

Youth Organisation for Disaster Management Through Educational Institutions

K. Vijayalakshmi

M.A, M. PHIL, M. Ed, Resource Person, Tagore Government College of Education, Middle Point, Sri Vijaya Puram (Port Blair)

ABSTRACT

Almost every day disasters are striking several parts of the world. In India, 59 per cent of the land mass is susceptible to seismic hazard; 5 per cent of the total geographical area is prone to floods; 8 per cent of the total landmass is prone to cyclones; 70 per cent of the total cultivable area is vulnerable to drought. In addition to this manmade hazard, which are frequent and cause huge damage to life and property. It is therefore important to have preparation to cope with the effects of disasters such as damage, disruption of assets, networks, and social capital and casualties. Young people are often seriously affected when disasters strike and can face severe difficulties in coping with unexpected and traumatic interruptions to their lives. But despite this, the world's youth are also the very people who can teach their communities - and the wider world - how to reduce the risks and impact of disasters. Young people are unmatched by any other demographic group in their ability to bring about meaningful change in social behavior and attitudes. We must not underestimate their potential to make a real difference in the time of disasters. Hence efforts are needed by educational institutions to develop knowledge on disaster management and climate change among the youth. And also built attitude towards the importance of preparedness. Further the youth has to be equipped with the skills essential to participate in disaster management activities. In this connection the Universities through extension programmes, NCC, NSS, Nehru Yuvakendras, Red Cross societies, Boys and Scouts and NGOs etc., has to train the youth to bring hazardous situation under control faster by systemic approach. This paper deals with the disaster management by youth organisations through educational institutions.

Keywords: disaster, youth, empower, formal education, informal education, community, integration.

INTRODUCTION

God has created this universe which includes earth, water, sky, nature and deep down the earth surface. There are men and nature the two most vital components of this universe. Man can do wonders. Nature has everything already done. Man creates the things which are said to be artificial. They are not permanent. But nature has created the things which are permanent. No one can alter in the design of nature. Man has no control over it. Nature has its own way. Sometimes it is soothing, sometimes it is ferocious. Whenever it turns to be in its bad temper it can bring devastation. It is known as disaster. Man has always been threatened by the fury of nature from the very beginning of his existence on this earth. Disaster management is a collective and coordinated effort. A number of activities need to be undertaken in the event of disaster. These include co-ordination, command and control, rapid assessment of damage, restoration of power etc. According to the World Bank, disaster management is the body of policy and

administrative decisions and operational activities which pertain to the various stages of a disaster at all levels.

EDUCATING YOUTH

Schools and youth-serving programs can provide key venues for youth to learn about disaster preparedness and response. Research suggests that trainings focused on disaster preparedness can result in behavior changes, and that youth who are prepared are more confident and feel empowered during an actual emergency. Further, youth involved in multiple educational programs targeted at hazard education have been found to have significantly more knowledge about disasters and disaster preparedness than youth who participated in just one program.

Important considerations for educating and preparing youth for disasters:

Be realistic: The use of scare tactics has been found to be an ineffective approach for disaster preparation. In contrast, providing realistic information about disasters and coping mechanisms has been found to be an effective approach.

Be youth-focused: Programs should focus on youth needs, include their voices, and delineate the role that youth play in a disaster. The focus should not be the same for youth and adults. Programs should use age-appropriate instructional practices.

Be creative: Utilizing creative methods that include the use of interactive visual aids and opportunities where youth can be actively involved in experiential learning have been found to be related to knowledge of preparedness. View an example of a creative approach to disaster preparedness.

Integrate into the curriculum: Disaster preparedness can be integrated into school curricula across subject matter. View a catalogue of examples of education resources.

Engage families: Youth preparedness programs should promote interaction between youth and their families. For example, programs can help to ensure families have developed disaster preparedness plans and kits, and that youth are involved and knowledgeable about these efforts.

FORMAL AND INFORMAL EDUCATION:

Today the world reveals the power of both formal education in disaster risk reduction, integrated into curricula for all age levels, as well as informal education introduced through co-curricular and extra-curricular activities that begin at school.

Formal Education

Formal curriculum integration may be introduced fairly rapidly in the form of elective courses or modules that plug into existing courses. Disaster risk reduction can also be systematically and more slowly infused into the curriculum by elaborating its full scope and sequence, undertaking an audit of existing curriculum, and designing the entry points in the course of the curriculum adoption cycle for all subjects and age levels.

Curriculum integration refers to an approach that makes use of specially developed units, modules or chapters concentrating on disaster risk reduction. Ideally these are designed to fit into several specific course curricula, at specific grade levels, for a specific duration. This has clear advantages that the topic has a reserved place in the curriculum where it can be sustained and its richness and local content developed over time. Development and introduction of this curriculum can take place rapidly because it does not require the labor-intensive audit of every course at every grade level. This must be supported

with teacher training to develop both competence and efficacy. However, for many countries, there seems nothing that could be squeezed out in order to squeeze in these special modules.

Informal Education;

Dissemination of written materials, uses of posters and signage are important ways to share disaster

Creative educational materials, whether toys and games, documentary and short videos, storybooks,

Cultural and performing arts, whether music, song, poetry, dance, puppetry, magic, street theatre,

After school “safety clubs”, scouting badges, and project activities can develop interest and leadership among children.

Projects that bring students into contact with local community and local government

Sports Day activities are an excellent time for drills and demonstrations, as well as competitive games that introduce cooperative response skills (e.g. water bucket brigade competition, fire extinguisher target practice, injury transport relays, and knowledge games).

Involving parents and local community through regular parent, parent-teacher association or school welfare committee meetings, wider community fairs and “open house” are all important opportunities for informal education. Exhibitions and displays of student-created risk and capacity maps, models, art work and essays, personalize this interest and make it more powerful.

community partners are eager to assist in these efforts. There are academic and scientific institutions, Red Cross/Red Crescent national societies civic and nonprofit organization, local government partners and businesses ready to assist and support schools in this effort. Community members may also engage as volunteers implementing physical protection measures such as re-mounting classroom doors to open outwards, painting exit signage, secure furnishings against earthquake shaking or digging channels to direct rainwater away from building.

Disaster drills often form the cornerstone of informal education because they are school-wide rather than single-course events. Simple drills include response to any early warnings, practice for what to do during fire, earthquake, and other hazards faced. Simulation drills include development and practice of response skills such as fire suppression, first aid, transport of injured, mass casualty non-medical triage, damage assessment, and light search and rescue.

Extra-curricular integration is a compromise where needed content is slipped in to the school day.

YOUTH READY TO RESPOND:

In 1906, American Red Cross youth came to the aid of the victims of the San Francisco earthquake — their first official contribution as a group to peacetime disaster response. One hundred years later, in November 2006, 24 Red Cross youth members and their advisers from across Los Angeles met to train as community disaster educators, readying them to help others prevent, prepare for and respond to emergencies through the Be Red Cross Ready programme. Today, all over the world, youth are involved in all kinds of disaster work, and they constantly train and prepare to improve. Many National Societies recognize the added value of youth, not only ensuring that young people work alongside other volunteers, but also designing specific youth activities and programmes.

CONCLUSION:

Many youths spend a significant amount of time outside their homes. They spend their days at schools, in community programs, and at recreational facilities, which are responsible for their temporary care until they are reunited with their families. Schools and programs also often provide additional services

for youth, including health care and meals. These need to be considered as part of preparedness planning. For example, schools need to determine whether they have enough food for a lock down and that they are sufficiently prepared to meet the health care needs of all their students for an extended period, if evacuated, or if the power is out. Therefore, it is important that these locations plan for crises or disasters and share their emergency preparedness plans with parents and legal guardians. Emergencies can also happen when youth are in transit between home and school or other programs; therefore, it is important that school and youth-serving programs include this time in their emergency plans. These actions will undoubtedly help young people to do more, do better, and reach further in reducing disaster risks. Despite many challenges ahead of us, by working closely with children and young people, we can make communities all over the world safer and more resilient to disasters and their consequences. After all, the future is theirs.

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