

Hearing the Education Silences that Emanate from the United Nations International Strategy for Disaster Reduction



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Purpose

To create an awareness of how education, a nation's catalyst for development and progress, has been 'left behind' in some international debates and selected proposed solutions.

Objectives

- To introduce International Day for Natural Disaster Reduction (IDNDR).
- To explain disaster reduction.
- To look at the nineteen (19) themes used for each year's observance (2000 – 2018).
- To take a peek at community resilience in Nigeria and Montserrat.
- To suggest the purpose education should serve in the UN's disaster reduction strategies.



**Areas/States
affected by
flooding in
Nigeria**



From IDNDR...

The birth of United Nations International Strategy for Disaster Reduction (**UNISDR**) in **1989** led to the proclamation of the **International Decade for Natural Disaster Reduction – 1990 – 2000**. During that decade, **the second Wednesday in every October** was observed as an International Day for Natural Disaster Reduction (IDNDR). Activities planned for that decade were guided by the **International Framework of Action** for IDNDR.

TO IDDR

By **2009**, the focus was on all disaster reduction, hence the change to **International Day for Disaster Reduction (IDDR)**, which is now observed annually on **13th October** (UNISDR, 2018).



So What is Disaster Reduction?

Disaster risk reduction is the concept and practice of reducing disaster risks through systematic efforts to analyse and reduce the causal factors of disasters.

<http://www.unesco.org/new/en/natural-sciences/special-themes/disaster-risk-reduction/>



2000:
Disaster
Prevention
Education
and Youth

2001:
Countering
Disasters,
Targeting
Vulnerability

2002:
Sustainable
mountain
development

2003:
Turning the
tide...

2004:
Today's
disasters for
tomorrow's
hazards

2005:
Microfinance
and disaster
risk reduction

2006:
Disaster risk
reduction
begins at
school

2007:
Challenging
the world's
education
authorities

2008:
Disaster risk
reduction is
everybody's
business

2009:
Hospitals
Safe from
Disasters

2010:
My City is
Getting
Ready!

2011:
Making
Children and
Young People
Partners for
Disaster Risk
Reduction

2012:
Women and
Girls: the
[in]Visible
Force of
Resilience

2013:
Living with
Disability
and
Disasters

2014:
Resilience is
for Life

2015:
Knowledge
for Life

2016 :
"Live to
tell"

2017:
Home Safe
Home...

2018:
Reducing the
Economic
Loss
of Disasters

Two Pertinent Questions



UNISDR's lack of a direct focus on education does beg these pertinent questions:

- (1) Does education still have a **crucial part to play** in individual, societal and national development?
- (2) Is education still a **process for lifelong empowerment**?

Education, Education, Education!

The African continent experienced its own form of training and learning **before it was colonized and even before the arrival of the missionaries.**

The training systems of Africans such as the traditional schools did exist, but most importantly, **the family unit served as an important structure for knowledge provision and acquisition.**

It is important to mention that these training facilities **got undermined** as a result of importation and imposition of knowledge systems from colonial powers (Mosweunyane, 2013).



Education, Education, Education, and More Education!

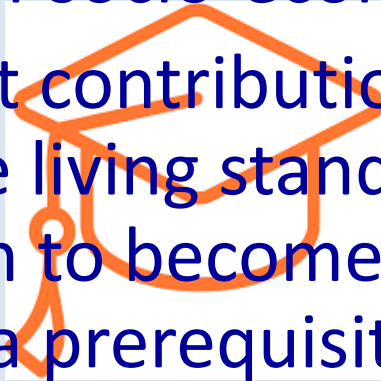


Prior to emancipation in 1838, the notion of providing **education for the African slaves met strong opposition from plantation owners** ...once freedom was granted to the slaves, the importance and need for a formal education was never lost among **the ex-slaves for they were determined, as 'new citizens', to use schooling as the medium through which they could make positive advancement** (Miller, 1984).

Guiding Educational Principle

Education involves all experiences that an individual acquires inside or outside the school. In this respect, education is a quite significant process generating the basic foundations of socio-economic development...

The most important contribution of education is not only to upgrade the living standards of citizens but also to enable them to become better citizens... education today is a prerequisite for development and also an effective means for both taking knowledge-based decisions and improving democracy. Education improves and strengthens developmental capacities of individuals, communities, groups, institutions, and countries (Türkkahraman, 2012, p.40).



Should **community resilience** in this situation...

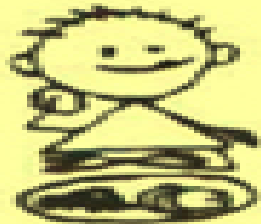


... or this situation...



...negate the Right of Every Child??

EVERY CHILD HAS
A RIGHT TO



nutrition



shelter



health



education



recreation



**a
healthy
environment**

Four Useful Theories

- (1) Social learning theory** - real life experience can help to shape behaviour.
- (2) Social pedagogy** – children engagement in educational activities that can foster well-being and overall development.
- (3) Attachment theory** – has to do with psychological connectedness and building healthy relationships.
- (4) Resilience theory** – is closely connected to the attachment theory.

A Suggestion for UNISDR

2000:
Disaster
Prevention
Education and
Youth

2019 & Beyond:
More **EDUCATION**
themes for survival,
personal and
national
development.

2006:
Disaster risk
reduction begins
at school

2007:
Challenging the
world's education
authorities

KIDS IN THE KNOW

How do they form?

What is a Hurricane?

Why do hurricanes have names?

How strong are hurricanes?

How do they track hurricanes?

What can I do to get ready?



Something for UNISDR and MoEs to Think About

Education in emergencies is as crucial as natural and manmade disasters are inevitable.

Thanks for your kind attention.



**Any
questions?**