TeDrr
Transdisciplinary Education for Disaster Risk Reduction

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January 15, 2015

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- What are we doing wrong, and how should we improve?
  - Our main challenge is implementing knowledge. We study the problems and understand the mechanisms. Then we come with risk reduction technologies and methodologies . However we do not study enough about implementing these solutions. Are they integrated with the other needs of the target communities. Are they sustainable?

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ALL OF THE ABOVE NEED NEW RESEARCH AND EDUCATION APPROACHES

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Multi, Inter and Transdisciplinary Approaches

From Annemarie Groot et al, WUR Wageningen KB1 Congress, 2009

Multi-disciplinary:
Experts from different disciplines work side-by-side on elements of the same problem.

Education ▸ Education

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Inter-disciplinary:
Collaboration between experts from different disciplines, with interaction ranging from exchange to integration.

Trans-disciplinary:
Collaboration among experts from different disciplines *and* non-experts. Integration of needs, practical experience, and expert knowledge.

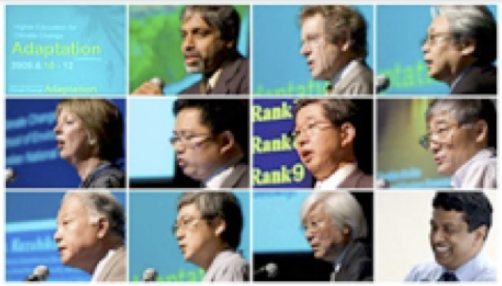
Training ▸ Training

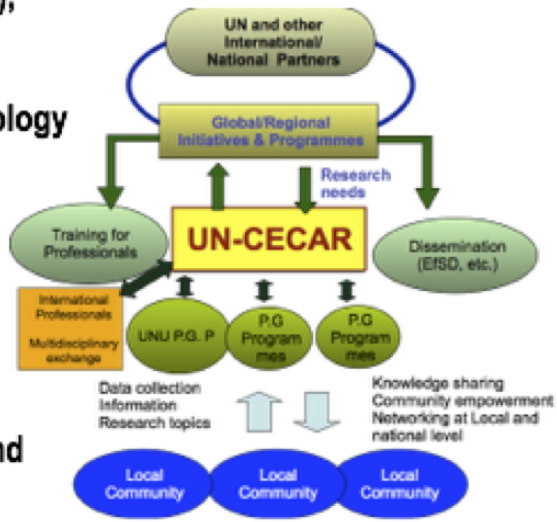
Applied Field Projects

University Network for Climate and Ecosystems Adaptation Research: UN-CECAR

Established in 2009 to develop local capacities through Interdisciplinary approaches. The group jointly develop educational and research programmes.

- Australian National University
- Bangladesh University of Engineering and Technology
- Tsinghua University, China
- Chinese Academy of Forestry
- Indian Institute of Technology Delhi
- Indian Institute of Technology Kharagpur
- Gadjah Mada University (UGM), Indonesia
- Kyoto University, Japan
- The University of Tokyo, Japan
- Ibaraki University, Japan
- Ritsumeikan Asia Pacific University, Japan
- National University of Malaysia (UKM), Malaysia
- Tribhuvan University, Nepal
- University of Engineering and Technology Lahore (UET), Pakistan
- University of the Philippines,
- Yeungnam University, Korea
- Seoul National University, Korea
- Nanyang Technological University, Singapore
- University of Peradeniya, Sri Lanka
- Asian Institute of Technology, Thailand
- Chulalongkorn University, Thailand
- Viet Nam National University, Viet Nam





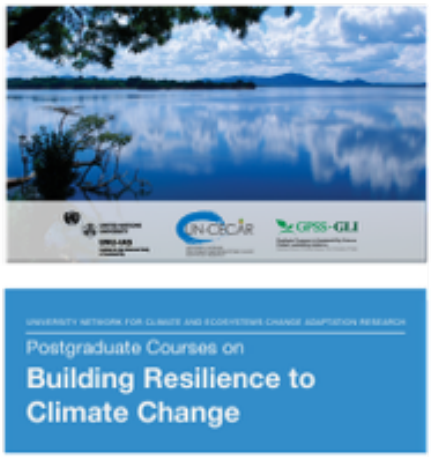
IAS

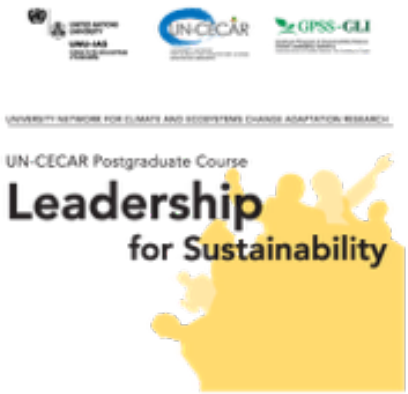
UN-CECAR Postgraduate Courses:

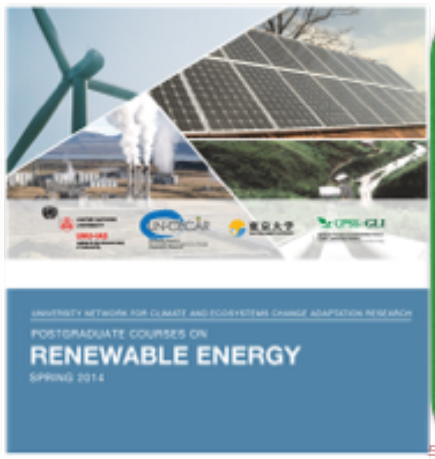
Building Resilience to Climate Change (1 & II)

- Science, Impacts and Vulnerability - I (nat. science)
- Approaches to adaptation - II (social science)

- Taught by partner university faculty and international experts.
- Students nominated by member uni, credits can be transferred (17 uni.)
- Open to all, no tuition fee for member inst. often local support provided







Blended Model from 2014: Transcribed lecture videos studied before classes: Video conference links universities

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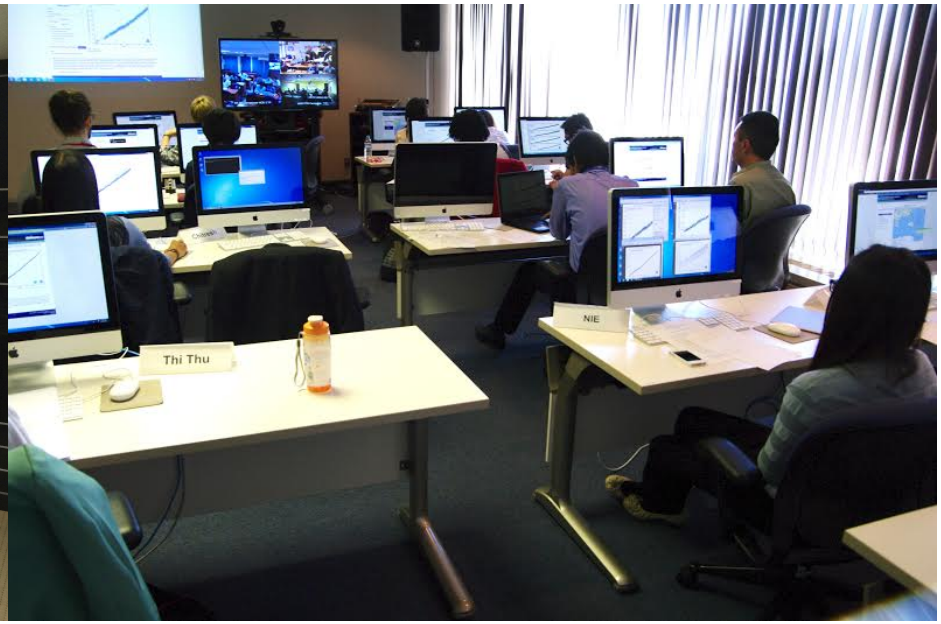
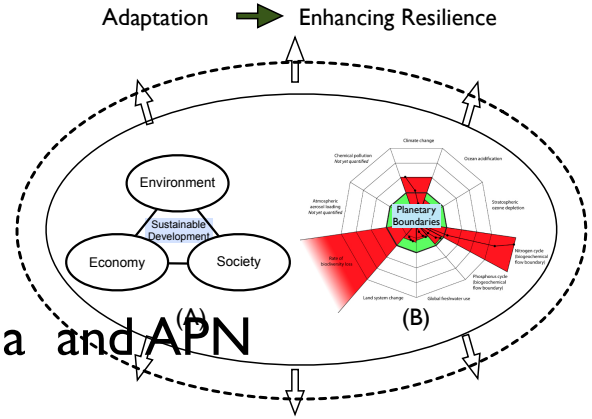
FAN


Mitigation Actions
Adaptation
Observations

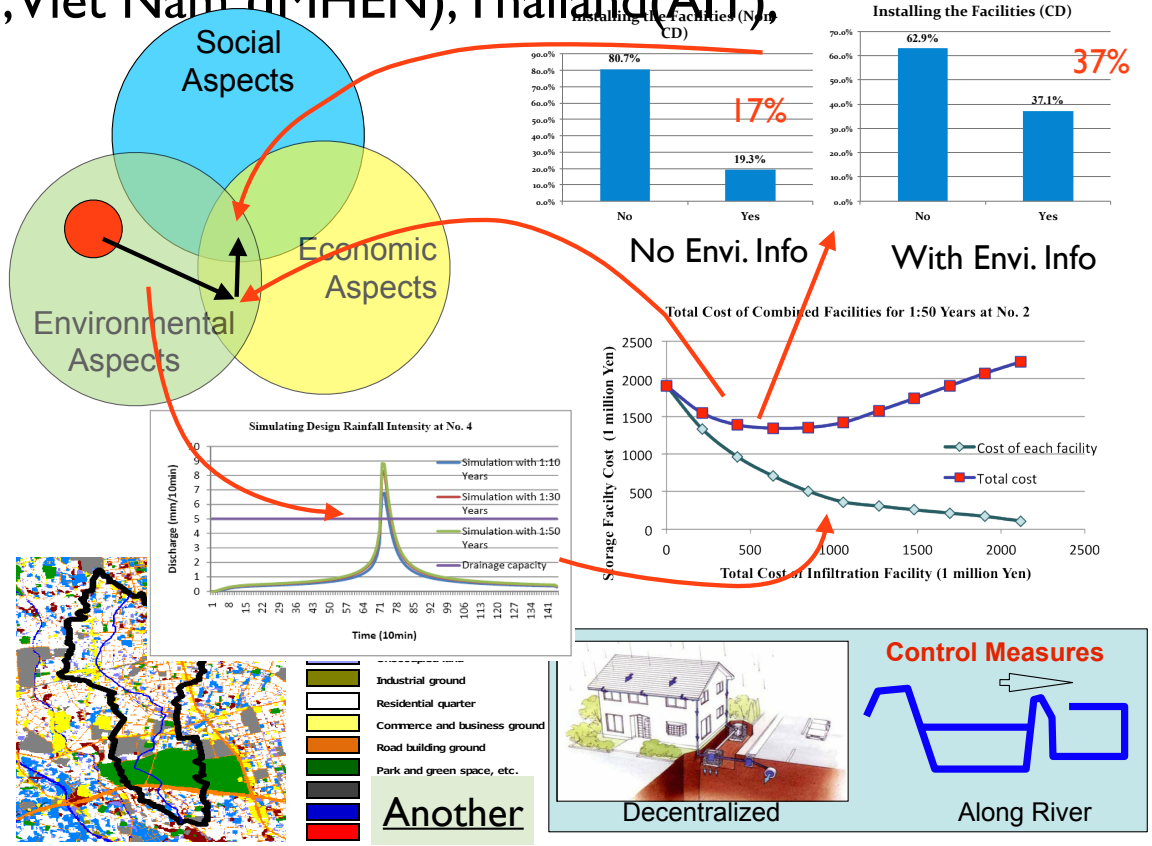

Thi Thu
NIE

Project	Sustainable Urban Water Management
GC Driver	Climate Change, Urbanization
Theme	water too little, water too much
Funding	Ministry of Science and Technology, China and APN
Partners	Japan (Local Gov, University, NGO), China(Tsinghua), Viet Nam (IMHEN), Thailand(AIT),



Synopsis

Climate change and urbanization has similar effects on urban water cycle. Urban water management through a combination of centralized and decentralized (onsite) with a focus on preserving local water cycle can lead to sustainable solutions



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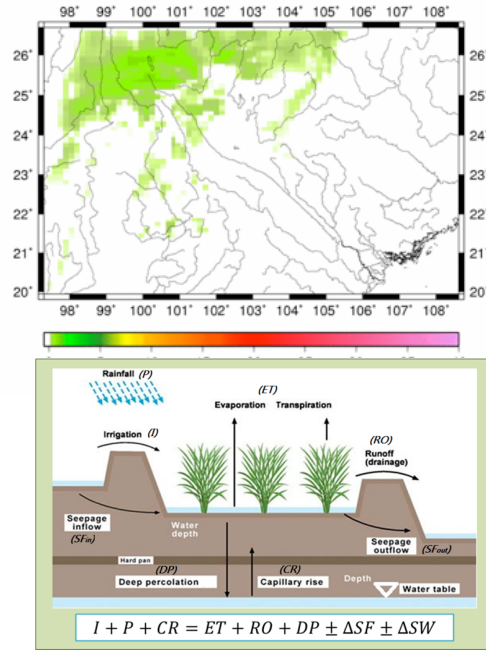
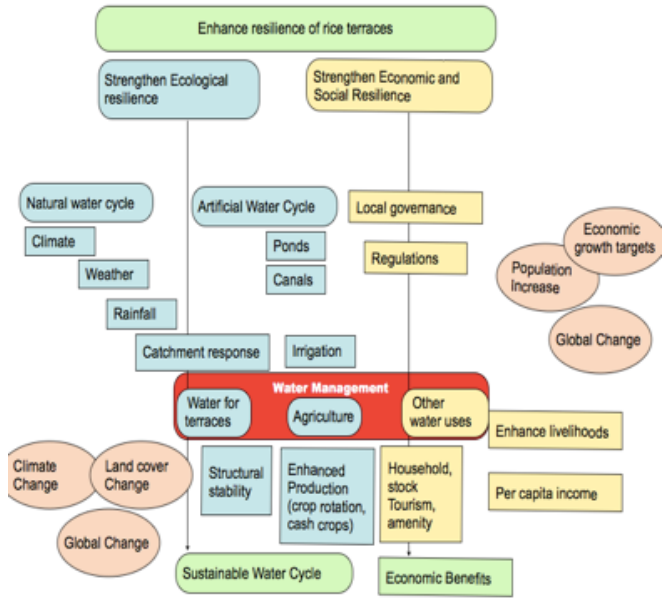
Project	Rice Terrace Sustainability
GC Driver	Climate Change
Theme	Food, water too little, water too much
Funding	APN
Partners	Yunan Normal University, University of Philippines, Tsinghua University, Dept. foresrry, NGO Sitmo
Synopsis	Developing ecossytems based strategies for enhancing resilience of Rice Terrace Farming



Activities



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TeDrr Workshop Outcomes

UN-CECAR
UNIVERSITY NETWORK FOR CLIMATE AND ECOSYSTEMS CHANGE ADAPTATION RESEARCH

UNITED NATIONS UNIVERSITY
UNU-IAS
Institute for the Advanced Study of Sustainability

United Nations University, 5F Elizabeth Rose Hall
Friday, 31st October 2014
09:30 - 16:30

Agreed that TeDrr should be implemented as project-based pilot research programmes addressing a local complex problems that require the participation of relevant stakeholders.
Issues: how the project leadership and accountability is implemented, the rewards and motivation, consensus building and conflict resolution all need guide lines for successful implementation of transdisciplinary projects.

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Concluding Remarks

- Post graduate sector can be the engine for customising useful global knowledge; especially to bring in sustainability considerations.

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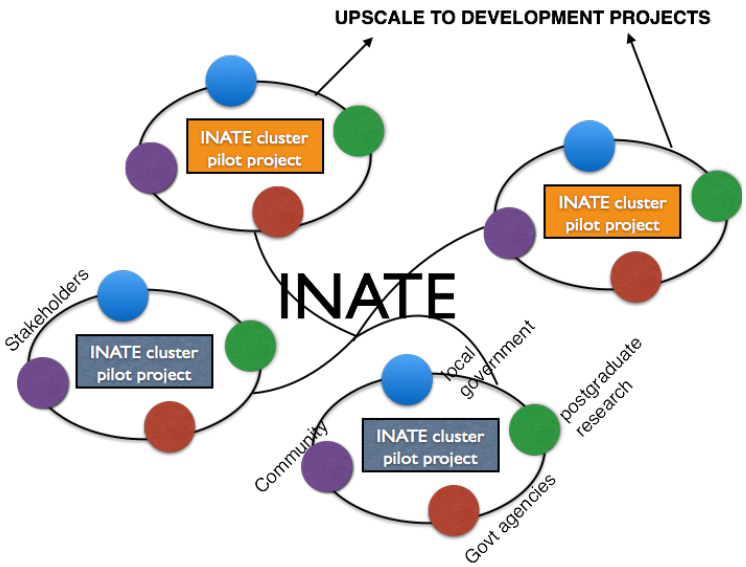

International Nnetwork for Advancing Transdisciplinary Education [INATE] is proposed to develop and implement pilot demonstration research project clusters across Asia that can be upscaled to Transdisciplinary projects addressing DRR and Sustainability.

Thank You!