and the respective schools.

Schools Safety Programme.

Joint programmes with international universities established.

Context & Constraints:

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 educational facilities to effect the necessary activities to make their institutions more resistant to the likely impact of disasters.

Mainstreaming DRR is slow in many instances simply because it is dependent on personalities and not legislation.

Mexico (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

La Coordinación General de Protección Civil (CGPC), trabajó durante 2010 con la Secretaría de Educación Pública (SEP) para reformar el plan educativo y cuyo producto, es la incorporación en el plan de estudios de primero y sexto año de primaria de los conceptos iniciales de la gestión integral de los riesgos, protección civil e identificación de riesgos. A partir de este ciclo escolar, toda la educación básica por disposición presidencial, incorpora dichos conceptos en las materias de geografía, español, exploración de la naturaleza, educación cívica y ética. Dicho plan estaba ideado a ser incorporado en el 2012.

Con el fin de divulgar la reducción del riesgo de desastres, se continua con la coordinación de los programas de capacitación que desarrolla el CENAPRED sobre la prevención de desastres y la protección civil, a nivel nacional e internacional, principalmente en países de Centroamérica y el Caribe; se supervisa el contenido temático de nuevos cursos de protección civil y la elaboración de material didáctico de apoyo; se coordinan actividades de capacitación con unidades de protección civil estatales y municipales, dependencias federales, organismos no gubernamentales y paraestatales y la iniciativa privada de México; se coordina la planeación del "Diplomado en Dirección de Programas de Protección Civil", y del programa de capacitación del Plan de Emergencias Radiológica (PERE) para asegurar una respuesta adecuada ante una emergencia radiológica en la Central Nucleoeléctrica de Laguna Verde.

En materia de salud, como meta anual del programa de urgencias epidemiológicas y desastres, se realizan al menos 6 sesiones de capacitación para los responsables de los 32 SESA y personal involucrado en la operación del mismo. Se elaboraron 6 manuales para la atención de la salud ante desastres y lineamientos para la seguridad en salud relacionados con desastres y se provee asesoría a los 32 estados del país.

Context & Constraints:

Los planes de estudio de niveles de educación básica del país además de considerar información sobre el riesgo de desastre, deben de incluir información relativa al cuidado del medio ambiente. Además, se deben actualizar constantemente los manuales y lineamientos sobre desastres con la particular colaboración de las diversas áreas operativas involucradas en la atención de un desastre.

Con el propósito de divulgar información a toda la población mexicana, la Secretaría de Medio Ambiente y Recursos Naturales (SEMARNAT), la Secretaría de Agricultura, Ganadería, Desarrollo Rural, Pesca y Alimentación (SAGARPA), la Secretaría de Gobernación (SEGOB), a través de la Coordinación de

Protección Civil y el Instituto Nacional de las Mujeres (INMUJERES), elaboraron materiales para la población infantil con información sobre riesgos de desastre.

Nicaragua (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

La Secretaría Ejecutiva del SINAPRED y Ministerio de Educación impartieron 18 talleres de capacitación y sensibilización para la reducción de riesgo de desastre en los municipios de mayor vulnerabilidad de Nicaragua.

Durante el año 2010, se ha entregado la cantidad de 3,758 documentos conteniendo las guías de funcionamiento de los comités regionales, departamentales y regionales; 335 ejemplares de la Ley 337 y 195 documentos referidos a los Planes de Respuesta del SINAPRED acompañado de un CD ilustrativo.

En este mismo año, la Dirección territorial de la SE-SINAPRED ha efectuado 83 talleres de asistencia técnica en los principales municipios del país para la incorporación de la gestión de riesgos en la planificación municipal. Realizándose conjuntamente con el Ministerio de Educación la capacitación a 199 docentes del Municipio de León sobre el uso de guías y cuadernos de gestión del riesgo en el marco del Proyecto BOSAI, financiado por la cooperación japonesa.

A nivel de formación técnica la SE-SINAPRED ha capacitado a 24 jóvenes con el objetivo de que sirvan como elemento multiplicador en los municipios de los departamentos de Nueva Segovia, Estelí, Madriz, León, Masaya, Granada, Chontales y Managua.

Context & Constraints:

Se debe brindar atención a la recuperación.

Panama (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

En la actualidad existe en el proceso educativo de enseñanza aprendizaje de Panamá, la integración de los temas de Reducción de Riesgo en la educación formal como un eje transversal en todos los niveles educativos, para la inserción de los mismos en el currículo de la Educación Básica General y Media.

El Ministerio de Educación (MEDUCA) a través de la Ley 34, de junio de 1995, la cual reforma la Ley 44 de 1947, eleva la Oficina de Educación Ambiental a Dirección Nacional de Educación Ambiental.

Se inserta el eje transversal de Educación Ambiental paralelo al eje de Gestión del Riesgo.

Se mantiene sensibilizado, capacitado y revisado el Programa Curricular de la Escuela Normal Juan Demóstenes Arosemena de Santiago de Veraguas, formando docentes capacitados en Gestión del riesgo con seminarios.

Se realizan Seminario Obligatorio de Administración del Riesgo con 48 horas presenciales y 32 horas de prácticas en escuelas primarias, como parte de la formación de los docentes de la ENJDA. Se cuenta con el Plan Nacional de Desarrollo Humano para una Cultura en Gestión del Riesgo a Desastre.

Capacitación de aproximadamente 500 docentes con el Manual de Gestión del Riesgo en las regiones de Chiriquí, Bocas del Toro, Darién, Comarca Ngöbe Bugle.

Encuentro de Coordinadores Nacionales y Regionales de Educación Ambiental y Gestión de Riesgo para elaborar el Plan Operativo Anual.

Se elabora la Guía Técnica para la Planificación, Diseño, Construcción y Mantenimiento de Escuelas Seguras.

Se elaboró Plan de Seguridad Escolar de Panamá (Ministerio de Educación). Capacitaciones de aproximadamente 1,200 docentes de Básica General y Media a nivel nacional, en Gestión del Riesgo.

Se cuenta con el Manual para –Docentes de Educación Básica General (Preescolar, Primaria y Promedia), elaborado en conjunto por el Ministerio de Educación y El Sistema Nacional de Protección Civil, un instrumento que promueve valores, conceptos, actitudes y conocimientos para evitar los riesgos y para atenuar sus efectos en casos de presentarse un evento adverso, es un instrumento pedagógico, puesto al servicio de los docentes del país con el fin de que les permita a partir de lo establecido en los Programas de Estudio de la Educación Básica General, de las condiciones del Centro Educativo y de su contexto general, definir con claridad, pertinencia y sustento científico, las acciones a desarrollar en materia de

prevención, reducción de riesgos y preparativos de respuesta ante desastres.

Se cuenta con aproximadamente 70 escuelas con su Plan de Seguridad Escolar
Aproximadamente 100 centros educativos debidamente señalizados.

En relación a este indicador la Facultad de Ciencias de la Educación ha realizado las siguientes actividades:

Participación como representantes de la comisión de Educación Para la Gestión del riesgo en la Elaboración del Plan para el Desarrollo Humano Sostenible en gestión del Riesgo.

Participación en la Elaboración del Manual de Gestión del Riesgo para Docentes de Educación Básica General.

Elaboración del Seminario de Gestión del Riesgo como parte del Plan de Estudio de Estudio en las transformaciones curriculares de las carreras de Licenciatura en Educación Preescolar y Primaria

Context & Constraints:

El Ministerio de Educación no contempla presupuesto para desarrollar los programas de Gestión a nivel nacional, por lo general solo se cuenta con el apoyo externo de instituciones (internacional y otras organizaciones).

Poca participación de los (las) directores(as) de los centros educativos en la temáticas para que apoyen el programa.

Se observa muy poco personal capacitado involucrado y consciente para trabajar como facilitador en el desarrollo del programa.

Falta de apoyo de los medio de comunicación social en la labor educativa sobre la temática.

Baja motivación de los docentes para que realicen el proceso de enseñanza aprendizaje en el tema de riesgo.

Necesidad de fortalecimiento nacional y regional para el desarrollo del programa.

Necesidad de seguir fortaleciendo las coordinaciones interinstitucionales con las instancias relacionadas con el tema de Gestión del Riesgo.

Paraguay (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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

Si bien, el tema de la Reducción de Riesgos de Desastres no se encuentra incluida en el mapa curricular de las instituciones educativas de los distintos niveles, existen avances significativos para la inclusión del tema de Reducción de Riesgos de Desastres en la curricula de la educación formal a nivel nacional, ya que la institución rectora (Secretaría de Emergencia Nacional) a firmado convenios con el Ministerio de Educación y Cultura (institucion rectora de la educación nacional) y la Universidad Nacional de Asunción para que en trabajo conjunto de las anteriores instituciones se lleve a la confección y ejecución de planes educativos a nivel nacional sobre atención de la Gestión de Riesgo en las comunidades Educativas.

Context & Constraints:

se han firmado los siguientes convenios y se implementado en parte una política nacional de gestión de riesgo.

Convenios:

1) Convenio de cooperación técnica y financiera entre el Ministerio de Educación y Cultura, la Secretaría de Emergencia Nacional y la Oficina de Asistencia a Desastres en el Exterior de la Agencia del Gobierno de los Estados Unidos de America para el Desarrollo Internacional - año 2006.

2) Convenio entre el Comité de Emergencia Nacional, la Dirección de Beneficencia y Ayuda Social, la Junta Nacional de Bomberos Voluntarios del Paraguay, Fuerzas Armadas de la Nación, Gobernación de Boquerón, Agrupación de Bomberos de la Policia Nacional, Municipalidad de Asunción, el Fondo de las Naciones Unidas para la Infancia y la Universidad Privada Columbia del Paraguay, la Federación Paraguaya de Escultismo, Sobre la Implementación de una Red de Capacitación en emergencias y Desastres en el Paraguay.

Así mismo la institución rectora de la educación en Paraguay, el Ministerio de Educación y Cultura a Expedido la Resolución Nº 18.757, Por la cual se conforma el Consejo de Emergencia del Ministerio de Educación y Cultura, se establecen sus funciones, atribuciones y se designa coordinador.

Peru (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* Yes: Professional DRR education programmes

Description:

El Diseño Curricular Nacional de Educación Básica Regular considera el aspecto de Gestión del Riesgo, en el cual se incluye la reducción de riesgo al consumo de drogas, violencia familiar, seguridad vial entre otros, no desarrollando puntualmente Reducción de Riesgo de Desastres.

El Instituto Nacional de Defensa Civil capacita a los docentes de Educación Primaria y Secundaria en el Programa Aprendiendo a Prevenir, para que los contenidos de aprendizaje de reducción del riesgo de desastres se desarrollen en sus programaciones de aula. A la fecha existen 10,000 maestros que conforman la Red Nacional de Docentes en Aprendiendo a Prevenir.

En el ámbito de la Educación Superior, se desarrolla el Programa de Educación Superior en Prevención y Atención de Desastres para llevar a cabo cursos de post grado y post título en Gestión del Riesgo de Desastres, existen 1800 graduados. Ejemplo de ello es: maestría en gerencia social con mención y prevención de desastres en la Pontificia Universidad Católica del Perú y en otras universidades del país y Gestión y ordenamiento ambiental del territorio, en la UNMSM.

Las organizaciones de la sociedad civil vienen desarrollando esfuerzos para colaborar con el Ministerio de Educación- MINEDU y otras instituciones del Estado en la consolidación de una cultura de gestión del riesgo de desastres en las escuelas.

Context & Constraints:

Se requiere que el Ministerio de Educación considere en su política curricular el tema específico de Gestión del Riesgo de Desastres, de manera independiente de otras situaciones de riesgo a las que se ven expuestos los alumnos, lo que se facilitaría con la aplicación de la Ley del SINAGERD. Además, el currículo escolar contempla básicamente el riesgo de terremotos, pero no contempla simulacros en casos de otros eventos hidro meteorológicos.

Se requiere fortalecer las capacidades de las UGEL y gobiernos regionales y locales para que estas asuman un mayor protagonismo en el marco de la descentralización educativa.

El tema que se menciona en los currículos escolares es: ciencia y ambiente en el cual no necesariamente se menciona sobre la Gestión del Riesgo, pero se introduce al estudiante sobre temas naturales y ambientales. Sin embargo en algunos casos si consideran o dan mayor importancia al tema de riesgos, sobre todo orientados a realizar los simulacros ante sismos decretados por el estado.

El INGEMMET, viene desarrollando el tema de "Geología para Escolares", insertado en su página web, material didáctico que se puede considerar como un instrumento importante en el conocimiento de información geocientífica que puede ser aplicada en los planes de prevención ante desastres.

Falta transversalizar la RRD en las currícula universitarias

Existen programas a nivel de postgrado en algunas universidades del país.

Saint Kitts and Nevis (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

At the primary level DRR is included in the Social Studies Curriculum, and is not as a stand alone subject. At the Secondary level, selected teachers have been sensitized to the subject matter via workshops. Aspects of DRR are taught and drills practised at the tertiary level. The Fire and Rescue Services Unit has implemented an annual Fire Safety Camp (non-residential) for students of primary school age during the summer vacation. Over 150 students attend from schools island-wide at different venues across St. Kitts and Nevis. The most recent event was held June/July, 2010. An initiative is being pursued to establish by the end of 2010 a multi-hazard Schools Safety Programme

Context & Constraints:

The current structure of the primary and secondary schools' Curriculum does not permit the inclusion of DRR and other non traditional subjects/themes as stand alone subjects. Regular drills and related exercises are not conducted. The cost to procure safety equipment for all schools is prohibitive

Saint Lucia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

A Safer Buildings Program is being taught at a tertiary level institution. With the support of USAID-Office of Foreign Disaster Assistance (OFDA) a 'Safer Schools Program' is being introduced into the Saint Lucia Education System and a Safer Schools Policy is being developed.

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 scholars need to be encouraged to undertake research in DRR topics

relevant to Saint Lucia.

Turks and Caicos Islands (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* No: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

The full understanding of DRR is lacking in general within the education sector which presents an issue for stakeholder buy in. Attempts have been made for its integration into the curriculum but external factors sidetracked those efforts

Context & Constraints:

Given the full Curriculum administered within the TCI, the case has to be made to those within the Education sector that DRR integration is not an additional task to teach but can be smoothly incorporated within the existing curriculum.

United States of America (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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* Yes: Professional DRR education programmes

Description:

As previously noted, Ready is a national public service advertising campaign designed to educate and empower Americans to prepare for and respond to emergencies including natural disasters. The goal of the campaign is to get the public involved and ultimately to increase the level of basic preparedness across the nation. The Ad Council has declared Ready one of the most successful campaigns in its more than 60-year history. Ready information is available in thirteen languages, and includes Ready Business and Ready Kids Campaigns.

Recent focus on educating youth and families about emergency preparedness has also led to the expansion of FEMA’s Student Tools for Emergency Planning (STEP) Program, which educates and energizes students in school to go home and act as leaders in implementing key preparedness strategies with their families. The program is currently in a pilot phase in several 4th Grade classes in each of the six New England states.

Professional training in disaster risk reduction is available to state, local, tribal, and federal government officials, volunteer organizations, and the public and private sectors through FEMA. FEMA’s Emergency Management Institute manages the Higher Education Program which, since 1994, has promoted college-based emergency management education, and the dissemination of hazard, disaster, and emergency management-related information in colleges and universities across the U.S.

Through participation in the Coalition of Organizations for Disaster Education (CODE), multiple federal agencies work with the American Red Cross and other governmental and non-governmental organizations to increase disaster preparedness, awareness and education.

Context & Constraints:

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.

Venezuela, Bolivarian Rep of (in Spanish)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

Description:

El Ministerio del Poder Popular para la Educación Superior lidera la sistematización de los contenidos curriculares, referentes a gestión del riesgo, para ser incluidos en el currículo básico nacional de educación, a través de la formación de mesas de trabajo a nivel nacional, donde participan instituciones de diversos sectores, con el apoyo del Fondo de las Naciones Unidas para la Infancia (UNICEF).

En el marco de la Misión Sucre, la DNPCAD ha actualizado el diseño curricular del trayecto inicial, en el cuál se incluye la materia de “Protección Civil y Administración de Desastres”. Ésta institución, junto a sus direcciones estatales y municipales, dicta programas de capacitación comunitaria, que preparan a las personas en materia de primeros auxilios, autoprotección y plan local de emergencias, con el fin de que sus comunidades estén organizadas ante la ocurrencia de un evento adverso y respondan correctamente, incidiendo directamente en el aumento de su resiliencia.

Actualmente se desarrolla dentro de la Universidad de la Seguridad (UNES), la Escuela de Protección Civil y la Universidad Nacional de las Fuerzas Armadas (UNEFA) cuenta con la carrera de “Administración de Desastres”, espacios para impartir información relevante sobre reducción del riesgo de desastres y formar recursos humano especializado.

Context & Constraints:

- Involucrar la variable riesgo en el currículo básico nacional, actividad que se está encabizando el Ministerio del Poder Popular para la Educación.

Asia

Bangladesh (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Disaster and climate risk information are included in text books from elementary to secondary level (from Class III-XII) besides supplementary learning materials. Degree programme at tertiary level education has been introduced in a number of public and private Universities i.e Patuakhali Science and Technology University, University of Dhaka, BUET, Chittagong University of Engineering and Technology, Shahjalal University of Science and Technology, BRAC University and planned to introduce in Begum Rokeya University, Rangpur, Bangladesh University of Professionals, Dhaka. Following GoB decision in 1997, initiatives have been taken to introduce of DRR in various training institutions, universities, research institutions and public services training centres. The draft Disaster Management Act also included a plan to establish an independent institute for DM training and research. Disaster management sessions have been included in all 29 Bangladesh Civil Service Cadres (BCS) and Armed Forces Division (AFD), all their foundation training courses and professional degree programmes. Bangladesh Public Administration Training Centre (BPATC), National Academy for Educational Management (NAEM), Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA) and BCS Administration Academy has introduced specialized course on disaster management for various civil service people, public representatives and local government bodies. 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. Ministry of Primary and Mass Education (MoPME) and Ministry of Education (MoE) of GoB decided to make a large number of school-cum-flood shelters in the flood-prone areas. MoPME and MOE included the disaster and climate change related training and developed IEC materials with support from UNICEF and other development partners. 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 and climate related issues are introduced in the school curriculum, limitations exist in availability of material on disaster and climate risk for training of the teachers. Though initiatives have been taken by DMB and CDMP to develop resource materials and train some of teachers, but considering the sector size, the resources are inadequate. 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, 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.

Brunei Darussalam (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

DRR has yet to be incorporated in school curricula. However, outreach programme has been taken up seriously through other means such as the ASEAN Regional Drawing Competition among students is held to promote awareness on disaster resilience among students, teachers and parents.

NDMC with the collaboration of the Ministry of Education has been organizing this programme in conjunction with the ASEAN Day for Disaster Management (ADDM) and International Day for Disaster Reduction (IDDR) since 2008 .

The objective of the competition is to promote and raise awareness on the initiatives of disaster reduction, especially for students in the ASEAN region.

Context & Constraints:

-

Georgia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

Disaster Risk Reduction in Education Policies and National Curriculum: Components of disaster risk reduction are taught at all the three levels of education process (primary, basic and secondary) in a coordinated way, taking into account the age-related specific features and capabilities of a student.

Within the framework of Natural Science curriculum pupils are taught to identify safe and hazardous environments and rules of behavior in case of emergencies.

Within the framework of Social Science curriculum subject Geography assists students in acknowledging the linkage between the necessity to protect the environment and its significance for sustainable development of the society. The main emphasis is laid on the knowledge students should possess about natural and manmade hazards, their causes and effects, and developing the right attitude towards the environment. In addition, within the framework of an elective course "Geographic Research", students are able to conduct a research on disasters common to their surrounding environments.

"Civil Defense and Safety" is a newly introduced subject and is taught in the 4th, 8th, and 12th grades for one semester. For the 4th grade, the main direction is to learn how to behave in an unknown environment; in the 8th grade to prepare for and respond to disasters, and in the 12th grade pupils learn about the evacuation rules in case of an emergency and provision of first aid.

Supporting Disaster Risk Reduction amongst Vulnerable Communities and Institutions in Southern Caucasus; Project implemented jointly by the Ministry of Education and Science of Georgia (MES), the Emergency Management Department (EMD) of the Ministry of Internal Affairs and UNICEF, a specially established Technical Expert Group has initiated a review of National Curriculum with an aim to integrate disaster risk reduction into the "Head of Class Programme" for grades V to IX. The programme is currently being developed by the National Curriculum and Assessment Centre of the MES whereby total of 12 hours of DRR will be introduced per grade (V-IX) in schools countrywide from the next academic year. A special training programme and methodological guide for teachers (heads of classes) are being developed introducing interactive methodologies of teaching DRR. The programme will enable teachers to apply inter-active methodologies in teaching disaster preparedness and risk reduction in schools. As part of this process school principals and administration will also receive training on DRR and importance of school disaster preparedness activities.

Simultaneously, the Technical Expert Group lead by the national expert on DRR in education is developing an action plan on incorporating DRR under different subject areas for the next curricula revision and other educational policies. This action plan will be finalized in February 2011 and further promoted within the MES.

The future plans are to incorporate DRR component into the educational process more intensively.

The staff scientists of NEA are associated professors in institutes of Georgia and are adopting

disaster-related curricula into existing study programs, especially are reviewing international practice in disaster risk management, early warning systems and their importance.

NEA is involved in the scientific research/studies implemented in Georgia – Global Climate Change, Risk Management of Natural (geological, hydrometeorological, hydrodynamical) and Anthropogenic Hazards, Integrated Coastal zone management.

M. Nodia Institute of Geophysics together with Ministry of Environment Protection compiled the natural disaster database for 12 disasters (earthquakes, landslides, debris flows, avalanches, floods, several hydrometeorological disasters), which needs farther replenishment and GIS-based hazard maps of Georgia for 12 kinds of disasters and preliminary maps of risks for seismic hazard.

Context & Constraints:

To build a culture of safety and resilience at all levels is important to initiate relevant disaster protection/management study programs and its integration enough in the studies of spatial and land use planning, architecture, engineering, chemistry, economics and many others.

Development in reforming school curricula in accordance disaster risk management and protection is very important for disaster prone community defense.

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * No: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Central Board of Secondary Education (CBSE) one of the widely recognized boards of school education in India as well various State Education Boards have included Disaster Management in the curriculum of secondary education.

Supplementary text books have been prepared and for effective curriculum transaction, Central Board has taken up extensive training programmes for their teachers.

CBSE has also issued a number of Circulars to address such issues like preparation of Standard Operating procedures in case of a terrorist attacks, mockdrills, safety in science laboratories.

University Grant Commission (UGC) has also issued circular to all the universities accredited by UGC to introduce courses on Disaster Management. Already Several Universities have started professional courses on Disaster Management.

A national School Safety Programme is proposed to be implemented by Government of India.

National Institute of Disaster Management has introduced online courses on disaster management for the various practitioners and academicians.

Indira Gandhi National Open University has designed a pilot project on capacity building in disaster management for Government Officials, representatives of the PRIs and ULBs at the district level with support from National Disaster Management Authority. This project is proposed to be undertaken in 12 most disaster prone states. A training capsule for this programme has been jointly developed in consultation with the state and district representatives and will be run over a period of two days. In all 12,375 PRI/ ULB representatives and 4,125 Government functionaries will be trained under this programme.

To harness the potentials of youth organizations, i.e., National Cadet Corps (NCC), National Service Scheme (NSS) and Nehru Yuvak Kendra Sangathan (NYKS) to support the community based initiatives for DM, a comprehensive programme has been launched for awareness, sensitization and training of each of these organizations. A total of 61,000 NCC cadets at their regular training camps and National Integration Camps have been trained. Training has also been imparted to NSS and NYKS volunteers by several state governments.

Government of India has set up a Technical Committee to develop a strategy for inclusion of disaster management in higher education.

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.

There is a need to create domain experts in the country for which appropriate opportunities for skill development is required.

More investment is required on research and knowledge management.

Targeted intervention for children with special needs as well as those covered through non formal education system

Indonesia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

The Ministry of National Education of Indonesia has issued a circular letter that encourages the mainstreaming of disaster risk reduction into schools through school curriculums that contain preparedness education for elementary, junior high and senior high schools for six major hazards. The education materials will include disaster risk reduction as a local content, school program, or the existing extra curricular programs. Many universities have developed centers for disaster research and disaster study as a major, and some universities; together with the BNPB, have developed DRR-based field exposure programs. The School Preparedness Programs, Village Preparedness Programs and many other disaster simulations have been implemented throughout all over Indonesia.

The Ministry of National Education will further cooperate with the BNPB to develop sustainable DRR programs and budget for this has been allocated in the national budget for DRR capacity building. Many non-government institutions have also developed various different capacity building training programs, including training for volunteers.

Context & Constraints:

One of the challenges faced is the need to build commitment in the regions to develop curriculum that contains disaster risk reduction aspects and skills to convey such materials. The government needs to facilitate and coordinate disaster risk reduction initiatives implemented by the different stakeholders, including by promoting community-based disaster risk reduction programs. Another challenging constraint is the overemphasis on development that is more geared towards physical development.

In future there needs to be a strong advocacy program in the regions to mobilize commitment. The recent One Million Safe Schools and Hospitals campaign could serve as a momentum to build commitment and cooperation. The stakeholders will also encourage the set-up of a team to accelerate the mainstreaming of DRR into schools.

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

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 disaster, and holding disaster risk reduction education training sessions.

Cabinet Office and Ministry of Land, Infrastructure and Transport and Tourism 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. Furthermore, 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:

It is required to develop more systematized programs that fit to ages and areas and improve current official curriculum guidelines.

Lao People's Democratic Republic (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

As part of the Regional Consultative Committee on Mainstreaming Disaster Risk Reduction (RCC MDRD) program, Lao PDR expressed their interest to take up Priority Implementation Partnerships (PIP) to mainstream DRR in the education sector (MDRD Education) by integrating DRR modules into the education curriculum. The MDRD Education project consists of four main activities:

- 1) Initiating mainstreaming of DRR into secondary school curriculum
- 2) Study on impacts of disasters on education sector
- 3) Advocacy workshop on mainstreaming DRR into education sector
- 4) Stakeholder consultation as follow up to the advocacy workshop.

Initially DRR mainstreaming into school curricula has been done in 8 provinces namely: Vientiane Capital, Khammouan, Borikhamxay, Saravan, Attapue, Sekong and Xayaboury , to provide valuable national mainstreaming examples to build support for further mainstreaming of disaster risk reduction into development policy and planning. Government has planned to extend the mainstreaming of DRR in school curricula in rest of the province before the end of 2010. Teacher training and Training of Trainers (TOT) have been provided in 3 target provinces, such as Vientiane Capital, Khammouan and Borikhamxay, including the teaching of the module in selected schools and evaluations were made. In Attapue, Saravan and Sekong, TOT has been carried out but no evaluation has been made yet. Furthermore, teachers in Borikhamxay, Xayaboury and Luang Prabang have been trained on basic knowledge related to disaster response.

ADPC and Save the Children Australia (SCA) entered into a consortium for the Laos Australia NGO Cooperation Agreement (LANGOCA) in the theme area, "Reduce the Impact of Natural Disasters". ADPC acted as the technical resource to support SCA in the implementation of DRR activities in their delivery of "Disaster Risk Education for Children" (DREC) in Sayaboury District from July 2007 until Dec 2009. The DREC was implemented to address the need for improving community awareness on disaster management and provide the mechanism for targeting some of the most vulnerable groups in Sayaboury District. Awareness raising activities on disasters and risks and child-led mitigation activities were conducted with children in schools such as a forming of Disaster Risk Reduction (DRR) child clubs and conducting a range of community-level DRR campaigns and advocacy activities led by children to reduce the children's and their families' vulnerability to disaster impacts and hazards. The DREC project was implemented in conjunction with national, provincial and district DoE staff, to ensure that all of IEC materials on DRR and DRR modules are incorporated into the formal education curriculums and replicate DRR education into other schools once the project was completed.

Context & Constraints:

Constraints:

The requirement for the new DRR education curriculum, developed prior to and within the reporting period, to be delivered to all schools nationally requires serious commitment to funding, manpower and resources. The School Construction Guidelines approved by the Minister of Education also requires dedicated DRR funding to be built into the budgets for new schools built and the enhancement of existing schools. While a portion of the nations elementary schools are now involved in DRR education practices, there have been no initiatives to mainstream DRR into Higher Education levels throughout the reporting period and no information pertaining to any proposed initiatives in this area.

The Way Forward

DRR education projects delivered over the reporting period make clear recommendations for the Lao

Government for continued movement in the positive direction commenced (see reports and recommendations in HFA Monitor attachments). Dedicated budget funds, resources and manpower need to be allocated to the MoE for the ongoing delivery and enhancement of DRR education within the national curriculum through the POE's. New school constructions must factor in the approved School Construction Guidelines and efforts should be made to improve the present structural shortcomings of existing schools within Laos.

Lebanon (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

It is critical to provide training at all levels in order to enhance the Lebanese society's ability to enact coordinated capacity responses to accidents and crises. Several institutions including the Lebanese Army, the Lebanese Civil Defense, the Lebanese Red Cross, and the Lebanese Fire Brigade regularly conduct drills and simulations in some schools and universities regarding issues including first aid and search and rescue.

A training strategy on Disaster Risk Reduction is in the process of being developed.

There are currently no policies or regulations that require Disaster Risk Reduction programs to be included in the school curricula. However, there are specific examples of some universities and other higher education institutions individually tackling these issues.

Context & Constraints:

Disaster Risk Reduction has yet to be identified as a main priority in training programs and education. The main challenges identified across all levels of training include:

- Employing the appropriate tools to conduct a needs assessment
- Targeting the correct audience
- Establishing measures that ensure that quality training is delivered

Recommendations include:

- Introducing Disaster Risk Reduction into the national education curriculum
-

Malaysia (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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Several programs have been implemented to improve the resilience of schools and hospitals against disasters. The Ministry of Education in collaboration with civil societies and UNICEF has derived initiatives such as the Smart Support Team and School Watching Program in schools. The Ministry of Health celebrated National Health Day by adopting the theme of the World Health Day: "Save Lives - Make Hospitals Safe in Emergencies". To commemorate the day, the Southeast Asia Disaster Prevention Research Institute (SEADPRI-UKM), Universiti Kebangsaan Malaysia held a national forum on "Hospitals Safe from Disaster" in 2009.

In conjunction with the Disaster Awareness Day 2011, Malaysia launched the national level campaign on 'One Million Safe Schools and Hospitals' and organised the ASEAN Knowledge Sharing Workshop on Mainstreaming DRR in Education. The Workshop provided the platform for capacity building in mainstreaming DRR in the education sector, particularly in the primary and secondary school curriculum by, inter alia, sharing sound practices and lessons acquired by ASEAN Member States, assessing the state of the art of mainstreaming DRR in education in the ASEAN region and determining performance areas of DRR mainstreaming in curriculum and standards that may be adaptable in the region.

The Southeast Asia Disaster Prevention Research Institute, Universiti Kebangsaan Malaysia (SEADPRI-UKM) had developed post-graduate programmes on disaster risk management at the Ph.D. and Masters levels. The programmes provide a platform for research and training in an integrated manner, covering issues on climatic, geological and technological hazards.

Context & Constraints:

The national level campaign on School and Hospitals Safe from Disaster had just been launched. Further efforts are needed to disseminate the concept for wider implementation throughout the country. Commitment from key agencies has been attained, which will be capitalised in subsequent efforts. There is also the lack of trained teachers that can handle emergency situations such as floods, earthquake, tsunami, etc. Funding is also lacking for training programmes.

Maldives (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

In a project to incorporate DRR into school curricula DRR, as part of curriculum revision process, DRR textbooks have also been developed, but is yet to be published. Guide for 'School Emergency Operation Plan (SEOP)' has been published and schools are implementing the plans. School level SOPs are being drafted, with staff being trained on emergency preparedness and decentralized management, regular mock drills are also being conducted within the school and activities are being carried out for community awareness with the involvement of parents in DRR. Care Society in its DRR project carried out first aid and emergency preparedness in schools and has developed three books aimed at creating DRR awareness among young children. SOPs for H1N1 has been developed by MoE and implemented.

Context & Constraints:

Student book and teachers guide for grade 1-9 were drafted in 2009. Financial resources will be required to publish the book and guide for all schools in order to fully launch and incorporate DRR to school curriculum. Trainings of trainers for SEOP is successfully on-going to roll out regular mock drills in all the primary and secondary schools in the Maldives.

MoHF in collaboration with WHO has developed a diploma level course on DRR for teachers aimed at school health issues.

Mongolia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

In cooperation with the UNDP project “Strengthening the Disaster Management and Mitigation System in Mongolia”, NEMA has organized a regional level seminar on the “Implementation of the Climate Change Induced Risk Management Strategy” in 4 regions of the country except the central region. The events were attended by 92 representatives of the province level Development Policy Divisions, Food, Agriculture and SME Divisions, Environment and Tourism Departments, Health Departments, Hydro-Meteorological and Environmental Inspection Offices, Emergency Management Units, Transportation and Road Departments of 16 provinces.

In 2009, disaster response drills have been organized for the Disaster Response Headquarters and Squads of Tuv and Dundgobi provinces with participation of 195 government officers and people in Tuv province and 283 participants in Dundgobi province. In October 2009, a comprehensive disaster protection training and drill took place in Gobi-Altai province including over 200 participants representing the government and people.

In 2010, comprehensive disaster protection trainings and drills have taken place in Darhan-Uul, Gobisumber, and Selenge provinces with participation of 520, 380, and 590 government officers and people respective provinces. Disaster response drills have been organized in Ovorhangai and Hovd provinces and have engaged 447 government officers and people in the former and 400 participants in the latter.

These disaster protection trainings and drills that are organized in 5-6 provinces annually are of utmost importance because they render knowledge and practice to the provincial government and people on their respective roles and responsibilities in case of possible emergency situations.

Subjects named “Disaster management’ and “Basic concepts of disaster” are included in the curricula of undergraduate education.

Within the framework of the goal to raise public awareness on disaster risk reduction, a television training program series named “Wisdom of safe livelihood” was broadcast through local mass media based on contracts, and the consequent costs have been settled by the Provincial Governor’s Office. Within the framework of the policy to prevent disasters in the medium term, “Disaster Preparedness Inspection” has been organized with 2-phases in all provinces by the provincial emergency management units. In result of the inspections that covered 1,048 business entities and organizations and in comparison to the average figures of the past 3 years, the incidence of disasters and accidents at the provincial level has decreased by 16 percent and the amount of total losses decreased by 22 percent.

Context & Constraints:

We have developed disaster and disaster risk reduction education standards and curriculum intended at the primary and secondary levels of education, and submitted to the Ministry of Education, Culture, and Science.

However, the process to adopt the standards and the curriculum has been suspended in relation to the reform of the secondary education standards underway at the ministry.

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

The current textbooks include disaster risk reduction related content and there is continuous ongoing process at Curriculum Development Centre (CDC). With the support of UNDP, CDC has completed DRR curriculum review and content identification for Lower Secondary Level. The exercise will be instrumental in revising the existing curriculum at Lower Secondary level (Grade 6-8) and the curriculum is expected to be revised very soon. A DRR reference Material has been prepared for the use of students of Grade 6-8. Teacher's orientation package to support teaching DRR material is ready.

Although disaster risk reduction is included in text books at all levels, there is serious gap in capacity building of school teachers. The current effort to orient the teachers to the new content is very limited and scarce. In addition to the regular class work exercise, the schools need to develop school DRR plan and conduct regular drills. Twelve schools in Chitwan district have exercised WASH activities and training materials have been developed for teachers' training on CBDRM in 17 schools from Kailali and 4 schools from Doti district.

Incorporating DRR in school curriculum has begun and new module in higher education with comprehensive coverage in terms as geographic coverage and materials need to be incorporated in the future.

School disaster preparedness program is being implemented in some schools. School disaster library and school disaster committee have been established in those schools.

Context & Constraints:

Schools are one of the most important community centers in rural areas. They are most revered and trusted institution in the communities. Developing a safer school not only protects lives of children but will also be an effective medium to create awareness and disseminate the know-how to the communities. Another asset of working with the schools is their existence throughout the country including in very remote areas.

As the concept of DRR is relatively new to teachers and school administrators, schools have not been able to play substantial role in DRR. The schools are already facing shortage of resources, there is lack of adequate teachers, the school buildings themselves are vulnerable to different hazards and the school

teachers lack training and orientation in DRR.

Further, the curriculum designed at central level are sometimes unable to reflect the realities of the disaster prone area as same content is delivered throughout the country. The country faces different hazards in different parts and they have diverse resources to cope with disasters. In order to contextualize the DRR content in school education, the teachers need substantial orientation, training and hands-on experience which can be materialized through regular drills.

All the government officers need to go through rigorous trainings which are designed for fresh officers to senior executives and offered by Nepal Administrative Staff College. The trainings can be effective forum as entry point for the government officials to develop their understanding about DRR. However, the opportunity has not been effectively used so far.

Another challenge in DRR education is inadequate linkages between formal and non-formal education sectors.

Recommendations

Review the existing school curricula from Primary to Higher Secondary level and include DRR content in a systematic way. This has already been completed for Lower Secondary Level (Grade 6-8) and the process needs to be continued for other grades as well.

Train teachers both at school and college levels in the field DRR. Conduct orientation training to teachers at National and Regional level and develop Trainers of Training. The trainers should be used to carry out similar training to all teachers throughout the country. Additionally, up-scaling the training activities to cover ranges of hazards and geographic area are essential. Informal education and training should also be a part of the DRR initiatives in schools. Incentives to School in terms of their initiative to implement comprehensive disaster risk reduction initiatives in school

Develop practical training materials for teachers and provide training not only to enhance their understanding of DRR issues but also to contextualize the content to local risks and needs.

Design and organize exposure trips, modular training and internship for concerned government officials on neighboring country where school and college curricula offers DRR and learn from them.

Establish information management mechanisms and network to share good practices on DRR related curricula and teaching materials.

Along with DRR education, carry out regular drills in schools involving teacher, administrators and students at least once a year in each of the schools.

Pakistan (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

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. The curriculum wing of the Ministry of education has finalized the DRR related curricula from class 1 to 12, which covers all hazards and gradually improves the technical level of understanding hazard and preparedness for students at different levels. The DRR concepts are in the languages Urdu and English for children from class 1 to 5 (primary), whereas for the students from class 6-12 this information has been included into the curricula of Geography and Social studies. At the university level, some public as well as private universities have started to offer specialised courses in disaster management. The University of Peshawar has established the Disaster Preparedness Center which offers specialised courses in disaster management. The Princeton University Islamabad has introduced MBA in disaster management while other universities including Hazara University, Karakorum International University offer research courses related to disaster management.

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. Training curriculum for training of district officials and communities have been prepared.

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 is extending technical assistance to the Ministry of Education for development of required curricula.

Sri Lanka (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * No: Primary school curriculum

* Yes: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

Description:

DRR concepts are included in the school curricula from grade 6 upward, as well as in all pre service and in-service teacher training syllabus.

Supplementary reading materials on natural hazards that affects Sri Lanka, first aid and disaster prevention and preparedness have being developed by the ministry of education and relevant stakeholders .

Mine risk education programmes is implemented focusing the north and eastern provinces.

School disaster safety has also being included in the Post Graduate Diploma in Education Managements (PGDEM) as the centre for educational leadership development.

The education sector group under the ministry of education is the coordinating structure for emergency education, DRR education and emergency preparedness and presence plan. National guidelines on disaster safety education has been developed, and are being implemented by the ministry of education with the support of the DMC and the other stakeholders.

DRR concepts are also included in the University curricula especially in engineering and town planning earth science etc.

Kalaniya university have commenced diploma programmes on Disaster Management and the Eastern university and the University of Colombo have approved the certificate coarse to produce specialist in the field.

Post Graduate Master Degree programme in Disaster Management commenced by Peradeniya university in 2006.

Mainstreaming DRR in to housing sector has been launched with the assistance of Asian Disaster Preparedness Centre. Agencies involved agreed to use recommendation of the technical committee in planning and construction of future housing projects.

Training of Technical Officers in the eastern Province for the use of DRR guidelines in housing construction is now completed.

A curriculum of Technical Training Colleges in the eastern province was developed to be included together with DRR concepts. Training of Trainers(ToT) was conducted for instructors in Training Colleges in Ampara and Baticaloa districts on pilot basis.

Context & Constraints:

More awareness programmes and practical DRR activities should be conducted at School level but resources are limited.

Coordination between several agencies and donor community engaged in post disaster housing projects needs a great effort.

Syrian Arab Republic (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* Yes: Professional DRR education programmes

Description:

Disaster awareness concepts have been included in the new curricula in elementary & secondary levels, also disaster management projects executed in cooperation with United Nations development programme provided and distributed some awareness materials in schools such as cartoon and digital games, earthquake booklet, and poster on prevention from different risks. Recently work is going on in preparing training courses for schools as a part of integral training strategy.

In addition to that the Syrian Arab Red Crescent continues its first aid public training courses, and different programmes in the disaster management, and establishing a team of trainers and trainees on the local level.

Moreover Work is undergoing on preparing a master degree in the field of disaster & risk management in cooperation with Damascus University which aims to prepare specialized team in disaster prevention & response.

Context & Constraints:

-

Thailand (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

School curricula, education material and trainings are not promoted widely. For universities, disasters are included in many courses such as natural disasters, earthquake, so as to enable university student to be aware of hazards in Thailand and properly handle with disasters. Thai universities in collaboration with government and private sectors regularly conduct research and academic activities on disasters preparedness.

Context & Constraints:

There are 3 key factors that cause ineffective disaster education;

First, policy makers of the Ministry of Education do not take disaster education a priority in education development framework. As a result, respective organizations at departmental level and schools do not take disaster education into account. They usually focus on post disaster activities.

Second, education practitioners do not promote DRR into school curriculum/training on a sustainable basis due to limited budget and competent personnel.

Third, education system has divided schools into two types; one is developing schools which are usually situated in urban area, and the other is underdeveloped schools which are situated in the rural areas. These two types of schools differs from one another in that the first type are not interested in disaster education in school, while the later sees the importance of disaster risk reduction education. This is because most of the rural schools are in disaster risk prone areas.

Yemen (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

Disaster reduction issues were included into the modified curriculum (2001), at both primary and secondary levels. In the framework of a strategy to develop education in general, and in the framework of (the National Strategy for Basic Education 20,012,015), the focus was on many of the concepts of natural, environmental, humanitarian disasters locally and internationally in all areas, such as health, hygiene and environmental pollution, earthquakes and volcanoes, traffic accidents, wars, and phenomena of revenge and chewing Qat, illiteracy and lack of water resources, food..etc. The focus on these concepts from a school subject to another is varied depending on the nature of the subject and its objectives. This came as a reflection of the development of the objectives of the educational system in Yemen and the objectives of the subjects starting from the cope with the contemporary global problems and trends. They are appropriate doses of awareness. The Ministry of Education of Yemen plans to develop a new educational platform after the current one had been for ten years (2001- 2010) taking into account the outcomes of the present and future variables in a world fraught with new developments.

UNDP says a national strategy for awareness, targeting school children specifically and the public more generally, is being developed by the National Disaster Management Unit. The literature that is being developed for the awareness campaign includes advice on 'what to do during emergency'. Also included are interactive games for children.

The University of Sana'a is leading the development of a curriculum for a disaster risk management and climate change adaptation academic program, for schools as well as for institutions of higher learning.

Context & Constraints:

Integrating such concepts faces difficulty even in coordination and implementation by the authorities concerned with the curriculum of national education. The Yemeni government had early directed integrating awareness curricula that are specific to each sector into the educational curriculum, especially of primary and secondary schools. Curricula have become political, environmental and healthy concepts which made integrating of new concepts to be unacceptable by the Ministry of Education. School textbook designing is put into specific criteria that can not be overcome. One of the most important criteria is to achieve balance in all aspects of the variables so as not to overshadow the other side. This challenge can be overcome by correspondence and holding consultative meetings between the concerned sectors. In addition to that, spreading detailed awareness in this aspect and then considering the inclusion of brief concepts within curricula that are based primarily on earlier information in the minds of the community. The issue of disasters at the state level is a new topic needs to details that may not be absorbed by the educational curriculum.

To overcome these challenges requires strengthening of awareness at all levels in order to make the concept of disaster reduction be supported and applauded from all levels

UNDP confirms that lack of awareness at all school curriculum levels is consider the main constraint.

The institution's perception and understanding of risk is still very limited in the country, thus making provision of forma DRR education and the dissemination of risk reduction information not a priority.

Europe

Armenia (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Since 1993, Crisis Management State Academy was created within MES of RA which operates till today and plays a central role in the preparation of the population, leading cadres of different levels and experts.

Context & Constraints:

Lack of funds for the organization of outreach trainings in the field.

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * No: Professional DRR education programmes

Description:

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. 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 auspices of EUR-OPA Major Hazards Agreement.

3. educational materials:

- for children in the kindergartens - 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:

Limited financial resources

Czech Republic (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

The curriculum has been used in some schools and areas but curriculum for the whole state needs to be developed and approved for the state level. Special care to such a curriculum has recently been devoted by the Regional platform in Moravian-Silesian region.

Context & Constraints:

School plans have been under recent reform coming with a new government - it is necessary to include DRR in school curriculums.

Finland (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* Yes: Primary school curriculum

* Yes: Secondary school curriculum

* No: University curriculum

* No: Professional DRR education programmes

Description:

Every year over 400 schools and 40 000 pupils participate to a Nou Hätä -campaign for 8th grade pupils. The campaign aims at improving readiness to function in accident situations. Campaign is executed together with schools and fire brigades.

Natural hazards are not systematically included in the national educational curriculum. The different types of hazards are covered in primary and secondary school curriculum, but the focus is on the mechanism of how these hazards are created, not so much on what could be done to prevent and reduce the losses.

Depending on the University degree, the natural hazards may be covered quite profoundly, or not at all. There is a culture of safety and resilience what comes to prevention of traffic accidents or fires, but not on natural hazards. Again, this has to do with the fact that Finland is not prone to natural hazards.

Context & Constraints:

Considering the low prevalence of natural hazards in Finland, the current education does cover the basic needs. However, realizing that families travel to disaster prone countries and that there have been more severe storms in Finland, there might be a need to consider the inclusion of more DRR related education material to school curricula.

Germany (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

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). On the academy for human sciences - AKKON (see link) the bachelor course "Emergency Practitioner" started 2009, with focus on disaster prevention and management. The "Federal Office of Civil Protection and Disaster Assistance" (BBK) and the University of Bonn established a Master's program in "Disaster Prevention & Management" (KaVoMa) 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 "Federal Office of Civil Protection and Disaster Assistance" (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.

In most countries, the awareness of the importance of DRR on national level is not so obvious that it shows in national plans, legislation and/or activities. The school curricula often do not take into account the importance of DRR, natural hazards and climate change. The Ministries of Education have to be more targeted in DRR programming on national level.

Related links:

DKKV <http://www.dkkv.org/default.asp>

THW http://www.thw.bund.de/cIn_035/nn_244766/EN/content/home/home__en__node.html__nnn=true

BpB <http://www.bpb.de/themen/l1QOLV,0,Umweltpolitik.html>

EVA4CP - Website <http://www.eva4cp.org/static/bbk/en/startpage.ihtml?register2=1>

EVA4CP - Background http://www.bbk.bund.de/nn_402296/SharedDocs/Publikationen/Brosch_C3_BCren__und__Faltbl_C3_A4tter_20Download/Flyer__EVA4CP,templateId=raw,property=publicationFile.pdf/Flyer__EVA4CP.pdf

AKNZ http://www.bbk.bund.de/cIn_027/nn_398004/DE/02__Themen/13__Aus__undWeiterbildung/Aus__undWeiterbildung__node.html__nnn=true

German study programs - DKKV <http://www.dkkv.org/DE/links/default.asp>

Master Disaster Prevention & Management <http://www.kavoma.de/index.html>

NOHA http://www.nohanet.org/index.php?option=com_frontpage&Itemid=1

Humanitarian Assistance - Bochum <http://www.ruhr-uni-bochum.de/zsb/master/human/human-ma.htm>

Rescue-Engineering - Cologne http://www.studium.fh-koeln.de/pruefung/ordnungen/infos_zum_studiengang/u/01346.php

Security and Danger Prevention - Magdeburg

<http://www.hs-magdeburg.de/fachbereiche/f-bauwesen/Studium/sga/ma/>

AKKON <http://www.akkon-hochschule.de/>

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* Yes: Professional DRR education programmes

Description:

Disaster Risk Reduction is currently not included into school curricula. However, in recent years several university courses and postgraduate specializations in Civil Protection, covering DRR as well as other related topics, have been introduced. All relevant subjects are also integrated into a number of training courses provided to a DRR professionals, practitioners, volunteers, mayors, etc.

Context & Constraints:

Introduction of DRR elements into standard school/university curricula has been often debated in the Country. For the time being, only small results have been achieved in this field. On the other side, a wide range of generalist and specialist curricula are available for those that, for personal or professional reasons, want to concentrate on DRR issues.

Norway (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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

There are several initiatives for teaching children about disaster-risk related issues, both in school curricula and in the media. There is an ongoing work to coordinate and develop this further in a more coherent way. The Directorate for Civil Protection and Emergency Planning is currently working on a project to strengthen curricula in disaster risk reduction in schools, covering a wide range of hazards, The directorate is also engaged in an EU funded project which aims at developing a PC 'self help' game to be used in primary schools.

Context & Constraints:

-

Poland (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* No: University curriculum

* Yes: Professional DRR education programmes

Description:

Despite of not comprehensive and only substantial achievements good examples of activities within the area of education already exist due to Institute of Meteorology and Water Management (IMGW) activities .

Education at schools

Preparation of the educational materials for teachers for use during lessons at school –with general objective – how to prepare for flood)-basic information and tests for children, title: How to cope with flood –didactic materials for teachers; IMGW 2003

Education for media

The handbook “Collaboration with media”- IMGW 2003 – publication for journalists entitled “Natural hazards”-general idea of this publication–how to use “user friendly” definitions in information provided to the public and general overview of IMGW activities as NMHS

Office for Local Government Collaboration in IMGW

Date of creation -2004

Main tasks:

- Improvement of collaboration between the Polish NMHS (IMGW) and local authorities on the flooding issues
- Organizing series of meetings between IMGW and local governments with the aim to exchanging experiences
- Collaborating with other IMGW organizational units in preparing informational materials as well as in line of Institute services and products attractive to local governments
- Local warning systems-example

Center for Hydrological and Meteorological Education in IMGW

Date of creation 2006

Main task: providing workshops an lectures for administration and other entities in hydrology, meteorology, water management issues, data base and GIS solutions(for example flood hazard and flood risk maps), crisis management and public participation.

SParticipation will be free of charge, financing provided by National Fund for Environment and Water Management

Context & Constraints:

Good examples of education activities should be widely disseminated. There is a need of financial support of such activities specially within the area of "training of trainers".

Romania (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

Is DRR included in the national educational curriculum?

-- Nothing reported within this timeframe. --

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

In 2007 the project "National strategy for emergency situations public information and training" was developed.

During 2007 - 2010, teachers and personnel working with public authorities involved in emergency situations prevention and response conducted an emergency situation training campaign from pupils to students. This training consists in knowing specific regulations, providing first aid, specific training, warning and evacuation applications.

Another project developed in 2007 consists in including the optional subject "Natural disasters" in the preschool and school curricula.

Context & Constraints:

In some cases, teachers are not aware about the importance of pupil's emergency training and thus they use the time dedicated for this training to teach other subjects. This shows how important it is to make "preparedness for natural disasters" an important subject in school curricula.

Sweden (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

Training at all levels, as indicated above, is a critical instrument in order to enhance a society's coordinated capacity to respond to accidents and crisis. The Swedish Civil Contingencies Agency (MSB) has received the task from the government to ensure that training for crisis/emergency/disaster preparedness is available to all relevant actors within the national crisis management system. The Mapping, Cadastral and Land Registration Authority of Sweden offers educational courses to define the need for geographic data during a crisis.

The MSB publishes and distributes basic educational materials about natural disasters for children from ages of 6-11 and more information for children between the ages of 12-19. For those children younger than 12 years old, it is the parents' responsibility to ensure that children have the correct information about large scale risks and disasters. There is no law or policy in Sweden that requires that disaster risk reduction issues should be included in the curriculum of all education at any level. However, there are specific university and higher education programs in which these issues are included. At universities in Sweden there are courses in risk management and a few programs at the master level. There is collaboration between Lund University in Sweden and the University of Copenhagen in Denmark whereby students can earn a Master's Degree in Disaster Risk Reduction. There is also a 2 year course at Karlstad University. In primary and secondary schools risks are occasionally discussed in geography classes, but the DRR is not generally part of the curriculum.

The Swedish National Platform for DRR has added an activity to its work plan to conduct an inventory of the courses and programs in the country related to DRR.

In addition to the national mandate, MSB has a broad international mandate and responds to calls for assistance within the fields of humanitarian operations, civilian crisis management, early recovery, disaster risk reduction, and mine action under the umbrellas of the EU, UN as well as other organisations. In this regard, MSB provides pre-deployment training courses from a basic level up to highly specialised level, within all of the fields listed above.

Context & Constraints:

The main challenges for MSB within all fields of training at all levels, includes:

- 1) Strengthening the tools available to conduct needs assessments
- 2) Targeting the correct audience
- 3) Strengthening of the evaluation methods to ensure that quality training is delivered, whether conducted by MSB or by other actors.

An analysis of society's needs versus available training also should be undertaken, as there may be areas where Sweden needs to develop new course curricula to strengthen society's ability to respond to crises.

Education directed at younger ages has not been a priority for schools since the probability of life-threatening disasters in Sweden is low. However, it is increasingly common for Swedish families to travel to other countries on holiday. Therefore, there is a need to expand the teaching of DRR and including information about risk in other parts of the world.

Since it is not self-evident that disaster information is included in school curriculum, MSB will continue to develop and offer interesting teaching materials that can motivate teachers to introduce risk management issues.

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

* No: Primary school curriculum

* No: Secondary school curriculum

* Yes: University curriculum

* Yes: Professional DRR education programmes

Description:

At university and university of applied science level, there is a broad offer of professional education related to natural hazards and DRR (bachelor, master and postgraduate studies). Training courses and know-how exchange events for professional take place at regular basis.

Regarding civil protection and response to disasters, there are various offers for continuing vocational education and training courses directed to fire brigades, the protection and support service, the local and Cantonal emergency management authority. The Federal administration, especially the Federal Office for Civil Protection (FOCP) offers training units, which can be visited by Cantonal or local representatives. The intervention forces include specific training in their curricula.

With projects like "Seismo at School" or the earthquake simulator, efforts have been made to introduce DRR into primary and secondary school curricula.

Context & Constraints:

A more intense promotion of DRR related themes is still necessary at the school education level. PLANAT has started a project, which aims at the integration of DRR into school curricula of all levels.

The former Yugoslav Rep of Macedonia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * No: Professional DRR education programmes

Description:

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

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.

As part of the thematic working groups section of the NPDRR, it is planned for the Ministry of Education and Science to lead a multi-stakeholder thematic working group on prevention and disaster management in primary and secondary school curricula.

The Academic and expert council of the NPDRR brings together the highest decision-makers in the respective areas with top representatives of the academic and business communities and NGOs.

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 (IZIIS), the Seismological Observatory, Faculty of Natural Sciences and Mathematics (both part of the University of Ss. Cyril and Methodius-Skopje.) The present IZIIS Education Curricula is based on the actual needs in modern civil engineering, particularly in seismically active regions where the interest in structural engineering, earthquake engineering, engineering seismology and related scientific fields (static and seismic design, engineering seismology, static and seismic design of high-rises, static and seismic design of engineering structures, specific seismic problems in geotechnics, ecology in seismic regions) is increasing.

A process of setting up a national crisis management educational and training network has begun, 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.

Context & Constraints:

Currently, there is no systematic education and training of personnel on prevention and early warning for risks and hazards due to institutional overlapping of competences. To overcome these issues, it is planned for NPDRR to launch a multi-stakeholder thematic working group on prevention and disaster management in primary and secondary school curricula.

Oceania

Australia (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

Examples of school curricula and education materials including disaster risk reduction concepts are:

- in one State, 'Disaster Education Resources for Young People and Children' aims to develop age-appropriate resources on natural disasters that would provide young people, children and their families with knowledge of what to do before, during and after an event to enhance their individual and community safety. A DVD and a web-page was prepared, which contains a collection of fifteen, two-minute stories about cyclones, bushfires and severe storms and floods. Young people share their personal experiences with different disasters affecting their local areas.

- another involves a fun, interactive and self-directed educational resource which recognises the roles young children can play in raising disaster awareness and preparedness in their household. It is a package of computer games, quizzes and activities for children aged seven to eleven. It is available from a website and on CD ROM.

- in June 2010 the Australian Government launched new education materials for school students. The materials are an interactive media game, actual student experiences and lesson plans aimed at teaching kids how to be ready for an emergency. The materials have a strong focus on personal stories and experiences and include:

'Dingo Creek – The Recovery' raises awareness of local risks and impacts of disasters by introducing the recovery process through engagement with an affected community;

'Living with Disasters' includes ten digital stories from young people who experienced the events of the 2009 fires in the state of Victoria in order to learn how families and communities were affected; and

'People, Get Ready' comprises four activities to build student understanding and awareness of emergency issues prior to a natural disaster occurring.

The materials are available from the Australian Government Emergency Management Australia website at

www.ema.gov.au/schools.

Context & Constraints:

Disaster risk reduction (DRR) is not a feature of the national educational curriculum.

As the content of primary and secondary education curriculum is the responsibility of State and Territory governments, its inclusion in primary or secondary school curriculums is the responsibility of those governments.

Any inclusion in university curriculum would be the responsibility of the individual university and considered in the context of subject and degree requirements.

In regard to professional DRR education programmes the Australian Government's Emergency Management Institute is a centre of excellence for knowledge and skills development in the national emergency management sector. The Institute provides a range of education, training, professional development, information, research and community awareness services to the nation and our region. It offers courses including nationally accredited training courses and professional development programs.

The Institute continues to focus on improving knowledge and development in the emergency management sector. It supports broader national security capability development efforts to build community resilience to disaster. It plays a significant role in building the capacity and professionalism of the emergency management sector in Australia.

Cook Islands (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

The Ministry of Education has made significant progress in mainstreaming DRM. DRM is integrated into the curriculum at all grade levels and in a range of subject areas, including social sciences, science, geography, and health and physical wellbeing. School children are taught disaster response procedures (such as evacuation drills) and encouraged to study various aspects of DRM, including traditional knowledge (such as traditional warning signs for impending cyclones) as well as contemporary knowledge. EMCI has organized essay writing and coloring competitions for school children on DRM-related issues in partnership with the Ministry of Education. A child graduating from this curriculum at the age of 16 should

know the causes, social impacts and mitigation strategies for adverse events and climate change. Since 2004, schools have also been involved in a UNESCO-funded coastal environment protection project called Sandwatch. As a part of this project, children participated in a four-day conference in 2010, and gave presentations on topics of relevance to their islands, including the Aitutaki cyclone and climate-induced forced migration.

School children are taught disaster response procedures and encouraged to study various aspects of DRM. The Ministry of Education requires all schools to conduct at least two evacuation drills per year, and each class to have an evacuation plan. Schools have worked with parent committees to plan pickup locations for children in case of an evacuation, to avoid confusion and ensure that all children are accounted for. To enable children with disabilities to evacuate quickly, a high-needs unit located by the beach includes a van.

The Careers Expo in 2009 encouraged students to consider careers in DRM and provided vocational guidance in DRM to high schools students and other interested institutions.

Discussions have been initiated with USP/Cook Islands to include DRM to the university curriculum.

Context & Constraints:

Ongoing monitoring will be required to ensure that all schools implement the policies and plans of the Ministry of Education. Continued coordination with EMCI will also be important, to ensure maximization of resources and consistency of messaging.

Another challenge is the cost and relevance of documenting traditional knowledge which can be expensive, and may not always be relevant, given changing disaster risk profiles due to climate change.

The school curriculum, which already includes DRM components at every grade level, offers the opportunity to further strengthen community-level knowledge of DRM, including traditional practices, and to ensure that even the most disadvantaged members of society are better prepared for disasters.

Fiji (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

DRM is incorporated in the national curriculum of primary and secondary schools and drills are done. The bulk of Fiji schools are owned outside of government and managed by school committees but the curriculum is under the education policies of government. These committees have strong outreach into the community which support schools in DRM activities with emphasis on safety and security measures for children foremost then next on assets and investments. EW messages as for cyclones and floods are observed strictly and evaluated through checks on school attendance records; children are assigned research projects on DRM topics and schools develop SOPs. New developments consider risks through EIA assessment.

Work continues in the development of a Manual on DRR for Primary Schools with the lead of Fiji Red Cross supported by NDMO, Ministry of Education and Ministry of Youth.

At tertiary level USP offers DRM and CC as course subjects; FNU teaches DRM in its medical school and is discussing with TAF/OFDA cross-crediting of TAF/OFDA courses and qualification in DRM.

Other trainings of relevance include the National Disaster Awareness Week (NDAW), managed by NDMO, for which school children are always the primary target eg in Nadi from 12/10-15/10/10 students from both primary and secondary schools were involved; DRM training of civil servants by the Government Training Institute; National Fire Authority organised activities in primary and secondary schools and the joint PCIDRR-Red Cross organised "Primary & Secondary Schools West Awareness and Simulation Exercises".

As the Ministry and school committees have a culture of cooperation and support, some achievements have been attained in incorporating DRM activities in school curriculum.

Context & Constraints:

The role of the National Disaster Management Committee in developing content of DRM curricula is not clear but it should be involved with Education. For adults, DRM training is coordinated through NDMO with training of civil servants done through the government training institute.

Knowledge in traditional practices is thin and in danger of complete loss as it is not included in training materials nor in school/institution curricula. For this reason SPC is conducting community training on preserving traditional knowledge and practices to support the revival of the traditional means of DRM.

In schools, natural hazards are explained in terms of origins/characteristics and the physical processes involved and information is shared on how to be prepared for or mitigate potential impacts e.g. some schools in Suva have conducted earthquake retrofitting assessments. Government departments receive training from the NDMO as well as from regional and international organisations.

Marshall Islands (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

* No: Primary school curriculum

- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

DRR is not formally integrated into the school curriculum. However, some progress in introducing DRR to students has made by the EPA. The EPA visited 41 schools both on Majuro and Ebeye and presented on water quality, pollution, littering, solid waste, global warming, climate change and high tides. Total number of students on hand to receive and learn from EPA's environmental awareness presentations was 6944. Other visits to the CMI, Majuro Boys Scouts and RMI Youth Council to raise awareness were also conducted. The "Close-Up" Program, funded by US Department of Interior (US DoI) also sends students to Washington DC and included in the program is a module on climate change.

The CMI runs an Integrated Coastal Management course, which includes modules on coastal development and climate change. CMI also have a Marine Science Certificate, which includes DRM content.

Context & Constraints:

There is a clear need and desire from Ministry of Education representatives to incorporate DRR into the school curriculums at all levels. However, once again, the RMI lacks the capacity to do so. Additional funding would therefore be required to effectively mainstream DRR (and potentially climate change) into schools programs. While some activities are associated with risk reduction (e.g. programs on water safety, local food crops and health and nutrition), a more robust and comprehensive program is needed.

Raising the standard of science in schools was also highlighted as a priority. By incorporating a higher standard of teaching of science, students would be better equipped to undertake further studies at the tertiary level, and alleviate some of the capacity issues currently causing limited progress in DRM in the RMI.

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * No: Secondary school curriculum
- * Yes: University curriculum
- * Yes: Professional DRR education programmes

Description:

A comprehensive package 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 by emergency management personnel and teachers, the resource covers what to do before, during and after six types of emergency events: earthquakes, tsunamis, volcanoes, storms, floods and non-natural disasters.

In 2008 a version was developed in Te Reo, the language of New Zealand's indigenous Maori people. In 2009 the entire resource was revised to align with the new 2010 NZ School Curriculum, and provided free to all primary and intermediate schools.

The feedback from schools continues to be positive. The resource has been identified as a potential "international best practice" model, and is the focus of a Fulbright scholar's research project during 2011.

Learning about hazards management also forms part of social studies and geography programmes at the secondary school level in line with national curricula requirements.

A CDEM Competency Framework was published by the Ministry of Civil Defence & Emergency Management in June 2009. It provides a useful evidence basis for evaluating the relevance and effectiveness of current and proposed programmes of study in the tertiary education sector. Tertiary education providers worked constructively with the Ministry in late 2009 to identify areas of alignment with the Framework, and areas for further development. Generally tertiary providers in New Zealand have particular complementary niches within the hazards and emergency management fields (e.g. Canterbury University has a physical science focus, whereas Massey University has a social science focus) which enables them to work together to form learning pathways. The Framework is also informing the development and review of unit standards to support practitioner work-based learning.

Context & Constraints:

Challenges include linking general messages in national curricula to local awareness of, and involvement in, local hazard and risks reduction processes and emergency planning. Ongoing challenges in relation to the tertiary education fields are largely around capacity and resources.

The Ministry of Civil Defence & Emergency Management is working closely with training providers to ensure that they are committed to, and being supported with, implementing the CDEM Competency Framework. A key finding through the development of the Framework is the lack of emphasis on risk management in relation to the emergency management context, particularly in work-based learning programmes. This will be addressed by the Ministry in the short to mid-term through participation in educational institutes' Boards of Studies and Programme Advisory Groups.

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

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * Yes: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

Under the Government of Samoa’s Second Infrastructure Asset Management Project (SIAM-2) Project, the Disaster Risk Modules – Teacher’s Resource Kit, was developed in an interactive CD and includes seven modules (Be Disaster Safe, Tropical Cyclone, Earthquakes, Floods, Home Safety, Forest Fires and In the Aftermath) which focuses on teaching disaster management, disaster risk reduction, hazard science and hazard safety. The DRM Teacher’s Resource Kit targets Pre-school to Secondary level students (K to Year 13) and has been distributed to all schools in Samoa, including government, faith-based and private schools.

The National University of Samoa (NUS) offers a DRM course delivered in collaboration with the University of Hawaii and Japan, but requires further adaptation to cater to the specific needs of Samoa.

Context & Constraints:

The major setback for integrating DRM into schools is that modules has been provided to schools in a CD format, and only 38% of schools have computers which are made available for teaching purposes. The implications to the usability of the CD will impose difficulties in the overall DRM integration process. This problem is also exacerbated by the fact that many teachers possess little or no computer knowledge or skills. This issue is being addressed by the Ministry of Education, Sports and Culture (MESC) who recognise the lack of ITC capacity in schools and which has also been highlighted by MESC’s own Multi-media Project. United Nations Educational Scientific and Cultural Organization (UNESCO) will also support the development and integration of disaster management and preparedness in schools and in educational learning resources.

DRM programmes and courses have not been institutionalised into post-secondary education. Current mechanisms for knowledge and skills transference between researchers and end users are weak where currently such knowledge is limited to few individuals. This is a major capacity building gap within Samoa and such mechanisms should be strengthened through the provision of resource support to local education institutions to develop and deliver professional short courses and full-time programmes which cater to the DRM needs of Samoa. Existing post-secondary programmes should also be reviewed for DRM integration.

Solomon Islands (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

No

Means of Verification:

- * No: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * No: Professional DRR education programmes

Description:

DRM is not incorporated into the national curriculum. In schools, natural hazards are explained in terms of the physical processes involved but no information is shared on how to be prepared for or mitigate potential impacts.

Local Government receives training from the NDMO, regional and international organisations. It was noted that DRM training modules that are available are not always tailored to specific in-country training needs.

An example given was the lack of training available on how to conduct rapid assessments post-disaster.

DRM is not integrated into University curricula in the Solomon Islands.

Traditional knowledge is not well documented and therefore not integrated in training curricula, despite there being a wealth of traditional DRM knowledge and practices in existence.

Context & Constraints:

DRM should be incorporated into the national curriculum to complement already existing lesson plans on hazards and their origins/characteristics. Focus should be placed on information on how to prepare for and mitigate potential hazard impacts. Schools and teachers will need to be assisted by all stakeholders.

Efforts should be made to better align DRM training modules with identified knowledge and skills gaps that require capacity building.

Traditional DRM knowledge and practices should be documented and shared, particularly in urban areas where this knowledge has been eroded.

Vanuatu (in English)

Level of Progress achieved:

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

Is DRR included in the national educational curriculum?

Yes

Means of Verification:

- * Yes: Primary school curriculum
- * No: Secondary school curriculum
- * No: University curriculum
- * Yes: Professional DRR education programmes

Description:

The Ministry of Education has successfully updated the education curriculum to incorporate emerging DRR-DM issues (e.g. what to do in the event of a tsunami, cyclone, and volcanic eruption). The new curriculum will be progressively rolled out over the coming years, starting with students aged 11-13. There are also plans to introduce safety drills as part of the curriculum.

NDRMO has successfully incorporated DRR training in the Public Service Commission's annual training schedule. This will help to further improve the level of awareness of DRR-DM issues within government.

NDRMO has conducted some limited training of officers with responsibility for DRR issues (e.g. line agency and provincial focal points for DRM).

Vanuatu has also benefited significantly from training provided by a number of technical agencies including SOPAC and the Red Cross.

Context & Constraints:

NDRMO currently does not have a Training Officer who can conduct relevant training programs across government or at community level (this position is proposed as part of the yet to be approved NDRMO restructure).

Insufficient technical staff (e.g. planners, people with training in humanitarian response) also represents a significant challenge. The NDRMO currently relies heavily on the Vanuatu Police Mobile Force as stipulated in the current disaster management act. While police officers are trained in logistics / command and control operations, they don't necessarily have relevant skills and training in running a civilian humanitarian operation.

Most officers engaged in DRR work within government currently have to wear many hats, which makes the task of implementing DRR initiatives very difficult. Especially the provincial level focal points in Malampa and Santo are affected.
