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Introduction of Disaster Safety in the Sri Lankan Education system: Factors for success

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Abstract

Due to the increase of disasters worldwide, the global agenda of the *Hyogo Framework for Action 2005-2015 Building the Resilience of Nations and Communities to Disasters* has become increasingly important. Therefore, to build a culture of safety through the use of knowledge, innovation and education is a priority. In post-tsunami Sri Lanka, in 2005, the Ministry of Education and the German Agency for International Cooperation (GIZ) initiated 'Disaster Safety Education'. The project integrated DRR in teacher training, developed school curricula and materials, launched school safety guidelines and established coordination structures and partnerships. This paper identifies, and gives the genesis of five factors of success that give valuable hints for how to successfully introduce new concepts into education in the development cooperation context.

Keywords: International Education, Educational Development, Educational Innovation, School Safety, Disaster Prevention Education, Disaster Risk Reduction Education

Abbreviations**

Introduction

This paper explores the impact of the 'Disaster Safety Education' project, which is conducted by the Ministry of Education (MoE) and the German Agency for International Cooperation (GIZ) in Sri Lanka. The case study covers seven years of project work as collaboration of the European GIZ team with Sri Lankan GIZ experts and educational staff from the MoE and the National Institute of Education (NIE). It is written by an international, inter-institutional and interdisciplinary team of two female authors, who analyzed and shared the experiences and lessons learnt during the course of the project.

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** ADEA (Association for the Development of Education in Africa), ADPC (Asian Disaster Preparedness Center), DRM (Disaster Risk Management), DRR (Disaster Risk Reduction), DSE (Disaster Safety Education), ESC (Education for Social Cohesion), GIZ/GTZ (German Agency for International Cooperation), IFRC (International Federation of Red Cross), INEE (International Network for Education in Emergencies), ISDR (International Strategy for Disaster Reduction)

Our main objective is to identify and describe factors for success in international education cooperation. We hope that scholars and practitioners may recognise own experiences in our case study as well as discover useful ideas for their own work.

The methods we used are: study of literature and GIZ project documentation; interviews and feedback sessions with target groups, government partners and other stakeholders; monitoring visits with data collection; classroom observation and workshop documentation.

The development of the text starts with the global context of Disaster Risk Reduction (DRR) in education, justifying the importance of DRR for saving lives, and giving an overview on ongoing initiatives. We specify international and regional organizations, campaigns and networks that created awareness on DRR, and identify milestones in the process of promoting DRR in education. Then we describe the DRR framework in Sri Lanka, where structures and processes for DRR and Disaster Management were established. Our focus is the education sector and the need for school disaster safety. The text continues with a description of the 'Disaster Safety Education' project, focusing on partner structure, methodical approaches and main outcomes. We present the five factors for success, which we have observed: Passion; Partnerships; Infusion; Action-Reflection-Cycles and Respect.

Disaster Risk Reduction (DRR) and Education – the global and regional context

Natural disasters are no longer occasional incidents, but have become frequent global phenomena. According to CRED (2012), 332 natural disasters were registered in 2011 and had a massive impact, killing a total of 30,773 people and affecting 244.7 million people worldwide. The resulting economic damages of recorded were the highest ever registered. Compared to the previous decade, the number of victims increased mainly due to the greater impact of hydrological disasters. The geography of disasters show that Asia was most often affected (44.0%), accounted the highest share of victims (86.3%) and suffered the severest damages (75.4%).

From our educational perspective it is important to register that whenever and wherever a disaster strikes, children and youth are among the most affected, because children are highly vulnerable in a disaster situation: they are less protected physically from death, disability and injury; they may become orphans; they drop out of school and lose their option for a better life. A few examples - out of many - illustrate the horrendous impact of disasters on the education sector:

- 2008 Earthquake in NW China: More than 10,000 children died in their schools; approximately 7,000 classrooms were destroyed.
- 2008 Cyclone in Myanmar: Estimated 50,000 children died; 2,250 schools completely collapsed, another 750 were severely damaged.
- 2010 Earthquake in Haiti: 1.5 million children and young people under 18 were directly or indirectly affected; 4,992 schools were destroyed or damaged (23% of all schools).

Yet, what has been done to take action against these devastating consequences of natural disasters? In the 1990s, the International Decade for Natural Disaster Reduction was launched and resulted in the creation of the International Strategy for Disaster Reduction (ISDR) of the United Nations. A groundbreaking step followed in 2005 at the World Conference on Disaster Reduction with the adoption of the 'Hyogo Framework for Action 2005 -2015: Building the Resilience of Nations and Communities'.

DRR scientists and practitioners are convinced that the practical, social and technical knowledge already exists to prevent most of the losses of life, limbs, livelihood, and cultural heritage that increasingly attend these natural hazard events (Petal 2008, p.4). DRR has become an integral element of sustainable human development. The UN Decade for Education and Sustainable Development (2005-2014) led by UNESCO identifies DRR as an essential intervention area. In 2005, the Coalition for Global School Safety and Disaster Prevention Education (COGSSDPE) created an international network of advocates and activists. In 2006-2007 ISDR organized the worldwide campaign 'Disaster Risk Reduction Begins at School' with these core messages:

School safety: a social responsibility

Society has the ethical responsibility to guarantee that a school is able to provide a safe learning environment for the whole school community.

Education is prevention

The better the levels of education and organisation in the community, the better their capacity to prevent, reduce and mitigate risk factors, and to recover from the effects of disasters unleashed by natural phenomena or human actions. (Safe Schools, 2008, p.6-7)

A comprehensive review on DRR in education (Wisner, 2006) provides guidelines and resources for the educational community on how to promote DRR in education and strengthen the participation of children. The campaign inspired a series of conferences and dynamic networking amongst education and DRR scholars and practitioners. In 2006, only about 30 countries worldwide had integrated DRR into their school curricula (ISDR 2006, 9), however, few years later, DRR in education has become a mainstream among education authorities.

Further milestones for DRR in education have been the establishment of the 'Thematic Platform on Knowledge and Education' at the Global Platform for DRR in Geneva 2007. In 2008, school safety was integrated in the 48th session of the International Conference on Education (ICE). In 2009, at the World Conference on Education for Sustainable Development (WCESD) in Bonn, the ISDR 'Thematic Platform on Knowledge and Education' advocated school safety and disaster prevention through education. Reflecting this emphasis on education, in 2013, Education was a leading topic at the fourth Global Platform for DRR and was included in the formal Communiqué aiming for improvement of school infrastructure and a global safe school campaign. Utilizing the participation and knowledge of children, the recommendations for the post-2015 global agreement on DRR (HFA2) were made by children and youth, who led a session on Children's Charter for DRR that became a highlight of the conference. Furthermore, key stakeholders in DRR and Education launched the 'Global Alliance on Risk Reduction in the Education Sector'.¹

¹ See report of Transburg, 2013

Due to the high vulnerability of Asia and the increasing impact of disasters in the region, the movement for school safety and DRR in education developed an amazing dynamic in the Asian region. Sparked off by the ISDR School campaign, a lively network of technical DRR organisations, government bodies, donors and NGOs evolved and created a platform for sharing good practices, experiences and resources. This dynamic was developed through the following events: Regional Workshops on 'Education for Natural Disaster Preparedness in Asia Pacific in the context of Education for Sustainable Development (ESD)', organized by UNESCO and ADPC in 2006 and 2008 in Bangkok; the International Conference on School Safety in Ahmedabad 2007 organized by SEEDS India; the International Conference on School Safety in Islamabad organized by the Aga Khan Foundation.

At global level, stakeholders like UNESCO, UNICEF, UNISDR, Save the Children, Plan International, IFRC, World Vision, INEE and World Bank continue to establish a culture of safety. While DRR and Emergency Education have become part of national curricula and sector plans; however, the implementation at teacher training and school level still needs to take root. Safe education facilities, school disaster management and risk reduction education are the main priorities outlined for the next years.

Disaster Risk Reduction (DRR) and Education – the national context ²

In Sri Lanka, the 2004 Indian Ocean tsunami took the lives of 35,000 people and left behind over one million affected survivors, among them some 200,000 school-age children and university students, as well as 3,000 of their teachers. The number of victims would have been much higher if the disaster had struck on a normal school day instead of a holiday. After the tsunami, in the coastal regions along the southern and eastern shorelines, classroom teaching came to an almost complete halt for several weeks: 182 schools were severely damaged or destroyed, while 287 schools served as emergency shelters for thousands made homeless. Many months went by before reconstruction efforts were able to complete the repair of damaged schools and to build 95 new schools at different, safe locations. Even after resuming regular teaching in the affected zones, many children were still traumatized and unable to learn effectively.

The tsunami disaster clearly demonstrated that the population of Sri Lanka was not prepared to deal with the hazards threatening them. The population, including teachers and children, did not recognise the risks, did not know how to protect themselves, and in decisive moments they often responded ineffectively. The Government of Sri Lanka had to take decisive and systematic action in order to better mitigate disaster risks and create a more disaster-resilient society. To this end, the Ministry of Disaster Management, which was established on the basis of an act of the Sri Lankan Parliament of May 2005, made disaster management a national mission. This ministry is responsible for directing and coordinating inter-ministerial efforts. In a first step, the ministry prepared a national plan of action for disaster management, termed the 'Road Map'. The Disaster Management Centre (DMC) acts as the lead agency responsible for implementing policy provisions and standards.

² Source for this chapter is GTZ, 2008

The education sector was singled out as a central vehicle for achieving the defined goals, particularly the goal of teaching children in school how to protect themselves and how to respond effectively in the event of a disaster.

The Disaster Safety Education programme of the Sri Lankan and German Cooperation - Overview³

As DRR was a completely new approach for the education system, the Ministry of Education - which had already a long standing cooperation with the German Agency for International Cooperation, GIZ⁴ (former GTZ) - required technical support for introducing Disaster Risk Management (DRM). In 2005, the already prepared 'Education for Social Cohesion' (ESC) project was complemented by the 'Disaster Risk Management and Psycho-social Care' project. From the beginning, both projects were implemented as one joint programme. The overarching objective of the DRM component was to integrate Disaster Safety into the whole education system, covering

- All levels - education managers, principals, teachers, students, school committees;
- All aspects of learning - knowledge, skills and attitudes;
- All areas of education - classroom teaching as well as co-curricular activities and education administration, including emergency plans for educational buildings.

As GIZ was the only donor applying a sectorwide approach, it was identified by the Sri Lankan Government to assume the lead role for 'Education' as lined out in the Road Map according to the Hyogo Framework of Action. The project started with a baseline survey on disaster preparedness and school safety. This survey showed that schools, teachers and education authorities were not at all prepared to face disaster situations. It became clear that the entire education sector would have to be involved in order to mainstream DRM in the education system in the long term:

- The Ministry of Education assumes the lead role for directing the process. It is responsible for issuing education policies and developing strategies, including provisions governing the new topic (disaster safety).
- The National Institute of Education is in charge of developing guidelines for implementation on the basis of policy provisions. Its scope of competence includes training of college lecturers and instructors, conducting teacher training and preparing syllabi and instruction materials.
- In Sri Lanka 18 National Colleges of Education provide teacher pre-service training. In line with national standards, but with different areas of specialisation, these colleges train teaching staff for the entire country.
- There are about 100 Teachers Training Centres, which provide in-service training. These centres are responsible for expanding the methodological knowledge and skills of teachers. In addition, a Centre for Educational Leadership Development prepares teachers to assume roles in education management and administration.

³ Source for this chapter is GTZ, 2008

⁴ Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH

During the first project period (2006-2009), DRM was integrated in school curricula and in all pre-service and in-service teacher training curricula and respective training modules. Didactic materials were developed for teachers and students. Teacher educators and education officers gained basic DRM knowledge and skills. Also, the links between the Ministry of Education and the Disaster Management Centre were created and utilized. A milestone towards establishing disaster safety in education was the edition of the National Guidelines on School Disaster Safety in a joint effort of the above-mentioned Ministries in collaboration with all other relevant donors and NGOs. Using the Asia and Pacific Forum and Conferences on DRR and school safety, the project contributed on the one hand its experience in Sri Lanka to the regional network and on the other hand streamlined the national activities in the global context.

Until 2009, during the civil war, the project faced particular challenges in maintaining regular communication and work relationships with the nation's northern and eastern provinces. Gaining access to those regions proved difficult, so an independent regional office staffed with local personnel was established there. Project activities also had to be crisis- and conflict-sensitive, following a 'do no harm' approach. The project aimed, from the very start, in achieving balanced participation by all ethnic groups and minorities. Conducting all workshops and preparing all of the related materials in three languages (Tamil, Sinhalese and English) likewise helped defuse any conflict, as all groups were enabled equal access to the knowledge and materials being offered. By sticking to these principles, the project also actively contributed to fostering the peaceful co-existence of population groups, reducing conflict potentials and developing a culture of safety. For these reasons the project was integrated into the partner's strategy for peace and reconciliation in Sri Lanka, known as the Relief, Rehabilitation, Reconciliation (or Triple R) framework process, and the crisis-preventive reconstruction effort after the tsunami, while it also contributed to the German Federal Ministry for Economic Cooperation and Development priority area in Sri Lanka 'Conflict transformation'.

When the second project period (2009-2012) started, the project was already fully integrated into the ESC programme in order to facilitate the sustainable institutionalisation of the developed curricula and guidelines, and to initiate the roll-out of pilot activities across the regular school system. A conceptual shift was done from DRM to **Disaster Safety Education (DSE)**, taking up the common understanding in the region that in the education sector, a) a positive connotation and b) the focus on safety of the school community create stronger motivation and a better understanding of the project. The DSE component aimed to foster disaster preparedness, prevention and mitigation among school children and in school communities through:

- Policy development and stakeholder coordination;
- Implementation of disaster safety in school communities, in line with the National Guidelines for School Disaster Safety;
- Institutionalizing of DSE in teacher training through advanced training and support/monitoring structures.

The Disaster Safety Education programme of the Sri Lankan and German Cooperation - Factors of success

We have identified five main factors of success at the end of seven years of project implementation:

1. Passion - Motivating decision makers and key persons;
2. Partnerships - Facilitating collaboration among government institutions and with other stakeholders;
3. Infusion - Utilizing existing structures and processes to integrate disaster safety education;
4. Action-Reflection-Cycles - Creating intervention and feedback loops between central and decentral structures;
5. Respect - Recognizing the human factor in international collaboration.

The following chapter will explain and elaborate these factors of success.

Ad 1) Passion: In order to get started, the project needed the political support of decision makers within the education sector. Based on the experience that introducing change in a social system - even more, in a foreign system - does not work through a purely hierarchical (top-bottom directive) or managerial (planning - implementing - evaluating) approach, the project leader and author decided to entice key persons to engage themselves in disaster safety. To win them over, an initial training course in India was organized with the National Institute of Disaster Management (NIDM), which tailored a programme on 'DRR in Schools' for the Sri Lankan delegation. Twenty-five executives from the Ministry of Education, the National Institute of Education and the National Colleges of Education met with passionate 'DRR champions', participated in school events and experienced how DRR had been integrated into the Indian education system. The knowledge they gained through the course helped the Sri Lankan educators to apply disaster safety education in their own country in the following years, but the personal enthusiasm they brought back with them was even more crucial. Personal commitment became the driving force and created sufficient energy to successfully introduce a new cross cutting topic into the system. Following the course in India, a large number of training events were held at the National Colleges of Education, involving about 3.500 teacher students and their lecturers in DRR programmes during the first two years. Based on these initial experiences, DRR was integrated into the national teacher training curricula. Importantly, decision makers at ministerial level supported the implementation process at all stages.

Ad 2) Partnerships: ADPC published a guideline on integration of DRR into school curricula (ADPC, 2007) where they identified key approaches for mainstreaming DRR in the education sector. The main issue pointed out is establishing coordination and partnerships among the stakeholders, starting from the responsible ministries and reaching out to other stakeholders. This approach had also been applied in the DSE project and has become one of the success factors.

When the DSE project started, the project leader was searching for a counterpart in the Ministry of Education. These efforts did not lead anywhere for months because, at that

time, the already nominated focal point had no clear idea about DRR and her function, and she was not even known by her function within the Ministry. The project offered her an opportunity for DRR training in India and facilitated the creation of an inter-ministerial working group. The first task of the group was the development of National Guidelines on School Disaster Safety. Such a concrete undertaking helped to establish a team and collaboration mechanisms. Step by step, roles and responsibilities as well as areas of competence and collaboration of the governmental stakeholders were clarified, and each one grew into her/his new role within the setup of inter-ministerial cooperation. The improved communication channels, increased trust and transparent decision-making led to the joint implementation of school safety programmes.

With this partnership as foundation, the next step was to integrate all other international and national organizations involved in the field of disaster safety education into the working group. They too could be convinced by the intermediary role of GIZ, which acted as a bridge between governmental and non-governmental organizations, that all participants can benefit from strategic cooperation. Meanwhile, all stakeholders⁵ support, within their programmes, the implementation of the National School Safety Guidelines. The Ministry of Education has established its role as the coordinating and steering body of DRR in the education sector. The working group had become an official task group of the education cluster. Due to the end of the civil war and emergency situation, the cluster was dissolved, and the working group is now in the process of taking over the function of the cluster.

Ad 3) Infusion: According to Marla Petal (Petal, 2008) there are a variety of options for the integration of DRR into school curricula: stand-alone courses, where a new subject or course is created to accommodate the new topic; new modules or units integrated into a few existing subjects; establishing links to the topic in all subjects through activities and exercises, reading materials and projects. In Sri Lanka, the integration of DRR into the national school curriculum was a great achievement. It was done mainly through Science and Social Science subject areas from grade 6 to 9 under topics like 'Preparedness for natural disasters'. In the primary curriculum, which follows the spiral approach, each theme can be worked out at different levels in each grade. DRR has been infused into a range of themes like 'The world around us'. The entire school curriculum has more than fifty subject areas and therefore carries a great potential for indirect infusion on part of the subjects with no direct linkages to DRR; for example, in Mathematics disaster related data can be used as units like measurements, statistics and data presentation.

Due to the fact that curriculum development is a highly controversial issue and requires the consultation of all relevant representatives of the society, high-level policy commitment and guidance are needed for any curricular reform. In the context of international cooperation, it becomes even more difficult for the foreign party to gain the trust of those in charge of curriculum development in order to introduce innovations. Resistance against what is seen as 'Western' or post-colonial influence is an attitude that has to be dealt with. The DSE project team was aware of such sensitivities and therefore pursued a strategy that aimed to make use of existing structures and processes – instead

⁵ UNICEF/Emergency Education and Mine Risk Education, UNDP, UNESCO, Save the Children, Sri Lanka Red Cross, German Red Cross, International Federation of Red Cross

of creating new ones - to address disaster safety. We use the expression 'infusion' as a metaphor for this approach, meaning that changes are carefully introduced into the system in small doses, but keeping in mind the context of a sector wide innovation. After first observing and identifying the structures, functions and processes already in place, the project gradually introduced supplementary components and minor changes, in a manner that the existing education system could easily accommodate them.

Ad 4) Action-Reflection-Cycles: In international cooperation, logical project frameworks and plans are set up in a well organized manner and lined up as result chains leading from inputs, outputs, use of outputs and benefits for target groups to reaching development objectives. This logical method often includes a process design that starts with developing concepts and strategies, then piloting and adjusting them and finally up-scaling the programme. However, the top-bottom approach coming with this method often results in a lack of commitment at the field level. A review of UNESCO's capacity-building function came to a similar conclusion, namely that 'capacity development lends itself to non-linear processes and open-system models rather than linear processes and rational models, as typified by results-based management' (UNESCO, 2007, p.2). The DSE project applied a spiral strategy that aimed to start activities at the field level, feed back the outcome to the central level, and then draw conclusions to strengthen interventions at field level once again. This 'dirty' approach did not rigorously follow the logic path of the project plan, but instead it moved between central and local levels and drifted with the flow of interest and engagement of the partners.⁶ A vital element of this strategy was to establish approximately 80 DSE coordinators in teacher training institutions and education offices all over the island and to create networks among them in order to use their capacities for reflection and implementation. As language serves to identify each ethnic group's cultural heritage and their communication mode, it has always been an important issue in the Sri Lankan context (World Bank, 2011); therefore the DSE coordinators were selected from a multi-ethnic mix of population. Furthermore, 'Policies and programmes are continuously shaped by the different actors they travel with', and 'the numerous 'local' actors that contextualize and reshape 'global' programmes' (Mukhopadhyay & Sriprakash, 2011, p.318, 314) not only enrich a project, but make it socially acceptable and sustainable by adapting it to the local situation and needs. As Mukhopadhyay & Sriprakash (2011) point out, new policies have to undergo a process of 'translation' in order to adapt them to local contexts, interests, conditions and possibilities through local actors. The approach of action-reflection-cycles between central and decentralized structures is a way to 'translate' new policies or strategies into the local context.

Ad 5) Respect: According to Samuel & Mariaye (2013), who explored the setting up of an inter-cultural partnership⁷, different histories, aspirations and interests as well as asymmetrical power differentials influence the relationship of the partners. This influence can be negative if not dealt with properly. Therefore, their programme aimed to promote dialog, tolerance, respect and mutual reciprocity at all levels to overcome power asymmetries and - as they call it - decolonise relationships. Samuel and Mariaye

⁶ The deep wisdom of such an approach was already discovered by one of the fathers of systemic change theory, Kurt Lewin, who put it in a nutshell 'Go with the flow'.

⁷ Between the Mauritian Institute of Education and the University of Kwa-Zulu-Natal/South Africa

(2013) also show that, when mutual respect is a key ingredient of the programme, the involved individuals start sharing trust, learning self-worth and developing their capacities. In international cooperation, the power gap between the partners is obvious and the need for empowering the aid-receiving partner is often addressed. Mark Mason (Mason, 2011) analyses the shift towards partnership in education development cooperation and points out the following important signs for this paradigmatic change. The Swiss Commission for Research Partnerships with Developing Countries (KFPE 1998) created a set of principles to overcome inequalities, including joint decision making, building mutual trust and sharing responsibility. The ADEA (Association for the Development of Education in Africa) biennial conference in Dakar 1997 focused on 'Partnership', and President Diouf declared in his opening remarks that, 'One of the determining factors in all partnerships is trust. ... It ... involves mutual recognition of each partner's institutional and self-interests, expectations, problems, sovereignty, and cultures. It is maintained through common experience, permanent communication, and proximity, which facilitate mutual understanding.' (Diouf, 1999, p.34). Mason claims that the modality of partnership in educational development cooperation has taken place in the Eighties and has gained momentum since; nevertheless, symmetrical partnership or equality often remains merely a declaration and does not become an integral part of each and every interaction at the process level.

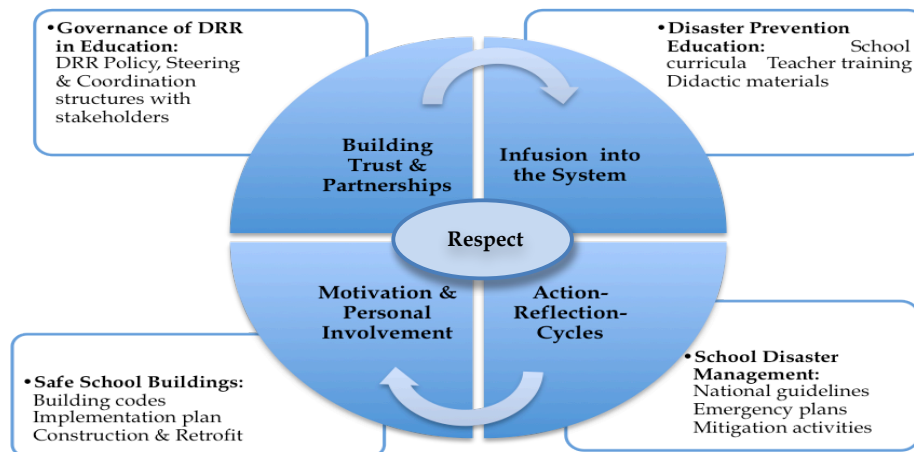
Our experience in Sri Lanka supports this importance of respect and mutual trust. We observed that individuals, who worked closely with the DSE team during the last years, along with gaining knowledge and skills related to DRR have significantly developed their own capacities in the following areas: self-confidence and professional attitude; fluency of English and communication skills; group facilitation and presentation techniques; utilization of participatory and adult learning methods; planning and monitoring methods; documentation and reporting skills; use of ICT. In order to find out more about the causes of these remarkable changes, the project leader organized feedback sessions with the main working partners and DSE coordinators towards the end of the project period. They identified the following aspects as contributing to their personal development and success of the DSE work:

- Close collaboration with DSE team in planning, training and monitoring;
- Participatory approach of the DSE team through active involvement of the partners and joint decision making;
- Use of advanced methods and 'Learning by doing' approach by the DSE team, which inspired them and enabled them to develop their own methodological competencies and enhance their teaching/learning methods;
- Solid work done in the DSE component led to sustainable impact;
- Personal engagement of the DSE team and building face-to-face relationships led to motivation and high personal learning gain;
- Personal integrity, personal engagement for the target groups and professional competence of the DSE team created trust and confidence;
- They felt respected by the DSE team and appreciated the symmetric relation trainer - participant and democratic group processes; the DSE team was giving advice and also seeking advice from them.

It became clear that the personal qualities of the project team played a crucial role, especially with regard to showing respect and nurturing symmetrical relations.

Conclusions

When we began discussing this article, we wanted to know the answer to a central question in international educational cooperation ‘Is education cooperation ... effective enough to have a significant influence on national policies and/or the steering of education systems?’ (Jallade, 2011, p.7). We agreed that, in the case of introducing disaster safety into the Sri Lankan education system, the national education policies and strategies have in fact significantly changed. We wanted to know more about the factors contributing to this success. As pointed out by Jallade (2011), organizations or agencies of international cooperation are usually quite limited in their mandate as they depend on the goodwill of their government partners, and the goals set up by them are largely ignored by national education systems. In the Sri Lankan case, the approach of awaking passion (success factor 1) by convincing individual key persons in the system of the ‘good cause’ helped to overcome these restrictions. Success factor 5 – respect – closes the circle by highlighting again the ‘human factor’ in international cooperation and change processes. We came to the conclusion that firstly approaches like the holistic sectorwide approach, the creation of partnerships and the infusion of new concepts are successful in educational cooperation, and that secondly building trust and personal relationship are the underlying fundament for sustainable institutional change.



Graphical representation of success factors and intervention areas of DRR in education

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