



Summary Report

Central Asia Capacity Development Training “Disaster Risk Reduction in Education”

26-29 May, 2009
Tashkent, Uzbekistan

Introduction

From May 26-29, 2009, UNICEF organized the Central Asia Capacity Development Training on Disaster Risk Reduction in Education in Tashkent, Uzbekistan. The event was made possible through the financial support of the European Commission Directorate-General for Humanitarian Aid - ECHO under its Disaster Preparedness (DIPECHO) programme. The Government of the Republic of Uzbekistan, namely Ministry of Emergency Situations of the Republic of Uzbekistan, hosted the event.

Background

The “Hyogo Framework for Action 2005 – 2015: Building the Resilience of Nations and Communities to Disasters” is a key instrument for implementing disaster risk reduction, adopted by the Member States of the United Nations. Its overarching goal is to build resilience of nations and communities to disasters, by achieving substantive reduction of disaster losses by 2015 – in lives, and in the social, economic, and environmental assets of communities and countries. In Central Asia, the Hyogo Framework for Action has been signed by Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

Despite the progress made in achieving the Hyogo Framework for Action commitments, there is still a need for the Governments in the Central Asia region to more systematically address the issues of disaster risk reduction in the area of education and, in particular, the problems of children’s knowledge of and preparedness to emergency situations and disasters caused by natural hazards. There is also a need to share relevant experience among the partners at the regional level in order to strengthen the knowledge base and increase the level of disaster prevention and preparedness to disasters.

With an aim to address the above-mentioned challenges, UNICEF CEE/CIS received a grant for a sub-regional project from ECHO to implement disaster risk reduction (DRR) and disaster preparedness activities, with a particular focus on the education sector, in three countries of Central Asia, namely Kazakhstan, Tajikistan and Uzbekistan. This DIPECHO V sub-regional project, “Supporting Disaster Risk Reduction amongst vulnerable communities in Central Asia” has four primary objectives:



1. Governments' disaster preparedness strategy is enhanced in the education sector thereby contributing to the building of a culture of safety and resilience at all levels.
2. Improved capacities of the national education sector and emergency departments
3. Increased resilience of selected communities through schools
4. Best practices, tools and experiences regarding DRR in schools collected and disseminated in the Central Asia region

In connection to objective three, UNICEF's approach to reaching communities is through schools and, in particular, teachers and schoolchildren. While children are the most vulnerable in a given disaster situation, they also possess unique abilities to contribute to the creation of a culture of safety and prevention. Children are quick learners and could serve as an invaluable conduit to reach their parents, families and even communities. Equipping children with relevant knowledge and skills will build a foundation for a more resilient and safer world.

In order to effectively reach a wide number of teachers and children under the project, UNICEF organized a four-day Central Asia Capacity Development Training entitled "Disaster Risk Reduction in Education". This training specifically aims to contribute to HFA Priority 3 (Use knowledge and education to build a culture of safety and resilience at all levels) through introducing practical approaches and techniques in reducing disaster threats into the educational system. The training introduced basic awareness raising information and materials, and has also disseminated strategies for supporting risk mapping, development of school preparedness plans, establishing school emergency brigades and carrying out simulation exercises. The list of topics and materials that were introduced at the workshop are as follows:

- Hyogo Framework for Action
- Minimum Education Standards in Emergency Response, INEE
- Safe school, safe territory
- School as shelter
- School preparedness plan (CARESI)
- School emergency committee
- School emergency brigade
- Family Disaster Plan (CARESI)
- "Riskland" guidebook and board game
- Five steps to reduce the seismological risk
- What we should know about earthquake, if we live in the region prone to seismic hazard?

Participation

In total, 45 people attended the training. Participants were trainers from the national education system, particularly teacher training institutions and government officials from the Ministries of Education and of Emergency Situations from three countries, namely Kazakhstan, Tajikistan and Uzbekistan. UNICEF staff responsible for the DIPECHO V Project implementation were also present. Participants represented the following ministries/organizations:

- Ministry of Emergency Situations, Uzbekistan
- Ministry of Public Education, Uzbekistan



- Civil Protection Training Centers, Regional Departments of Emergency Situations, Uzbekistan
- Regional Institutes for Teacher Advanced Studies, Uzbekistan
- Committee of Emergency Situations and Civil Defense, Tajikistan
- Training Departments, Committee of Emergency Situations and Civil Defense, Tajikistan
- Ministry of Education and Science, Kazakhstan
- Republican Institute for Up-Grading Education of Management and Scientific Pedagogical Personnel in Education System (RIPKSO), Kazakhstan
- Institutes for Up-Grading Qualifications of Teachers, Kazakhstan
- Center for introduction of new technologies in education upgrading qualification of teachers and retraining of pedagogical personnel, Kazakhstan
- Semipalatinsk State Pedagogical University, Kazakhstan
- Secretariat of the Inter-Agency Network for Education in Emergencies
- UNICEF Country Offices for Kazakhstan, Tajikistan and Uzbekistan
- UNICEF Regional Office for Central Asia (CEE/CIS), Geneva, Switzerland

The Training was opened by **Mr. Khakimjon Abdulazizov**, Deputy Minister for Emergency Situations of the Republic of Uzbekistan, **Mr. Mahboob Shareef**, UNICEF Representative in Uzbekistan, **Mr. Muhabbat Ibrohimov**, Head of Population Preparedness and Training Department of the Committee of Emergency Situations and Civil Defense of Republic of Tajikistan and **Ms Karlygash Kaldarova**, Chief Lecturer from Department of education and socialization of personality, Republican Institute for Up-Grading Education of Management and Scientific Pedagogical Personnel in Education System of Republic of Kazakhstan.

The core sessions of the workshop were conducted by two international experts, **Ms Allison Anderson** and **Mr. Gustavo Wilches-Chaux**. Other sessions were carried out by **Mr. Asim Rehman**, UNICEF Emergency and DRR Specialist CEE/CIS RO, by **Mr. Sergej Anagnosti**, UNICEF Disaster Management Technical Advisor CEE/CIS RO and by **Uzbekistan, Kazakhstan and Tajikistan country teams**. The workshop was facilitated by Mr. Sergej Anagnosti, UNICEF Disaster Management Technical Advisor CEE/CIS RO.

A complete list of participants, including names and functions, can be found in the [annex](#).

Objectives and Structure

Summarized objectives of the Capacity Development Training were to:

- Introduce selected materials on DRR in education for further dissemination at the country level;
- Introduce various approaches and methodologies which would strengthen disaster preparedness and risk mitigation in schools;
- Promote information-sharing and networking among master trainers from the above-mentioned countries in Central Asia;
- Have an opportunity to learn about DRR in education approaches from other parts of the world such as Latin America;



- Have an opportunity to share and discuss lessons learnt and good practices for out-reach to teachers, children and parents.

The four-day regional workshop began with a quick review of objectives and expectations, Hyogo Framework for Action and UNICEF's Perspective on Disaster Risk Reduction and Education. The workshop was structured under four themes and fourteen sessions which are outlined below. Detailed agenda is available in the [annex](#).

- Session 1:
 - Welcoming speech;
 - Introduction to Workshop Objectives and Expectations;
 - Hyogo Framework for Action – Brief Overview;
 - DRR and Education: UNICEF's Perspective
- Theme one: Creating Safe Learning Environments for Children
 - Disaster risk Reduction: Hopes and Responsibilities
 - Session 2:
 - Key concepts in disaster risk management;
 - Introduction to Minimum Standards for Education in Emergencies and Disasters
 - Session 3:
 - Locating DRR within the INEE Minimum Standards
 - Standards and guidance for community participation, assessment, response, monitoring and evaluation
 - Session 4:
 - Standards and guidance for community participation, assessment, response, monitoring and evaluation (continuation) – group work
- Theme two: Safe School Environment
 - Session 5:
 - Conceptual framework for disaster risk management
 - Group discussion about disaster risk management
 - Session 6:
 - Safe Territory
 - Session 7:
 - Safe Schools in Safe Territories: Factors that determine the safety of schools
 - Session 8:
 - Schools as Shelter (including group work)
 - Structural factors – introduction to a new tool, guidance on safer school construction
 - Session 9:
 - School and Family Disaster Preparedness Plan and School Committees and Brigades
 - School Disaster Risk Reduction Plan and School Risk Management Committee (including group work)



- Theme three: Teaching and learning disaster risk reduction and preparedness
 - Session 10: International practices of integrating DRR and preparedness into formal and informal education curricula
 - Teaching and learning standards: curricula, training, instruction
 - Integrating DRR into education system curricula
 - Session 11:
 - Key components of awareness raising among children and communities in DRR and preparedness
 - Introduction to the “Riskland” handbook and board game
 - Five steps to reduce the seismological risk and What we should know about earthquake
- Theme four: Building a culture of safety
 - Session 12:
 - Community awareness raising on DRR and preparedness (including group work)
 - Session 13:
 - Group work on follow-up actions
 - Presentation of group work
 - Session 14: Wrap-up, Closing and Certificates

Key discussion points

The four working themes were preceded by the opening remarks. All speakers pointed out the risks posed by natural hazards to families, communities and nations in the whole of Central Asia region. Beyond human health and life, disasters are seriously threatening the development pace, fight against poverty as well as achievement of the Millennium Development Goals (MDGs). The education has been recognized as a cornerstone of sustainable development and prosperity. In that view, the focus on children and the importance of practical implementation of DRR activities was emphasized.

The concept of disaster risk reduction essentially implies a shift from a culture of reaction to a culture of prevention. And for UNICEF, as well as for the Government counterparts, this means in addition to preparing to respond to future disasters, being proactive in advocating for and implementing measures that will help reduce the disastrous consequences of natural hazards on women and children. All speakers agreed that the best DRR investment that a government can make is in children, who represent the future of their countries. Children are the future policy and decision makers; they could and should serve as a conduit for DRR education, reaching their families and communities. Equipping teachers and through them children with relevant knowledge and skills will build a foundation for a better and safer world. In that respect, the opportunity to build upon success already accomplished in the region and importance to expose and influence teachers and children, as future leaders, to the “culture of prevention” has been highlighted as a mutual objective in order to make the whole region more resilient to disasters.

These opening remarks set the tone for the whole training, as the rest of the event was used to present and pass the knowledge and skills, to share national and sub-national experiences and to



develop plans and activities to further train teachers and other relevant officials in their respective countries. All presentations are available upon request.

Within the **Theme 1: Creating Safe Learning Environments for Children**, the presentations elaborated key concepts of disaster risk reduction, mitigation, preparedness, response and recovery. The “INEE Minimum Standards for Education in Emergencies and Disasters” (INEE Minimum Standards) were introduced. It was highlighted that the standards, indicators, guidance notes and tools within the Handbook provide good practices and concrete guidance to governments and disaster preparedness and response workers for coordinated action to enhance the quality of education preparedness and response, increase access to safe and relevant learning opportunities, and ensure accountability in providing these services. Participants used the handbook, focusing on the standards, indicators and guidance notes for the categories of Community Participation, Analysis (Assessment, Response, Monitoring and Evaluation), Access and Learning Environment, and Policy and Coordination in an earthquake scenario to ‘build back better’. For the education sector, this includes:

- Creating and maintaining safe learning environments with safe-construction and school disaster management
- Protecting access to education with continuity planning
- Teaching and learning disaster preparedness and prevention
- Building a culture of access and safety

At the end of Day 1, participants:

- Gained a better understanding of and knowledge on commonly used disaster management terminology;
- Were able to explain what is meant by and the difference between disaster preparedness, mitigation, prevention and response;
- Began to consider how these concepts relate to education and how they vulnerability and capacity impacts upon education at individual, community and system levels. They became aware of the Inter-Agency Network for Education in Emergencies, a global network of members working together within a humanitarian and development framework to ensure all persons the right to quality and safe education in emergencies and post-crisis recovery.
- Understand what the INEE Minimum Standards are and that they have been developed as a co-operative exercise by many actors as a commitment to increased accountability, access and quality. Evaluations have shown that those with an awareness of and training on the INEE Minimum Standards have a clear understanding of the interconnectedness of the standard categories (Community Participation, Analysis, Access and Learning Environment, Teaching and Learning, Teachers and Other Education Personnel, Education Policy and Coordination), which enforces a holistic response to preparedness, response and recovery.



- Raised awareness of the range of standards and their associated indicators and guidance notes, including the ones most useful for their own disaster response, preparedness and mitigation work.

Theme 2: Safe School Environment, related presentations and the group work activities addressed the topics of “Conceptual Framework for Disaster Risk Management”, “Safe Territory”, “Safe School, Safe Territory: Factors that determine the safety of school”, “School as a Shelter”, “School and Family Disaster Preparedness Plan and School Committees and Brigades” and “School Disaster Risk Reduction Plan and School Risk Management”. At the end of Theme 2, participants:

- Appreciated that the concept of hazard and vulnerability cannot be fixed in definitions – something can be one or the other depending on the moment of the risk creating process and/or on the position of social actors during the same process;
- Realized that the territory is the result of the “marriage” between social and ecological dynamics - the first include the symbolic and emotional dimensions of our relation with this territory (i.e. planet earth) to which we belong as human beings;
- Agreed that **disasters and risks are not natural**, but almost entirely the result of human made factors and circumstances;
- Widened their perception of security and made an interesting comparison between what is theoretically established in their countries (for example in their National Constitutions and laws) and what happens in reality in each given territory

Theme 3: Teaching and Learning Disaster Risk Reduction and Preparedness presented and elaborated on “International practices of integrating DRR and preparedness into formal and informal education curricula”, “Teaching and Learning standard category within the INEE Minimum Standards: curricula, teacher training, and learner-centered instruction in disaster preparedness”, “Key components of awareness raising among children and communities in DRR and preparedness” and on introduction and presentation of the Riskland handbook and board game as well as schoolchildren booklets entitled “Five steps to reduce the seismological risk” and “What we should know about earthquake”. Participants took away the following key points:

- **Formal and in-formal curricula:** disaster prevention and preparedness, environmental protection and principles of disaster-resilient construction should be both within and outside of the curricula. The integration of these elements into formal curricula shouldn’t be limited to geography and sciences curricula, but should also be integrated into language arts, history and humanities, civics, health and life skills, arts, mathematics, etc. Information taught must be technically accurate with regard to the science of natural hazards and hazard awareness; physical and environmental protection must be taught alongside response and preparedness; and the switch from emphasis on passive public awareness to active public learning is –crucial: teachers and students must be engaged in adapting, developing and testing strategies and materials for risk reduction education.



- **Teachers' training and capacity development strategies:** competencies should be embedded in higher education programmes for teacher training; partnerships with pedagogic institutes should be established; distance learning self-study tools should be developed to support low-cost dissemination of education; and special attention should be paid to the development of in-service and continuing education curricula for training;
- A way to prepare for and help to mitigate the impact of a disaster in advance is to integrate the good practice guidance within the INEE Minimum Standards category on Teaching and Learning (curricula adaptation, teacher training and learner-centered instruction) into existing policies, programmes, training and capacity-building.

Theme 4: Building a Culture of Safety addressed the topics of “Community awareness raising on disaster risk reduction and preparedness” and on “Child to parent approach in disseminating information and knowledge” and focused on group work with an aim of developing follow-up activity plans for each country. This action plans outlined the next steps on how to further disseminate knowledge and learning approaches as well as relevant materials received during this training, and/or integrate the workshop contents into the existing training materials and programmes.

Key points, from the training are summarized as follows.

- Appropriate disaster prevention, mitigation, preparedness and response builds on people's capacities and tackles the causes of vulnerability.
- Much of the focus in all three countries continues to be on the pre-emergency preparation/ post-emergency response phase and far from what could be call deep risk reduction, or risk reduction management going to the root of the problems.
- Dynamics of nature and dynamics of people, or relationship and interaction of nature and people should be respected to properly address the equation: **Hazard x Vulnerability = Risk**.
- While planning or making assessment, local experience and historical knowledge of addressing DRR should be taken into account - very often planning differs too much from reality.
- Hazards, vulnerabilities and risks are interrelated and mutually dependent, and one country alone cannot in general control or influence all main factors contributing to creating a safe territory and safe family; mutual collaboration and cooperation is therefore vital.
- Exchange of information, exchange of experience and building local capacity and expertise is crucial. More people at the community and district level in different sectors should be trained in DRR, focusing on local specifics and coordination of activities.



- Education should be used to build skills for DRR, not only to disseminate knowledge. It can be an invaluable asset in ensuring human safety and security in times of disasters.
- Interactive teaching should be promoted and training materials and methodology should take into account the specific local circumstances. Children should be involved more in education – classes and lessons should be interactive and interesting.
- Participation of youth in the pre- and post-crisis phases should be encouraged. Young people can play an important role in teaching and informing younger children about disaster risks and preparedness.
- Schools are centers of socialization - school based disaster management is vital.
- Policy should be created, based on procedures and knowledge of school training process, to enable the proper training process, taking into consideration legislative standards and norms, basics of pedagogy, preparation process and innovative activities, but also to include one module on DRR during regular teachers' examination/verification.
- Procedures should be developed to establish mobile training groups to deliver awareness/information sessions on disaster risk reduction in communities, especially in disaster prone areas.
- The UNICEF rights approach is an important entry door and a very useful and practical tool to promote a new understanding of the DRR and to convert this understanding into practical and tangible changes.

Recommendations and Follow-up Actions

On the last day of the training, the three country teams developed the following action plans:

Kazakhstan

	Event / Activity	Responsible	Deadline
1	Research (examination) of knowledge of teachers and pupils (questionnaire for teachers and pupils)	Research Center DAMU	May-June 2009
2	(Determination) Assignment of teachers who will be taught on DRR (schools, contingent, deputy director on pedagogic work, geographer, biologist, teacher on primary military training)	City and oblast Institutes of up- grading qualification	May-June 2009
3	Adaptation of Riskland to local conditions	Republican Courses on Emergency Situations and Civil	June 2009

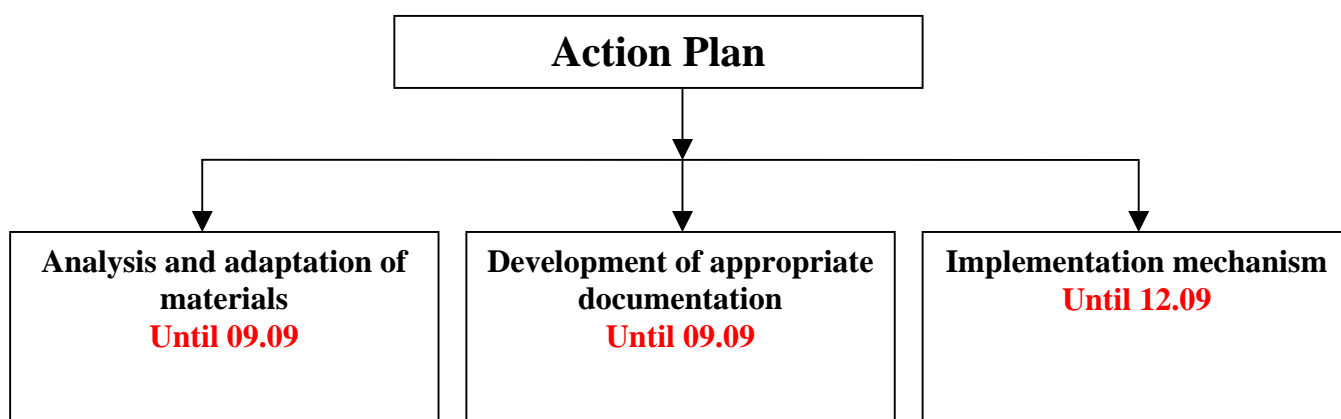


		Defense	
4	Working up (compilation) of curriculum and syllabus on DRR	RIPKSO, oblast Institutes of up-grading qualification	July 2009
5	Development and issuance of methodic manual	Coordinators (Tashkent Trainers)	July 2009
6	Training of trainers in Kazakhstan (20 trainers will teach 200 trainers)	Coordinators (Tashkent Trainers)	August 2009
7	Planning and organization of communication campaign via mass media	Coordinators (Tashkent Trainers)	August 2009
8	Development of recommendations on strengthening of educational component of existing system of prevention and liquidation of emergency situations	Ministry of Emergency Situation of RK	August 2009
9	Holding of lectures on DRR during August pedagogical conferences	Ministry of Education and Science of RK, oblast Departments of Education	August 2009
10	Conducting of trainings for 30 pilot schools with the participation of Ministry of Emergency Situation (90 teachers)	Coordinators (Tashkent Trainers)	September 2009
11	Training of teachers in regions (200 trainers will teach 2000 trainers)	Regional trainers	September 2009
12	Supporting schools in preparation of plans of readiness to emergency situations	Coordinators (Tashkent Trainers), Regional trainers, Ministry of Emergency Situation of RK, School direction	September - October 2009
13	Trainings of school students (50000 pupils)	Regional trainers	October 2009
14	Creation of regional voluntary groups based on students of upper classes	Regional trainers	October 2009
15	Participation of schools in trainings on civil defense	Coordinators (Tashkent Trainers), Regional trainers, School directors	October 2009
16	Involvement of boards of patronage for dissemination of knowledge on DRR	Regional trainers	October 2009
17	Development of Monitoring indicators	Coordinators (Tashkent Trainers)	October 2009



18	Organization of Republican Training for consolidation (strengthening) of skills on DRR among teachers, parents, pupils and representatives of MES (30 pilot schools)	Coordinators (Tashkent Trainers)	November 2009
19	Monitoring of key knowledge on DRR of teachers and pupils	Coordinators (Tashkent Trainers)	November 2009
20	Integration of DRR programme in existing teaching and methodical complex and in 12-year school system	Ministry of Education and Science of RK, National Academy of Education named by Altynsarin	2010 - 2011
21	Inclusion of DRR programme in teaching and methodical curriculum of RIPKSO and oblast Institutes of up-grading qualification	RIPKSO, oblast Institutes of up- grading qualification	2010 - 2011

Tajikistan



1. Revision of materials
2. Climatic conditions
Knowledge improvement
Preparation of handouts
Preparation of modules
improvement

1. Coordination with
respective ministries and
other structures
2. Development of ToR for
School DRR Committee
3. Development of ToR for
School Emergency Brigade
4. Improvement of action
plan
5. Agreement
6. Involvement of partners

1. 80000 school children
2. 1024 teachers
3. 80000 population
4. 300 community leaders
5. 60 disaster manage teams
6. 200 officials



Uzbekistan (covering four pilot districts)

#	Time period	Activities	Category of participants	Results, coverage
1.	Up to 15.08.2009	Preparation of Action Plan	Ministry of Emergency Situation (MoES), UNICEF, Re-training Institute (RTI), Ministry of Health (MoH), Fund Mahalla	20 persons
2.	15.08.09-20.08.09	Training for trainers, instructors and facilitators	Department of ES and Education Departments	4 districts, 4x4=16, 3x1=3, total 19 persons
3.	20.08.08-31.08.09	Training for school directors, branches of schools, directors of kindergartens, chairperson of mahalla council, CVP	Directors of schools Kindergartens Mahalla	40 4 4 4 Total 52 persons
4.	01.09.09-30.09.09	Training for teachers	Teachers	400 teachers
5.	01.10.09-31.12.09	Integrated training for schoolchildren in schools, out of school activities centers, theory and practical lessons ↓ Teaching the parents, members of the community, etc.	Schoolchildren 1-4 classes 5-9 classes Parents, community	20,000 schoolchildren 60,000
6.	01.12.09-31.12.09	Monitoring of the activities: teaches, schoolchildren	Teachers, parents, schoolchildren	1,600 (5% of the total number)

As per UNICEF, it has been recognized that UNICEF has a unique and privileged position to advocate for and introduce basic but substantial changes in education that will eventually lead to the creation of the culture of prevention and the culture of safety.

Within this framework, UNICEF will invest additional efforts to enhance the general cultural shift towards disaster risk reduction, and especially in disaster risk reduction in education.

EUROPEAN COMMISSION



Humanitarian Aid



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