

## DISASTER RISK REDUCTION FOR TEACHERS COURSE

24 August – 28 August 2015  
Tuhelj – Republic of Croatia

### - REPORT FOR DMTP WG -

Disaster Risk Reduction for Teachers Course was the Croatian contribution to prevention/disaster risk reduction courses organized within Disaster Management Training (DMTP) Program for 2015 of the Disaster Prevention and Preparedness Initiative for South Eastern Europe (DPPI SEE). The course was hosted and led by the National Protection and Rescue Directorate (NPRD).

DRR for Teachers Course was attended by 14 participants from 8 DPPI SEE member states (Albania, Bosna and Herzegovina, Bulgaria, Croatia, Macedonia, Montenegro, Serbia and, Slovenia) and with facilitation from Croatia (6 facilitators from NPRD, UNICEF and Croatian Red Cross). All together 20 participants participated in the course (List of participants is annexed to this report).

The four and a half day course focused on including risk reduction in school curricula with basics of responding to and recovering from disasters specific to the region of South-Eastern Europe. The course provided basics on disaster risk reduction concepts and guidance, including the Hyogo Framework for Action (HFA) and Sendai Framework for Disaster Risk Reduction, as well as understanding of the key aspects and activities of response and recovery. The course built upon participants' newly acquired knowledge of disaster risk reduction issues in practical terms to their day-to-day work with children. The course also enabled participants to apply practice to a case study or a simulation exercise culminating in a school age appropriate DRR inclusive lecture at the end of the course.

Objectives of the course were:

1. Establish a common understanding of importance of and connection between DRR and school curricula.
2. Develop a better understanding of disaster risk reduction.
3. Illustrate the role of different stakeholders in DRR, especially the integrated nature of DRR between different school subjects.
4. Present and discuss the concepts and guidance of Sendai Framework for Disaster Risk Reduction as well as the implementation and follow-up to the strategic goals and priorities for action 2015 - 2030 with emphasis on promoting the incorporation of disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery and rehabilitation, in formal and non-formal education, civic education at all levels, as well as in professional education and training.
5. Introduce International Strategy for Disaster Reduction (UN-ISDR) system and its relevance to participants practice areas in DRR.
6. Build a network by sharing the experience, existing know-how and team building.
7. Help teachers develop an understanding of the link between DRR and everyday lessons
8. Provide an opportunity to practice the acquired knowledge – outcome of the course

Participants were divided into four groups (*Outbreak, Twister, Avalanche* and *Volcano*) and were given a task to come up with a way of including DRR related topics into geography curricula.

In order to make the final 15-minute presentation of their course assignment, the groups were obliged to:

1. Research and prepare information on two hazards, different for each group
2. Choose the age of children to which the topic will be presented
3. Choose age appropriate teaching material and methods
4. Prepare a document containing the preparation for the class
5. Prepare a presentation on the chosen topic
6. Present

Block/presentation evaluation was conducted on a daily basis by participants and on the last day of the Course participants completed a final course evaluation form.

After the course, facilitators held *lessons learned* meeting to discuss what went well on the Course and what could be improved for the future courses. Conclusions/recommendations from this meeting were:

- Four and half day Course duration is appropriate
- Engaging an external, i.e. outside of SEE expert on DRR in schools would be of great benefit
- Lectures should include more practical examples on ways to introduce DRR measures in schools and less information on organizations and initiatives
- Language continues to be a big obstacle, three out of fourteen participants were not fluent enough to be able to participate actively
- In order to achieve the required quota of the participants, invitation and supporting documents for the course should be sent out more in advance of the summer season so to facilitate the registration process and avoid low course attendance; additionally, and in case of unachieved quota, the countries interested in and already registered for the course should be given the possibility to nominate one additional representative (2 + 1)
- During the course participants were invited to present their own (national) experience with DRR which was very useful
- Jeopardy quiz was too difficult, but a good tool for checking acquired knowledge
- Field visit and presentation about natural hazards would be of great benefit (e.g. visit Summer geology school)
- Make course more suitable for principals and all teachers (not just geography teachers) or consider organizing a separate course exclusively for principals
- Last year's recommendations that were implemented were well accepted
- Entry and final questionnaire was a great tool to evaluate both participants and facilitators

**Drafted by:**

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**Attachments:**

1. List of participants
2. Course timetable
3. Final evaluation