

# **Co-learning in Nepal: How can we learn from each other?**

Realising co-learning between experts and non-experts

17/03/2015

**Hideyuki Shiroshita**

Assistant Professor, FSS, Kansai University

# Contents

- Disaster education is not just knowledge transfer
  - Japanese Case
- I will not talk exactly what I am doing in Nepal
  - But I will talk about what I have learnt during my fieldwork in Nepal

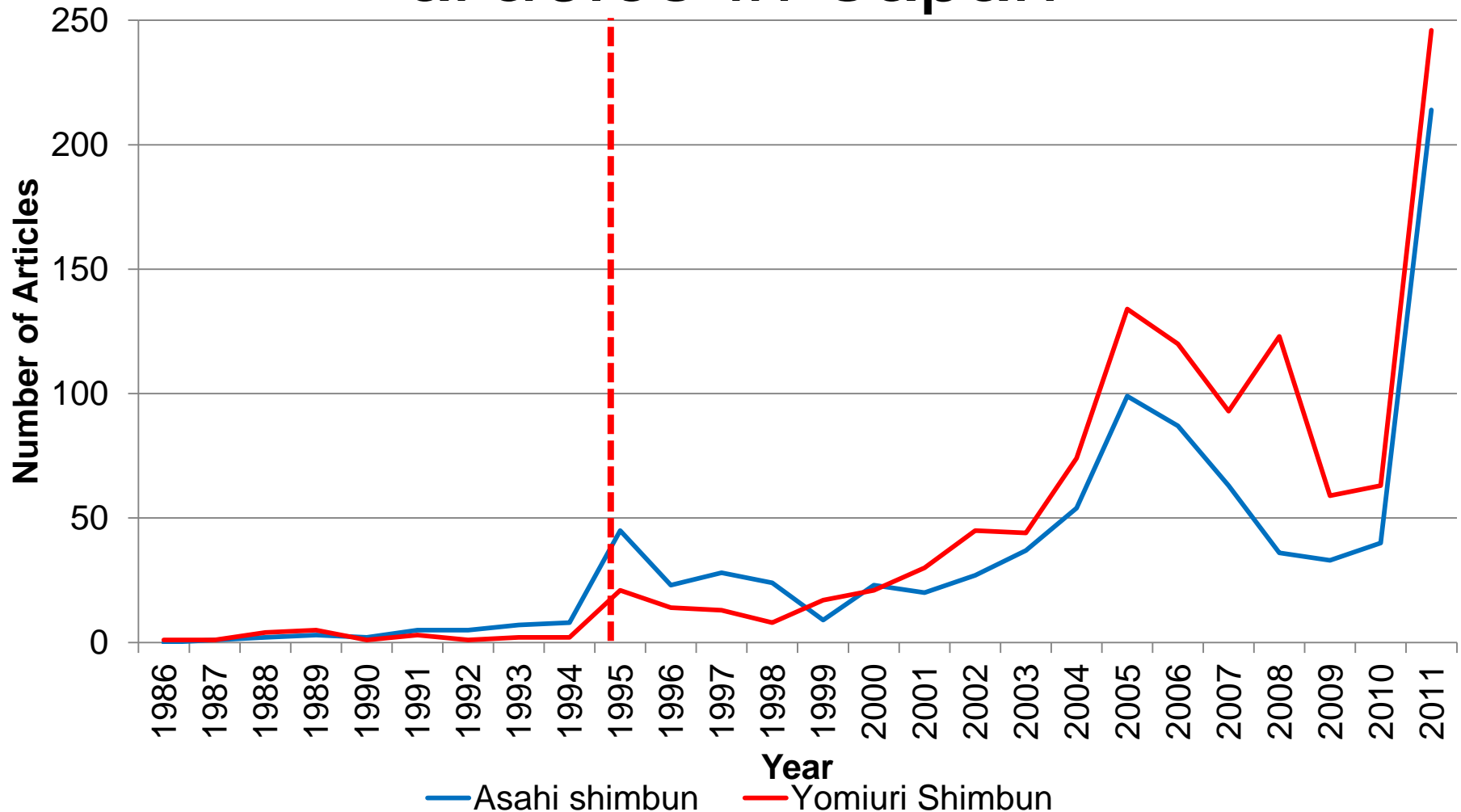
# What are disasters?

- In this presentation
  - Disasters are defined as damage by natural hazards
  - Do not include traffic accidents, terrorism attacks etc. as disasters

# History of disaster education in Japan

- Started after 1995 Kobe earthquake
  - Before Kobe earthquake, main countermeasure for natural disasters were hardware
    - The countermeasure have been implemented by “experts”
    - In this presentation, **experts include not only academics but also practitioners**
- Short History
  - Kobe earthquake gave us lesson that not only hardware but also software is important

# Disaster Education related articles in Japan



# Disaster Education in Japan

- One of the lessons learned from Kobe earthquake is disaster management cannot be done without non-experts (i.e. citizens)
- → Disaster education has been thought as transferring knowledge and skills from experts to non-experts

# 2011 Tohoku Earthquake Tsunami

- The Japan Meteorological Agency announced major tsunami warning and tsunami warning
- There has been a high possibility of occurrence of tsunami disaster in the western part of Japan in the near future
  - Each city has prepared for the tsunami for several decades
- A survey shows only 2.5% of respondents in the western part of Japan evacuated

# Do you fix your furniture to the wall?

- Yes: 26.2% (by 2009 National poll)
- Why you don't fix?
  - The top reason is “Too much of a bother” (28.7%)
  - The 8th reason is “I don't know how to fix it” (9.8%)
- Even though Japanese people have basic, how-to knowledge of dealing with disasters, many people do not take an action



# Why they don't?

- Too much of a bother?
- Yes. Why?
- Experts emphasise that disaster management is “your business”
  - No one criticizes even if they don't do it
  - And even if they do something, no one appreciates it
- **Doing something alone for one's own self is not interesting**

# Why do we have to learn?

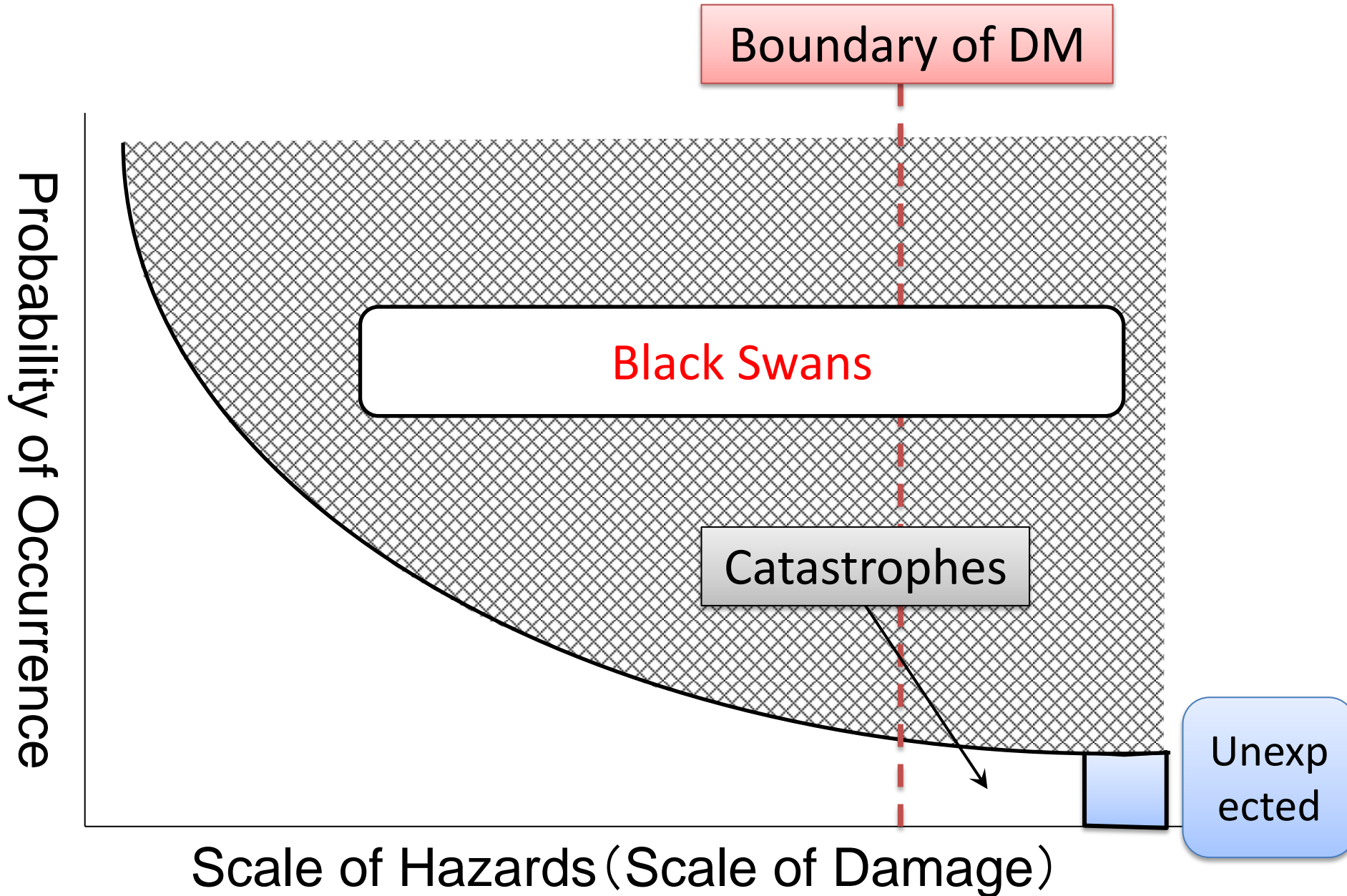
- School students may have this question more than one time
  - Going to upper level school?
  - Getting a job from an excellent company?
- **Changing own world (a bit) better**
  - Small world (family, friends etc.) to Big world (international society etc.)
- **Contribute to the world**

# Trend of disaster education

- Many experts emphasise the importance of
  - Community involvement
  - Indigenous knowledge
  - Participation etc.
- Because disaster management cannot be done without non-experts
- Do experts really appreciate non-experts contribution?

# Why non-experts contribution is important?

- After 2011 Tsunami, many experts on disasters used the term “unexpected”.
  - “Japan’s No1 coastal levee” was destroyed, **Unexpected** huge tsunami, the residents were totally shocked (20/03/2011, The Asahi Shimubun)
- Then, the experts on DRR have tried to avoid unexpected future disasters
- Is it possible by only the experts?



# Survey in Kathmandu, Nepal

- What is Disaster?
  - Earthquake 23%
  - Landslide 37%
  - flood 32%
  - Fire 24%
  - Traffic Accidents 28%
  - Others 6%
- Who owe the responsibility of DRR
  - Central Gov. 41%
  - Local Gov. 20%
  - NGO 3%
  - Police 11%
  - Army 6%
  - Local People 38%
  - Others 4%

# Collaboration

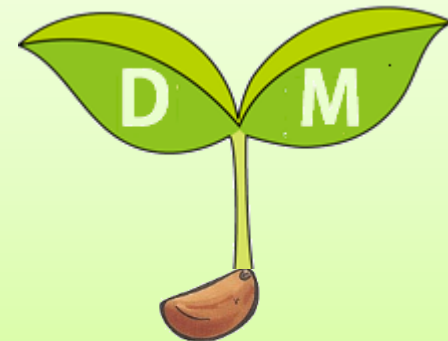
- It is easy to say that “collaboration is important”
- From disaster education perspective, the collaboration must includes at least two functions
  - Educate non-experts
  - Educate experts
- If experts on disaster management don't learn anything about disaster management by the collaboration, it is not collaboration
  - Because, non-experts cannot change the world better

# Embedded Disaster Management

Daily Life

THE Disaster Management

Daily Life



「THE 防災」の例：家具転倒防止、耐震工事、非常持出袋の準備 etc.



# *Pedagogy of the Oppressed*

- Title of a book by Paulo Freire
  - *One cannot expect positive results from an educational programme which fails to respect the particular view of the world held by the people. (Paulo Freire, 1970)*

# Conclusions

- Knowledge transfer type of education, i.e. one-way education is of course important at the initial stage
  - But if non-experts don't have a chance to use the knowledge or skills (for others) in the real world, they don't learn more
  - Experts should appreciate non-experts commitments i.e. even experts should learn something from non-experts
- This can be called not education but co-learning