

# PHREEway\* Consultative Meeting



Le Chateau, Cape Town

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Hosted by the Disaster Mitigation for Sustainable Livelihoods  
Programme

University of Cape Town

\* Partnership for Humanitarian and Risk Education Expansion

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PHREEway is also extremely appreciative of contributions, insights and direction provided by those attending to shape this challenging collaborative initiative.

## Abbreviations and Acronyms

<b>Abbreviation</b>	<b>Full Title</b>
<b>BDU</b>	Bahir Dar University
<b>CADRI</b>	Capacity for Disaster Reduction Initiative
<b>DMISA</b>	Disaster Management Institute of Southern Africa
<b>DiMP</b>	Disaster Mitigation for Sustainable Livelihoods Programme
<b>DMTC</b>	Disaster Management Training Centre
<b>DRR</b>	Disaster Risk Reduction
<b>ETQA</b>	Education and Training Qualifications Authority
<b>GIS</b>	Geographical Information System
<b>GOB</b>	General Operating Budget (i.e. university 'core budget')
<b>GPS</b>	Global Positioning System
<b>HFA</b>	
<b>HIV</b>	Hyogo Framework for Action
<b>ICT</b>	Human Immunodeficiency Virus
<b>HA</b>	Information and Communications Technology
<b>HE</b>	Humanitarian Action
<b>ICSU</b>	Higher Education
<b>IFRC</b>	International Council of Scientific Unions
<b>INGO</b>	International Federation of Red Cross and Red Crescent Societies
<b>NGO</b>	International Nongovernmental Organisation
<b>NQF</b>	
<b>P'grad</b>	Nongovernmental Organisation National Qualifications Framework
<b>PHREEway</b>	Postgraduate
<b>SCF</b>	Partnership for Humanitarian and Risk Education Expansion
<b>SAQA</b>	
<b>UCLAS</b>	Save the Children Fund South Africa Qualifications Authority (national institution entrusted with oversight of educational qualifications)
<b>UFS</b>	University College of Lands and Architectural Studies (former name of Ardhi University)
<b>U'grad</b>	University of the Free State
<b>UCT</b>	Undergraduate
<b>UN</b>	University of Cape Town
<b>UNISDR</b>	United Nations
<b>USAID/OFDA</b>	United Nations International Strategy for Disaster Reduction
<b>WVI</b>	United States Agency for International Development/Office of Foreign Disaster Assistance World Vision International

## Executive Summary

In 2005, a consortium of seven United States-based nongovernmental organisations was funded by the Bill and Melinda Gates Foundation to collaboratively strengthen human resource capacities in humanitarian action. This provided an initial platform for nongovernmental organisations, research entities and teaching and learning institutions to begin discussing how they might improve their collaboration.

As this process evolved and shifted to include a wider range of partners, including those in southern countries, the need to strengthen human resource capabilities in disaster risk reduction and humanitarian action emerged as leading priority. Three multi-agency consultations in the US and AFRICA were subsequently convened, resulting in the PHREEway initiative which recognised the growing need for skilled capacity to reduce the economic and human costs of disasters.

The Johannesburg consultation set out to achieve the following objectives:

- To define 'practical modalities' for strengthening the capability of those African institutions of higher learning who are genuinely motivated to engage more actively in capacity building efforts related to disaster risk reduction (DRR) and humanitarian action (HA).
- To establish a clear mechanism among partner organisations to collaborate on the development of appropriate curricula – either 'foregrounding' humanitarian action and disaster risk reduction, or selectively integrating those key elements that are directly relevant to the discipline or practice concerned.
- To establish practical mechanisms that allow closer collaboration between institutions of higher learning and nongovernmental organisations for 'service learning' opportunities as well as action research that is mutually beneficial.
- To identify possible resource mobilization opportunities that would sustainably support capacity development and capacity building in both humanitarian action and disaster risk reduction in Africa.

From 28-29 August, 2007, 33 participants representing 24 organisations and institutions met at Le Chateau in Johannesburg (see Annex II). Of these, 26 were based in African countries, with three each from the United States and Europe. Fourteen of those attending were based in or affiliated to universities, while six represented nongovernmental or international organisations. Eleven of those attending were women. In this context, the meeting represented the first focused platform for African institutions of higher learning to engage directly with international organisations to discuss collaboration on capacity building in DRR and humanitarian action.

The first day focused on building a shared understanding of current capacity building activities in relation to DRR and humanitarian action. This revealed impressive levels of internal university initiative in this field, with all those attending active in introducing new disaster-risk post-graduate and short professional courses. There were also high levels of commitment to generate locally relevant but thematically diverse forms of risk research. Recurrent obstacles to academic progress in teaching and learning in disaster risk and humanitarian action were structural, intellectual/conceptual and bureaucratic. They also included constrained access to financial as well as skilled human resources for teaching and research. Repeatedly profiled

opportunities were those associated with partnerships. These included the opportunity to work with colleagues from different disciplines as well as nongovernmental organisations, international and bilateral assistance agencies and local/national governments.

Similarly, almost all the ngos that attended emphasised developing a uniform or shared framework on disaster risk reduction. They also underlined the importance of professionalizing practice in relation to risk reduction and humanitarian action. A recurrent aspiration was the generation of a recognized qualification/certification that provided for minimum levels of competence in critical content and skills areas. All valued the opportunities afforded by engaging with institutions of higher learning, especially where these involved multi-disciplinary research, and underlined the need for robust cost-benefit research on the relative effectiveness of different risk reduction interventions. However, they also identified numerous obstacles and constraints, including financial constraints and funding cycles. In addition, they underlined ongoing challenges in 'defining disaster risk reduction' and its associated terminology. Human resource constraints featured prominently – especially with respect to staff retention. The 'disconnect' between science and policy/practice was also underlined.

The first day's discussions proposed a partnership framework to systematically strengthen human capacity in humanitarian action and disaster risk-related teaching, training, research and practice. Specifically, this was conceptualised as partnerships that focused on structured teaching and learning, partnerships that focused on action research, and other forms of structured knowledge-sharing.

The second day focused specifically on curricula components for DRR and HA capacity building and continued with discussion on preferred PHREEway institutional arrangements and action priorities. Consensus emerged in favour of a **consortium-oriented framework** that specified clear membership criteria and where membership could be achieved through payment of an **annual subscription** or by **in-kind contribution**.

Consensus was also reached on priority activities for PHREEway. It was agreed that in Africa, PHREEway could be a valuable institutional platform for:

- coordinating internships between member universities and INGOs
- defining and implementing a joint ngo-university DRR and HA research agenda
- disseminating information on current courses related to DRR and HA in Africa
- collaborating on DRR and HA short courses

In this context, and in addition to the personal commitments outlined in Section 4.2.3 below, recommendations for institutional follow-through specified that:

- The inventory of Africa-based DRR and HA teaching and learning programmes compiled by Melanie Sanders-Smith (formerly of USAID/OFDA, Pretoria) should be disseminated via the PHREEway portal.
- The current PHREEway Secretariat (Center for Humanitarian Cooperation in the U.S. and UCT/DiMP in South Africa) should compile a meeting report and then a project proposal to source funding for HA and DRR internships and for collaborative short course development.
- A robust fund-raising strategy for PHREEway should be developed.
- INGOs with programmes in Africa and Africa-based universities should use PHREEway as the institutional mechanism for developing, piloting and implementing a DRR short course that was appropriate for African risk conditions and that could be adapted according to context and language.

# Consultative Meeting Report

## 1. Introduction and background to the consultation

In 2005, a consortium of seven United States-based nongovernmental organisations was funded by the Bill and Melinda Gates Foundation to collaboratively strengthen human resource capacities in humanitarian action. This provided an initial platform for nongovernmental organisations, research entities and teaching and learning institutions to begin discussing how they might improve their collaboration.

As this process evolved and shifted to include a wider range of partners, including those in southern countries, the need to strengthen human resource capabilities in disaster risk reduction and humanitarian action emerged as leading priority. Three multi-agency consultations in the US and AFRICA were subsequently convened, resulting in the PHREEway initiative which recognised the growing need for skilled capacity to reduce the economic and human costs of disasters.

The resulting *PHREE-Way* initiative recognized the growing need for skilled capacity to reduce the economic and human costs of disasters. With specific reference to Africa, it also underlined the importance for closer cooperation between nongovernmental organisations and institutions of higher learning in the areas of disaster risk reduction and humanitarian action.

## 2. Introducing the Consultation

### 2.1 Consultation Objectives

The Johannesburg consultation set out to achieve the following objectives:

- To define 'practical modalities' for strengthening the capability of those African institutions of higher learning who are genuinely motivated to engage more actively in capacity building efforts related to disaster risk reduction and humanitarian action.
- To establish a clear mechanism among partner organisations to collaborate on the development of appropriate curricula – either 'foregrounding' humanitarian action and disaster risk reduction, or selectively integrating those key elements that are directly relevant to the discipline or practice concerned.
- To establish practical mechanisms that allow closer and mutually beneficial collaboration between institutions of higher learning and nongovernmental organisations for 'service learning' opportunities, internships, action research, and advocacy.
- To identify possible resource mobilization opportunities that would sustainably support capacity development and capacity building in both humanitarian action and disaster risk reduction in Africa.

### 2.2 Consultation overview

From 28-29 August, 2007, 33 participants representing 24 organisations and institutions met at Le Chateau in Johannesburg (see Annex II). Of these, 26 were based in African countries, with three each from the United States and Europe. Fourteen of those attending were based in or



- The morning exercise took place in small groups, comprising representatives of four-six institutions. Participants were also asked to share their vision for future expansion of programmes related to DRR and humanitarian action and also to reflect on opportunities and constraints related to pursuing these as fields of practice and scholarship. The groups then ‘snow-balled’ into two institutional clusters respectively representing NGO and higher education institutions in the afternoon.

Observations from this exercise are summarized below in Table 1 (universities) and Table 2 (international nongovernmental organisations). Significant points and priorities related to DRR capacity building and research are highlighted in red.

### **Status of disaster risk and humanitarian action capacity building: African universities**

Table 1 shows an impressive level of internal university initiative in this field, with all those attending active in introducing new disaster-risk post-graduate and short professional courses. There are also high levels of commitment to generate locally relevant but thematically diverse forms of risk research.

Recurrent obstacles to academic progress in teaching and learning in disaster risk and humanitarian action were structural, intellectual/conceptual and bureaucratic. They also included constrained access to financial as well as skilled human resources for teaching and research. Representatives of participating universities described the difficulties associated with introducing risk reduction courses into existing academic programmes (ie subsuming them into existing curricula) or endeavouring to establish ‘new’ disaster risk reduction courses.

Repeatedly profiled opportunities afforded by engaging in this field were those associated with partnerships. These included the opportunity to work with colleagues from different disciplines as well as nongovernmental organisations, international and bilateral assistance agencies and local/national governments.

### **Status of disaster risk and humanitarian action capacity building: international nongovernmental and other international organisations**

Table 2 summarises the current status of NGO-oriented efforts related to internal capacity development, profiling an historic institutional emphasis on humanitarian response.

However, almost all the NGOs that attended gave emphasis to developing a uniform or shared framework on disaster risk reduction. They also underlined the importance of professionalizing practice in relation to risk reduction and humanitarian action. A recurrent aspiration was the generation of a recognized qualification/certification that provided for minimum levels of competence in critical content and skills areas.

All valued the opportunities afforded by engaging with institutions of higher learning, especially where these involved multi-disciplinary research, and underlined the need for robust cost-benefit research on the relative effectiveness of different risk reduction interventions.

Numerous obstacles and constraints were identified. These were similar to the limitations described by higher education institutions and included financial constraints/funding cycles (ie emphasis on relief funding). They also underlined ongoing challenges in ‘defining disaster risk reduction’ and its associated terminology.

Human resource constraints featured prominently – especially with respect to staff retention. The ‘disconnect’ between science and policy/practice was also underlined.

“ We tend to be so focused on humanitarian action and less on building up capacity. Our curriculum focuses on building up our skills in response rather than in building up local capacity...

More importantly when we do DRR work we rely on research or work done by those in the “West” and do not give much weight to the knowledge base from our Southern partners”.  
Joy Shiferaw, Care

Table 1: Summary of University Profiles related to DRR

University or Institution	Current Status of Education/Training	Future Vision	Opportunities	Constraints
Ardhi University (Tanzania)	<p>U'grad courses touch on DRR, although DRR not (yet) independently taught at a subject/module level.</p> <p>A number of short and customised DRR courses are conducted at DMTC. Research and advisory &amp; community service activities also done, though more emphasis is needed.</p> <p>Collaboration with national and international actors is good.</p>	<ul style="list-style-type: none"> <li>Have <b>formal DRR courses in place, from 2008/2009</b> academic year.</li> <li>Have a regular calendar of short courses - that attracts participants from both the practice and academic audiences.</li> <li>Establish <b>DRR research agenda</b> and implement DMTC strategic plan 2007/08 – 2012.</li> </ul>	<p>Strong 'politicised will' from government and universities to support DMTC.</p> <p><b>Partnerships with internal and external partners.</b></p> <p>Change of status of UCLAS to Arhdi University.</p>	<p><b>Lack of budget</b> from university/central government for DRR teaching.</p> <p>DMTC' strategic plan for DRR activities in place most of the time but no benchmarks to assess progress.</p> <p><b>Need for sustained HR development</b></p>
Bahir Dar University (Ethiopia)	<p>Recent introduction of u'grad DRM programme</p>	<ul style="list-style-type: none"> <li>Introduce <b>Masters DRM</b> programme</li> </ul>	<p>Support <b>by Univ of Arizona</b> and grad education for BDU, students at UCT</p>	<p><b>Lack of skilled teaching personnel</b></p>
Makerere University (Uganda)	<p>Undergraduate and postgraduate courses are run. 'Public Health in Complex Emergencies' course offered annually.</p> <p>Research on reproductive health, disease outbreaks and health systems associated with migration and displacement</p>	<ul style="list-style-type: none"> <li>Establish <b>Masters Course on Public Health in Complex Emergencies or disaster preparedness and response</b> and associated curriculum development.</li> <li>Establish academic centre integrating health and disaster preparation and response.</li> <li>Accredit formal courses and introduce short courses.</li> </ul>	<p>Supportive university administration management.</p>	<p><b>Lack of personnel, finances,</b> literature and facilities such as transportation.</p>

University or Institution	Current Status of Education/Training	Future Vision	Opportunities	Constraints
<p>North West University/ACDS (South Africa)</p>	<p>Short courses (3-5 days) offered on: introduction to DRM, advanced DRM, development integration of DRM and South Africa policy and legislation.</p> <p>U'grad degree (BA Soc. Sci) with focus on public management &amp; development.</p> <p>P'grad courses: Hons Public Management and Development, Masters in Sustainable Development and a PhD in Public Management &amp; Development.</p>	<ul style="list-style-type: none"> <li>Expand research focus, transdisciplinary projects, advocate DRR into other programmes.</li> <li>Expand on research and teaching capacity, develop a focused <b>DRM Masters degree (and Honours programme)</b></li> <li>Expand scientific research publication record, accredit the "Jamba" journal, and community focused research outputs (dissertations and theses).</li> </ul>	<p><b>Building strong and sustainable partnerships</b>, applied research opportunities, major donor funding commitment.</p> <p>Focused bursary scheme for African students in DRR.</p> <p>Progress towards creating a body of knowledge and theories for DRR.</p> <p>A strong link can be built between practice and academia.</p>	<p>Programme and qualification mix (PQM), teaching capacity and <b>the number of staff</b>.</p> <p><b>Funding</b>, private sector involvement, SAQA/NQF/ETQA process in South Africa.</p> <p>Limited academic understanding of the nature of DRR and reluctance to change.</p> <p>3 different campuses.</p>
<p>University of the Free State (South Africa)</p>	<p>Higher University Diploma in Disaster Management</p> <p>1Year module course on the same level as Honors. Distance learning and/or part time. An average of &gt;55% for all subjects qualify student automatically for Masters degree.</p> <p>58 students from 12 African countries currently enrolled in this program.</p> <p>Masters degree in Disaster Management (Two year full time or 2.5 years part time without Higher University Diploma in Disaster Management. One year full time or 1.5 year part time if students enter with Higher University Diploma in Disaster Management or similar</p>	<ul style="list-style-type: none"> <li><b>Expand scientific research outputs</b> and publications</li> <li><b>Build linkages with African institutions</b> in order to exchange experience, capacity etc.</li> <li><b>Establish integrated disaster early warning training centre</b> with the focus on Africa as Continent</li> <li><b>Expand teaching and research capacity</b> through involvement of international experts</li> </ul>	<p>Bursary scheme from National Government Departments</p> <p>Linkages and need for DRR in Africa</p> <p>DRR is on everybody's mind through media coverage</p> <p>Students in senior positions at NGOs, Governments and UN all over Africa.</p> <p>Multidisciplinary nature of DRR open many opportunities for collaboration</p>	<p>Qualified academic experts in the field of disaster management in support students during research.</p> <p>Availability of qualified study leaders a serious constraint.</p> <p>Qualified academic personnel to teach</p> <p>Disaster Management not yet recognized as an academic discipline</p> <p>The lack of the focus on Risk Reduction as the main element of disaster management by public as well as professionals</p>

	<p>Disaster Management qualification. 75 students from 10 African countries currently enrolled of which 38 students busy with research.</p> <p>Under graduate short courses (1 -5 days) in various aspects of Disaster Risk Reduction and Disaster Management</p> <p>U'grad courses in environmental health monitoring, disaster prediction, mitigation and indicators.</p> <p>Courses also on social &amp; community mobilization.</p> <p>Grad specialisations offered.</p>	<ul style="list-style-type: none"> <li>• Establish solid multi-disciplinary <b>DRR research</b> capacity.</li> <li>• Develop a <b>core graduate course</b> which students from other disciplines can take.</li> <li>• Conceptualise <b>modules for practitioners</b> who may not have the time to undergo rigorous graduate DRR programme.</li> </ul>	<p>Opportunity for academics in various disciplines to understand each other's perspectives and then to build or design a multi-disciplinary DRR agenda.</p> <p>Opportunity to define common grounds for articulating research and teaching within similar lines and also avoid duplication.</p> <p>Opportunity to find a common platform for engaging government and civil society in DRR research and teaching</p>	<p><b>Internal structural and disciplinary constraints</b> – difficulty in having a core DRR course for all disciplines.</p> <p><b>Significant time involved to have a DRR course accredited</b> by faculty boards.</p>
<p>University of Cape Town (South Africa)</p>	<p>Disaster Risk Science Hons and Masters in Env. Geog Sci Dept.</p> <p>Short courses (Disasters &amp; Development and Community Risk Assessment).</p> <p>Research with urban focus on fires, severe weather, flooding and community based risk management.</p>	<ul style="list-style-type: none"> <li>• Become sustainable.</li> <li>• Grow short courses.</li> <li>• Expand research.</li> <li>• Build relations with other African organisations.</li> </ul>	<p>Phreeway, Peri Peri U will assist with establishing capabilities across Africa.</p>	<p>Constraints include <b>financial, human resources and institutional factors</b> (ie. not sufficiently recognised by the university for GOB funding).</p>

University or Institution	Current Status of Education/Training	Future Vision	Opportunities	Constraints
USTHB/LBE (Algeria)	<p>Engineering-oriented u'grad courses including: seismology, geology, seismology- earthquake hazard/vulnerability assessment, soil conditions and landslides reinforcement of existing buildings, etc.</p> <p>Grad. courses including: advanced earthquake engineering, engineering seismology, geotechnical &amp; hydraulic engineering.</p> <p>PhD research in Disaster Risk Reduction.</p> <p>Also DRR workshops, conferences and seminars.</p>	<ul style="list-style-type: none"> <li>• Introduce a DRR <b>masters degree</b> “<b>science du risque</b>”</li> <li>• Conceptualise the course with Year One providing a general overview of DRR on natural hazards, vulnerability, mitigation, rescue and recovery.</li> </ul>	Gain political support from government.	The <b>course curriculum is still to be approved</b> by the Ministry of Higher Education.
University of Sussex/IDS (U.K.)	<p>Organisation structured into teaching, research (climate change &amp; disasters consultancy) and communication of research.</p> <p>Masters degrees in Development Studies; Science, Society and Development and; Poverty and Development. Several other DPhils, MPhils and MA's.</p>	<ul style="list-style-type: none"> <li>• Introduce a <b>disaster management module</b> in MA courses</li> <li>• Introduce a short course for DRR practitioners</li> <li>•</li> </ul>	<p>Work more closely with NGOs (with operations in the field) to develop the teaching programmes.</p> <p>Develop courses in parallel with other institutions elsewhere in the world in different disaster contexts.</p> <p>Reciprocal and collegial mentoring through and co-learningships and exchange teaching visits, etc.</p>	Current <b>institutional structure</b> places constraints on DRR.  IDS concerned with development and has a strong reputation in that field- some internally and externally may not view DRR & HA as relevant.

University or Institution	Current Status of Education/Training	Future Vision	Opportunities	Constraints
DMISA (South Africa)	<p>No formal courses offered but national/regional workshops run.</p> <p>Offer a national/international conference on disaster reduction annually.</p> <p>Awaiting approval from National Disaster Management Centre to administer the ETQA function for disaster management.</p>	<ul style="list-style-type: none"> <li>Establish <b>disaster management ETQA</b> (accreditation of courses/suppliers).</li> <li>Expand conference to include more African participants.</li> <li>Increase the level of knowledge amongst practitioners.</li> </ul>	DMISA will be the Education and Training Authority (ETQA).	Constraints include <b>limited access to funding and a lack of understanding of disaster management by politicians, senior officials and the wider community.</b>
Technical University of Mozambique	<p>Short courses offered for public officers, workers from national institute of disaster management and NGO's on uses of GIS in Disaster Management</p> <p>Short courses organized in rural schools for training teachers for introducing disaster risks management at primary and secondary schools</p> <p>Thesis works of environmental engineers focused on water, sanitation and disaster management</p> <p>Production and translation of existing DRR teaching materials onto Portuguese</p>	<ul style="list-style-type: none"> <li>Introduce in August <b>undergraduate degree on engineering and disaster management</b></li> <li>Dissemination of short courses and workshops in disaster preparedness Water, Sanitation, Public Health and Emergencies</li> <li><b>Establish links with African Lusophonic countries</b> for development of a partnership under the umbrella of periperi U for organization of joint workshops and establishing a post graduate programme on DRR and Development</li> </ul>	<p>The President of Mozambique and the National Institute of Disaster Management have strongly recommended the inclusion of academics and researchers in all areas of DRR in Mozambique</p> <p>Mozambique needs some 60 engineers in the area of DRR and job positions are available ant central, regional and provincial levels</p> <p>There are virtually no engineers in DRR in other African Portuguese speaking countries( Lusophonic countries) with solid knowledge in Water, Sanitation and Public Health</p>	<p>Missing teaching staff with publications and degrees in DRR. Teaching staff will have to be converted into DRR coming from other specialities. Need urgent international training for local teaching staff</p> <p>Lack of literature in the Portuguese language</p> <p>Weak access to international contacts and no research funds to support thesis works. Lack of scholarships to support students involved in collaborative programmes and coming from other African Portuguese speaking countries</p> <p>Lack of funds to participate in field work in disaster situations</p>

Table 2: Summary of NGO Profiles in Relation to DRR Capacity Development

Organisation	Current Status of Education/Training	Future Vision and Priorities	Opportunities	Constraints
<p><b>Care</b></p>	<p>Developing a capacity building curriculum to build staff skills in both emergency response and in preparedness planning.</p> <p>Implementing a rigorous preparedness planning process that includes DRR, and is gradually increasing the number of projects that integrate DRR practices.”</p>	<ul style="list-style-type: none"> <li>Streamline DRR practices into all projects</li> <li>Improve <b>humanitarian policy</b>.</li> <li>Strengthen DRR organisational capabilities, logistics, supply chain and pilot projects</li> </ul>	<p><b>CARE's new emergency strategy highlights importance of emergency programming and preparedness planning</b></p> <p><b>Increased partnerships:</b> PHREWay, ECB, Monterey Tech programme and training delivery.</p> <p><b>Enhanced skill level in DRR</b> and response.</p> <p>Climate change and DRR integration.</p>	<p>Lack of organisational and system-wide practices. No systematic approach to DRR.</p> <p>Funding constraints and the complexity of emergencies.</p> <p>DRR is not always seen as an organizational priority</p> <p>Disconnect between relief and development practices</p>
<p><b>Oxfam</b></p>	<p>Maintaining and building response capacity and growing DRR work.</p> <p>Review lessons and long term impact. Mix of internal training and sharing (ECB). All Oxfam initiatives reflect some element of DRR.</p>	<ul style="list-style-type: none"> <li><b>Change mindset</b> and consequently the funding interest of donors.</li> <li><b>Develop a common framework</b> and support uptake of training models and materials from NGOs into HE institutions.</li> <li><b>Professionalise the sector</b>, with a recognised qualification and skills mix.</li> <li><b>Integrate DRR with development</b> as well as humanitarian action.</li> <li><b>Generate research focused on DRR cost benefit analysis</b></li> </ul>	<p>Opportunities for coordinated DRR advocacy.</p> <p>Cross-disciplinary studies (ie. meteorology and medicine).</p> <p><b>Drive for increased professionalism</b> and linking commissioning of research to North/South &amp; NGO partners.</p> <p><b>HE institutions and NGOs to set objectives and professionalise research.</b></p> <p>Link short-courses with qualifications. Skewed knowledge platform needs to be addressed and made bidirectional.</p> <p>More partnerships should be made.</p>	<p><b>Financial constraints</b> due to funding cycles and internal allocations.</p> <p><b>Staff turnover.</b></p> <p><b>Unstructured and irregular training of employees</b> and uneven skill levels of employees.</p> <p><b>Lack of clarity in DRR terminology.</b></p> <p><b>Weak links between science, policy and human capital.</b></p>

Organisation	Current Status of Education/Training	Future Vision and Priorities	Opportunities	Constraints
<p><b>Save the Children</b></p>	<p>HA - emergency operations project, child protection scheme, livelihoods coaching.</p>	<ul style="list-style-type: none"> <li>Establish a DRR- child-led response team, linking education systems, health promotion and disaster prevention.</li> <li>Build capacity for community based response.</li> </ul>	<p><b>Common-competency framework</b> should be utilised with professional certification.</p>	
<p><b>World Vision</b></p>	<p>Operates in 26 countries in Africa in humanitarian response, rural development and advocacy. Staff have been trained in DRR at UCT in 2006.</p>	<ul style="list-style-type: none"> <li><b>'Repackage' DRR, humanitarianism and development to reduce friction</b> between these domains.</li> </ul>	<p>WVI in the early stages of DRR implementation. Growing discussion around DRR with partners such as PHREEway, ECB, UCT and Tufts. <b>Develop toolkit/guide for field assessment of risks</b> in a community.</p>	<p><b>The DRR concept is yet to be refined</b> – needs clarity. The concept needs to be thought-out (ie 'what is new about DRR?'). <b>Not always easy to obtain donor funding.</b> Not all staff within the organisation are involved in DRR-type activities.</p>
<p><b>ICSU</b></p>	<p>Use and expand network.</p>	<ul style="list-style-type: none"> <li>Raise awareness among vulnerable communities, and validate indigenous knowledge.</li> <li><b>Establish and support multi-disciplinary international research teams.</b></li> <li>Build strategic and intellectual capacity through graduate students and outreach programmes.</li> <li>Conduct studies on geo-hazards and hydro-natural hazards, vulnerability and resilience.</li> </ul>	<p>Liaise with research groups and international bodies.</p>	<p>Knowledge gaps need to be addressed such as inconsistent records and data, collection and analysis. Vulnerability of systems and early warning must be addressed.</p>

Organisation	Current Status of Education/Training	Future Vision and Priorities	Opportunities	Constraints
<b>IFRC</b>	Enhance awareness, increase institutional support, build community capacity (grassroots level), and strengthen existing partnerships.	<ul style="list-style-type: none"> <li>• <b>Develop resource guide</b> and other supporting materials for staff and partners.</li> <li>• Link partners, build DRR institutional capacity as well as a systematic approach.</li> <li>• Strengthen understanding of relevant institutional links between organisations.</li> <li>• Promote advocacy to influence national policy, including through HE institutions.</li> </ul>	<p><b>Partnerships, collaboration and networking, research, and training.</b></p> <p>Clarify DRR and factor this into programme design.</p> <p>Opportunity for advocacy through <b>generation of 'hard' evidence on the value of risk reduction</b> – but this requires multi-disciplinary risk research.</p> <p>Increasing awareness that <b>people need to be developed for the sector not just for an organisation.</b></p>	<p>Limited understanding still on DRR.</p> <p>Little funding is given to mitigation.</p> <p>Robust data and knowledge are needed- strong analysis. Although data collection happens, the results are often 'lost' and not disseminated.</p> <p><b>Weak links between science and policy.</b></p>
<b>UNISDR</b>	Secretariat functions and there are multiple outreach offices globally.  Also global focal point for CADRI (Capacity for Disaster Reduction Initiative)	<ul style="list-style-type: none"> <li>• Raise profile of DRR and address underlying causes.</li> </ul>	<p>'if disasters are increasing, then we are not doing things right'. DRR helps to underline this understanding.</p> <p><b>Opportunity to engage the partners, research and practice</b> – and formulate a relevant strategy.</p> <p>National platform in 25 countries so far. UN thematic fora in Africa (ie drought).</p>	<p><b>Need a new phrase for 'DRR' ie</b> specific thematic focus ('drought risk reduction').</p> <p>Need to identify new partnerships.</p>

### 3.2 Tuesday 28 August: Afternoon feed-back and plenary discussions

The afternoon feedback sessions profiled the need for greater collaboration between international nongovernmental organisations and institutions of higher learning. This focus was also considered consistent with lessons learned in the aftermath of the relief and recovery operations following the Indian Ocean Tsunami in 2005-2006. Post-intervention evaluations of NGO action post-tsunami had shown a clear imperative to 'seat more response capacity in-country', rather than depending on the rapid mobilisation of foreign responders in times of crisis.

During discussions, specific focus was placed both on the potential role of internships for graduates of emerging risk-related teaching and learning programmes, as well as the possibility of applied joint research. These were identified as two useful opportunities that would draw on the strengths of HE institutions as well as more field-oriented NGOs.

SCF and Care representatives also reflected on their experience of the ECB (Emergency Capacity Building) Project. They underlined the need to retain strong curricula competencies in short-term humanitarian response, as well as those focused on developmental risk reduction.

Closely aligned with the need for greater research was the call for more academically recognised journal publications on disaster risk and humanitarian action from within Africa. The participating ngos acknowledged that the absence of robust information on the effectiveness of risk reduction programmes/projects limited their advocacy for increased investment in this area.

### 3.3 Concluding Day One: summary of key issues (presentation given at the beginning of the second day)

#### 3.3.1 Emerging opportunities for NGO-HE collaboration

The first day underlined on areas for potential collaboration between institutions of higher learning and international nongovernmental organisations. Specifically:

For International NGOs, there is now ...	For Higher Education Institutions, there is now ...
<ul style="list-style-type: none"> <li>• A changing mind-set and funding interest by donors beyond relief.</li> <li>• A shared framework and possibility for uptake of materials between INGOs and HE institutions.</li> <li>• Opportunity for researching the cost/benefits of DRR and coordinated DRR advocacy.</li> <li>• A platform for cross-disciplinary networking and for linking the commissioning of research to North/South partners.</li> <li>• The possibility of a joint HE and NGO DRR and HA research agenda.</li> </ul>	<ul style="list-style-type: none"> <li>• A growing number of formal academic programmes with HA and/or DRR orientation that are internally sustainable.</li> <li>• A diversity of disciplines involved and engaged.</li> <li>• A wide range of institutional vehicles and platforms for cooperation and exchange.</li> <li>• Presence of active NGOs within Africa.</li> </ul>

### 3.3.2 Specific focus for partnerships

The first day's discussions also proposed a partnership framework that systematically strengthens human capacity in humanitarian action and disaster risk-related teaching, training, research and practice. Specifically, this could be achieved through:

- Partnerships focused on structured teaching and learning
- Partnerships focused on action research
- Other forms of structured knowledge-sharing

<p align="center"><b>On structured teaching and learning partnerships...</b></p> <p align="center"><b>HE institutions and INGOs can jointly:</b></p>	<p align="center"><b>On action research related to DRR and humanitarian action ...</b></p> <p align="center"><b>HE institutions and INGOs can jointly:</b></p>
<p>Provide input into <b>curricula and formal course development</b>.</p> <p>Strengthen the <b>social relevance</b> of formally-offered courses by having:</p> <ul style="list-style-type: none"> <li>• NGO personnel 'teach-in' for selected courses where gaps exist.</li> <li>• NGOs provide case-studies or other resource materials to augment teaching.</li> </ul> <p>Collaborate on <b>short course development</b> to generate an agreed-on content and field work, with sub-regional adaptations different areas of Africa.</p>	<p>Pursue <b>research internship opportunities</b> post-graduation and/or as a 'sabbatical' or 'fellowship' for current field staff (also links to 'teaching-in' point and ProVention research and action grants).</p> <p>Implement HA and DRR research as an <b>integral focus for Masters/PhD studies</b>.</p> <p>Structure research around a <b>specific programmatic or thematic area</b> as a multidisciplinary or multi-partner research project.</p>

Opportunities for structured knowledge-sharing also existed through joint collaboration on both popular and scientific publications, as well as through hard-copy and web-enabled documentation and an annual or bi-annual meeting.

### 3.3.3 Moving forward on internships

#### Core competencies for interns

There was a consensus that one priority area was the provision of internships for young people with a solid academic grounding, but who needed applied experience in HA and DRR settings.

The institutional framework for such a collaboration required that the participating INGOs jointly define the core competencies required for possible interns. Possible capabilities included:

- strong research skills
- evidence of the 'six vital signs' (qualities of leadership, teamwork capabilities, communication skills, a 'beneficiary' focus, ethics and an understanding of the humanitarian system)
- programme management skills

### Thematic areas for interns

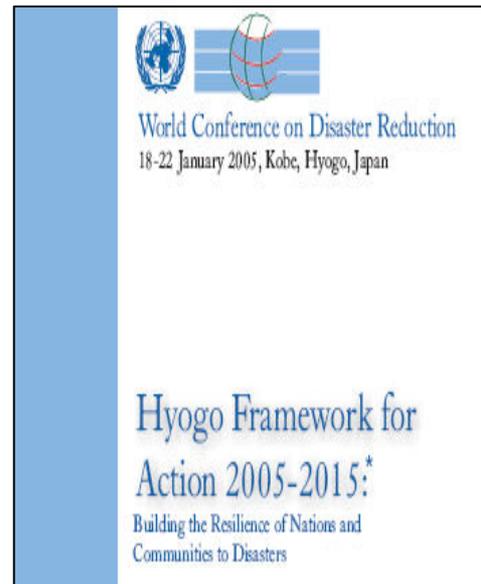
The group suggested that internships should be oriented according to selected thematic areas. These primarily focused on disaster risk reduction and its interface with:

- children
- livelihoods
- public health and environmental health
- civil society,
- and a specific emphasis on community-based disaster risk management and local governance.

Participating INGOs at the meeting discussed the institutional ‘challenges’ of implementing an internship process only for one continent/region, as most offered programmes globally. They also underlined the importance of internal institutional advocacy within their respective agencies, so that regionally, or sub-regionally implemented internship and associated initiatives were supported at headquarters level.

### **3.3.4 An orientation to the Hyogo Framework for Action: Martin Owor, UNISDR**

The day’s presentations concluded with an informative presentation by Martin Owor, UNISDR, on the Hyogo Framework for Action and the ISDR System, in which he provided an overview of increasing global disaster losses. Mr Owor then introduced the Hyogo Framework for Action (HFA), its objectives and priorities for action. He outlined progress taken within Africa to integrate disaster risk reduction into development programming at political and strategic levels and provided a brief overview of the UNISDR system. He concluded with a call for greater engagement by African HE institutions on disaster risk reduction – particularly in fields such as engineering, land-use planning, urban planning and disaster management.



## **4. Overview of Day Two: Thursday 29 August: Chair – Leigh Sonn, UCT/DiMP**

### **4.1 Day Two: Morning Session**

#### **4.1.1 Session overview**

The session began with a review of key issues raised in the previous day’s discussions. It continued with a presentation by Harlan Hale, Principal Regional Adviser for USAID/OFDA Southern Africa. Participants then worked in smaller groups focused on curriculum priorities for formal teaching and learning in Humanitarian Action and Disaster Risk Reduction. This information was presented back and discussed in plenary before lunch.

#### 4.1.2 Overview of USAID/OFDA's engagement in Africa – Harlan Hale

Harlan provided an overview of USAID/OFDA's work in Africa. He specified that while only 10% of OFDA's budget was devoted to mitigation, there were five key areas prioritized for mitigation efforts in Africa.

These were:

- Hydrometeorological risks
- Urban disaster risk reduction
- Promotion of livelihood resilience
- Humanitarian protection
- Increasing military involvement in humanitarian response in Africa.

He underlined the importance of constructively engaging the military to ensure that their efforts are incorporated into civilian-led HA operations. He acknowledged that while this may be challenging for civil society organisations, the outcomes would be more constructive than leaving military partners working in relative isolation.



Office of U.S. Foreign Disaster Assistance



USAID/OFDA

'People do not recover. They just stabilise to a new low.'  
*Harlan Hale, USAID/OFDA*

#### 4.1.3 Feedback from curriculum working groups

Following robust working group discussions, curriculum feedback was provided in plenary. Recurrent observations were shared on:

- Desired knowledge/content areas to be addressed
- Behavioural/attitudinal qualities to be developed
- Specific skill competencies to be acquired
- Methodologies and tools to be mastered.

It was also acknowledged that the level defined for a specific qualification also informed the content and level of complexity of a curriculum.

Table 3 below summarises the proposed core elements for a professional (graduate) practice in Humanitarian Action and Disaster Risk Reduction. These reflect a diverse array of knowledge and skill competencies that are challenging to address through most contemporary academic programmes. This is especially the case, given the multi-disciplinary character of the required competencies and the applied character of disaster risk reduction and humanitarian action.

**Table 3: Proposed elements for HA/DRR curricula**

Core Element of Curriculum	Examples of specific interpretation
<p style="text-align: center;"><b>Subject knowledge</b></p> <p>Appropriate theory</p> <p>Global and legal frameworks and policies in HA and DRR</p> <p>Basic knowledge of hazard, risk and disaster dynamics and trends</p> <p>Basic knowledge of current 'best practice' in HA and DRR</p> <p>Basic sectoral/disciplinary knowledge relevant to DRR and HA that is adapted to context</p>	<p>ie Political Ecology, Development theories, Epidemiology</p> <p>Hyogo Framework, International Humanitarian Law, Sphere Standards</p> <p>Context-specific risk and vulnerability mechanisms Natural and human-induced hazard mechanisms</p> <p>Risk reduction, mitigation, response, legal instruments, engineering strategies, governance mechanisms</p> <ul style="list-style-type: none"> <li>• water, economics, climate variability, climate change</li> <li>• shelter, health &amp; nutrition, environmental management</li> <li>• education, protection, livelihoods, , food security and social protection</li> <li>• urban planning, agriculture, public administration</li> </ul>
<p style="text-align: center;"><b>Skills</b></p> <p>Analytic skills</p> <p>Spatial interpretation skills</p> <p>Assessment and application skills</p> <p>Communication skills</p> <p>Management skills</p>	<ul style="list-style-type: none"> <li>• context analysis - ability to analyse the current political, social, protection issues/situation, including legal frameworks</li> <li>• data collection and analysis</li> <li>• basic mapping skills</li> <li>• geography, GIS, GPS</li> <li>• map reading</li> <li>• image interpretation</li> <li>• assessment tools and methodologies</li> <li>• vulnerability and risk assessment</li> <li>• safety &amp; security</li> <li>• early warning</li> <li>• community participatory tools</li> <li>• basic ICT skills, report, proposal and basic science writing skills</li> <li>• media communication, public speaking</li> <li>• monitoring and evaluation</li> <li>• project management and design</li> <li>• basic financial management</li> <li>▪ humanitarian accountability</li> </ul>

One group also proposed differentiating between curricula for a shorter emergency-oriented humanitarian action ‘training’ and longer more strategic developmental risk reduction ‘education’.

These are compared below:

<b>Possible content in shorter emergency-oriented humanitarian action ‘training’</b>	<b>Possible content in longer developmental risk reduction course</b>
<p>Transition - urgency and consultation            Conflict (including civil and military elements),            Gender in emergencies, HIV in emergencies,            Children in emergencies</p> <p>Sphere standards</p> <p>Security management - actor mapping, risk assessment, guides, case studies, community policing</p> <p>Logistics</p> <p>UN system, donor environment</p> <p>Training of Trainers, chairing meetings, professional communications, adult learning, cross cultural skills</p>	<p>Conflict, DRR- floods, drought and urban, Climate change adaptation            Livelihoods, water and sanitation            Public health/Environmental Health</p> <p>IHL and HRL            Protection</p> <p>Risk assessment, disaster impact assessment            Programme management (business school)            Log frames</p> <div data-bbox="821 929 1268 1097" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>The longer course assumes a robust undergraduate qualification in a disaster risk- or humanitarian action-associated discipline</p> </div>

A range of different teaching and learning methods were discussed – that include simulation exercises developed by NGOs, as well as the possibility of field placements (i.e. synchronised with rainy seasons in southern Africa and South Asia).

Steve McDonald (SCF) provided feedback on one capacity building model in which combined both academic and vocational learning and which the SCF Alliance is developing jointly with the Open University. It aims at generating a certificate in humanitarian operations and incorporates a seven-day ‘immersion’ course, followed up with three months of mentored field practice. The immersion course focuses on humanitarian principles, standards for practice and emergency assessment. Steve explained that SCF shared this model with seven other agencies through a Staff Development Program, funded by the Emergency Capacity Building Project – which was subsequently modified and pilot-tested across seven agencies.

He acknowledged, in response to observations that the current course contained limited DRR input, that while more risk reduction content could be added to the course, its primary focus is humanitarian action in emergencies.

## **4.2 Day Two: Afternoon session**

### **4.2.1 Session overview**

This session specifically placed emphasis on PHREEway’s institutional arrangements. Leigh Sonn presented an overview of how PHREEway is currently structured, and Randall Kemp introduced the PHREEway website. Participants provided feedback on how best to proceed institutionally – and expressed opinion on the priority areas where collaboration could take place.

#### 4.2.2 Plenary discussion and PHREEway guidance

Considerable discussion took place on possible institutional arrangements for PHREEway. This conversation among participants was also informed by the technical scope of the projects and activities PHREEway would carry out.

Consensus emerged in favour of a **consortium-oriented framework** that specified clear membership criteria and where membership could be achieved through payment of an **annual subscription** or by **in-kind contribution**.

Consensus was also reached with respect to **specific activities to be prioritised**. It was agreed that in Africa, PHREEway could provide a valuable institutional platform for:

- coordinating internships between member universities and INGOs
- defining, consolidating and implementing a joint NGO-university DRR and HA research agenda
- disseminating information on current courses related to DRR and HA in Africa
- collaborating on DRR and HA short courses.

A small working group (Joy Shiferaw, Steve McDonald, Chris Orach and Osman Alhassan) volunteered to draft a provisional list of follow-up commitments for those attending the meeting. These commitments are presented in the boxes below.

#### Proposed PHREEway Commitments

##### Promotion of DRR and PHREEway -I will:

- promote PHREEway among other networks and potential new partners.
- sell the PHREEway concept and DRR collaboration opportunities to the global DRR manager in my organisation.
- develop a research agenda pertaining to DRR in my country.
- as a voluntary member of a committee to delegate on decisions, I will commit to sending my responses so that the process can progress.
- get the organisation to change its focus from humanitarian action to risk management.
- establish functional relationships with members with respect to my organisation's DRR research agenda and its roll-out.

##### Internships - I will:

- establish a research assistantship /internship in my organisation for an honours or masters graduate of a southern university programme.
- commit to assisting with a research inventory to enable internships.
- get the internship programme going and link students with research needs in the field (NGOs).

##### Course Development - I will:

- contribute to the improvement of curriculum and course entrants in DRR and conduct short courses.
- work on developing a focused training curriculum for DRR- short courses and research.
- utilise the short courses which will be highlighted to increase the capacity of employees and volunteers in reducing disaster risk.
- network in the capacity building component of my organisation.

## Proposed PHREEway Commitments continued ...

### Sharing -I will:

- contribute to research work for the needs of NGOs and help generate a DRR research agenda.
- seek opportunity to build capacity in close partnerships with universities.
- share case studies/best practices with relevant HE and plan for joint future case studies.
- link with universities on postgraduate research needs and opportunities in southern Africa.
- continue to build partnerships to ensure that best practice can be realised in not only the workplace but also in institutions and draw links between PHREEway members and other initiatives both I and my organisation are engaged in.
- encourage my organisation's country offices to engage local (national) universities in their emergency preparedness planning including DRR/mitigation response design.
- try to find out about other universities and organisations and what they are doing/what courses they are running.
- officially contact all NGOs in my country and actively involve them in DRR/HA and asking them what they expect from the university and possible collaboration avenues.
- report back to my colleagues about relevant conversations and learning from this and discuss how each could engage with PHREEway. I would like to advocate for DRR to be built into my organisation's research and teaching. I will follow up with all the people who said 'it'd be a good idea to talk about...'
- find out more about ways in which relevant documents from my organisation (case studies, pilot projects and research) can be shared with higher education institutions and other NGOs. If such a mechanism does not exist, then I will attempt to advocate for it.
- link up with all the participants to keep track of their activities and how these can be coalesced into a broader inter-disciplinary network for improving resilience or reducing vulnerability of African communities to hazards/disasters. I will involve the PHREEway

### Website - I will:

- invite representatives of NGOs in my region to Research and Action Grants regional presentations.
- post information on the PHREEway website.
- place university programmes and developments on the portal.
- use portal information for data and for training/learning.
- post information about internship opportunities on the portal
- post information about research opportunities on the portal

### Funding - I will:

- commit to helping PHREEway raise funds.
- secure funding for continued development of PHREEway.

### 4.2.3 Conclusions and recommendations

The consultation concluded with a strong consensus that the meeting had been stimulating and intellectually engaging. For many of those attending, it was the first substantive opportunity to have engaged with colleagues from either Africa-based institutions of higher learning or international nongovernmental organisations. Several representatives from nongovernmental organisations had expressed initial surprise at the number of established and emerging formal academic programmes in disaster risk-related disciplines across the continent, and commented that this information was not well disseminated.

There was strong agreement that the small group and plenary discussions had been informed by impressive levels of expertise from a diverse range of disciplines and institutions that constituted a valuable human resource that should be better harnessed to support both disaster risk reduction and 'cutting edge' applied research.

There was also consensus that, at least for Africa, an institutional platform such as PHREEway could play an essential role in DRR and HA capacity building – linking practice with formal teaching and learning.

In addition to the personal commitments outlined in Section 4.2.3 above, recommendations for institutional follow-through specified that:

- The inventory of Africa-based DRR and HA teaching and learning programmes compiled by Melanie Sanders-Smith (formerly of USAID/OFDA, Pretoria) should be disseminated via the PHREEway portal.
- The current PHREEway Secretariat (Center for Humanitarian Cooperation in the U.S. and UCT/DiMP in South Africa) should compile a meeting report and then a project proposal specifically to source funding for HA and DRR internships and for collaborative short course development.
- A robust fund-raising strategy for PHREEway should be developed.
- INGOs with programmes in Africa and Africa-based universities should use PHREEway as the institutional mechanism for collaborating on developing, piloting, and implementing a DRR short course that was appropriate for African risk conditions and that could be adapted according to context and language.

**Annex I  
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## Annex II: Preparatory Documents

### Preparatory Work in Advance of PHREEway Consultation 28-29 August, 2007

#### Introduction

A diversity of organisations and institutions are attending the PHREEway meeting, many of whom will not have met previously.

#### Preparation for Day 1

The first day's exercises aim at building an understanding of the current capacity building activities being undertaken related to DRR and HA – specifically in Africa. This is to build a shared understanding of our existing resources – and build from these. For this, we would like to ask a representative of each ngo and university attending to generate a simple institutional poster that summarises their institution/organisation's current experience in capacity building for disaster risk reduction and/or humanitarian action.

The idea of a poster is to summarise 'key points' (ie in bullet point form) for all of us to address in small groups for an overall sense of current and future priorities.

We would like to suggest that the poster emphasis differs slightly for teaching and learning institutions and INGOs

#### For the higher education institutions:

Categories to include on the poster	Suggested information to incorporate under each heading
Current status of formal and non-formal courses related to DRR and/or HA	<ul style="list-style-type: none"> <li>• 'Parent' discipline (ie public administration, environ/geog science)</li> <li>• Courses offered (formal and/or non-formal) and qualifications (ie BA or MSc, MPhil). Assessed programme strengths or unique' qualities and target market</li> <li>• Level: u-grad, grad. and nos.</li> <li>• Residential, block, distance, elearning</li> </ul>
Learner/student profile	<ul style="list-style-type: none"> <li>• Age and gender</li> <li>• Required entrance capacities and prior learning</li> <li>• Primary sources (ie straight from h'school), govt employees</li> <li>• Post-qualification employment pattern (govt, ngo, pvt sector etc)</li> </ul>
Learning outcomes...gaps	Content areas, skills/competencies, attitudes
Teaching/learning methods	Includes sources of teaching and learning (ie within/across disciplines), 'buying-in' teaching staff, service learning obligations
Course development or expansion in next five years, and institutional support required	<ul style="list-style-type: none"> <li>• Your 'vision' for your programme ...new content, responsiveness to changing/growing market demands, increased student nos., greater diversity in student/learner profile, research ...</li> <li>• Internal and external sources of moral, technical and financial support and advocacy, including access to information</li> </ul>

Development constraints & solutions	Obstacles that would need to be overcome to achieve this development ...and possible solutions
Other supportive services you offer related to DRR/HA	For instance, ejournals, websites, technical support, participation on committees, networking, contribution to policy development, etc

**For the nongovernmental organisations:**

<b>Categories to include on the poster</b>	<b>Suggested information to incorporate under each heading</b>
Brief overview of scope of current work in Africa	<ul style="list-style-type: none"> <li>• Countries, general programmes</li> <li>• Main partners</li> <li>• Specific activities in or related to DRR and HA</li> </ul>
Profile of entry-level practitioners/professionals	<ul style="list-style-type: none"> <li>• Age, gender profile</li> <li>• Main sources</li> <li>• Respective qualifications, competencies and experience – field and management staff</li> </ul>
Continuing education, staff development, retention and promotion	<ul style="list-style-type: none"> <li>• Personnel development/training/curriculum development ...how, where, by whom, what practice areas?</li> <li>• Links to formal teaching institutions in Africa? US? UK, Europe?</li> <li>• Internal career paths and basis for promotion: Academic qualifications and/or demonstrated capacities through 'on the job learning'</li> <li>• Staff retention or temporary employment for emergency operations</li> </ul>
Assessment of organisation's strengths wrt HA and/or DRR	Knowledge, skills, attitudes...current gaps current professionals and practitioners)
Future development aspired to in DRR and HA and the institutional support for this	Your 'vision' with respect to enhanced organisational capacity in DRR and HA in the next 2-5 years (skills, knowledge, attitudes, new/different programmes, research and partnerships)□ Internal and external sources of moral, technical and financial support and advocacy, including access to information
Development constraints and solutions	Obstacles that would need to be overcome to achieve this development ...and possible solutions
Other supportive services you offer related to DRR/HA	For instance, websites, technical support, participation on committees, networking, contribution to policy development, etc

**Preparation for Day 2**

The second day will focus more on key curriculum elements related to disaster risk reduction and humanitarian action.

Could we ask that each institution/organisation attending consider and outline its teaching and learning priorities related to **DRR and/or HA** (some organisations will only focus on one of these areas).

This specifically relates to:

- learning outcomes you are aiming for (ie knowledge, skills and attitudes)
- critical content areas that need to be covered
- learning activities/methods that should ideally be used (including; lectures, materials used, field work, projects research, service learning)
- assessment methods to determine whether learning has taken place

Please list:

- the three-five of the **most important references** (published/unpublished) you view as indispensable for this learning process.
- your most useful **websites** for sourcing supportive material
- the most useful **journals, books** or other sources for obtaining supportive material

Please summarise your main points related to these headings on two flip charts or a poster to bring to the meeting.

Thank you!!!