

Institutionalization of Education for Effective Disaster Risk Reduction in Uttarakhand, India

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1. BACKGROUND AND OBJECTIVES

The role of disaster risk reduction (DRR) education is recognized as important to build a resilient society. Various types of DRR education are implemented by various stakeholders and those practices are categorized into three: formal, non-formal and informal education. Formal education is delivered through the school curriculum by an educational authority while non-formal education is delivered outside of the curriculum by a non-educational authority. Informal education indicates the unintentional learning through daily life. The research aims to suggest the synergetic implementation of three modes. The research was conducted in the state of Uttarakhand, India, a state that is prone to natural disasters, where different types of DRR education are held.

2. METHODOLOGY

The research adopted four methodologies: literature review, semi-structured and unstructured interviews, indexing and focus group discussion. The author developed Institutionalization Indexes of Disaster Risk Reduction Education (IDRE), which consists of 165 variables. The indexes applied for one urban and one rural district in Uttarakhand.

3. RESULTS

Analysis of interviews and IDRE showed that synergistic implementation of DRR education in curriculum, co-curricular activities and teachers' training occurred despite the weak policy. These were all achieved through the cooperation between department of education and DRR related authorities, while the weakness in school disaster risk management, structural and non-structural safety of school was identified. Formal and non-formal DRR educations' content is transferred from students to family in informal modes of education. Local knowledge to predict rainfall and surface erosion was also identified in the study.

4. CONCLUSION

Through the research, an approach for analyzing three modes of DRR education and a framework for institutionalization of DRR education were created. The framework was described from DRR education at school, school disaster risk management and platform of stakeholders. It is suggested that multi-stakeholders' cooperation be promoted in order to incorporate DRR contents into education. School Management Committee can promote better school disaster management with the participation of community members. The local knowledge should be validated scientifically and utilized as a tool of DRR education in formal and non-formal education. Finally, use of media is also important factor for knowledge transfer. Thus, three modes of education should be synergistically implemented and the framework should be applied to other areas.