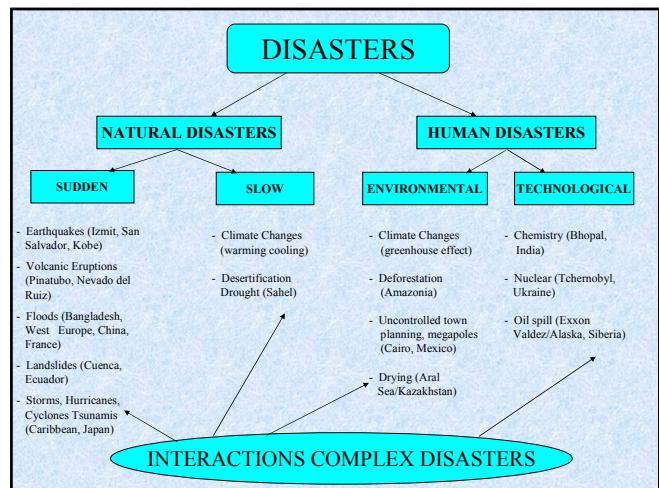
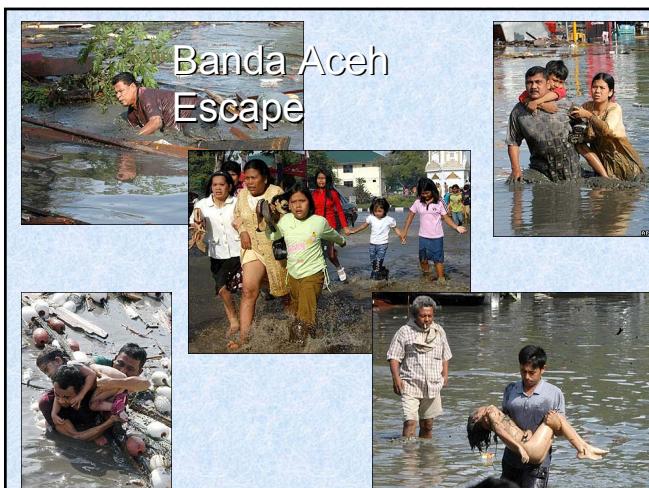
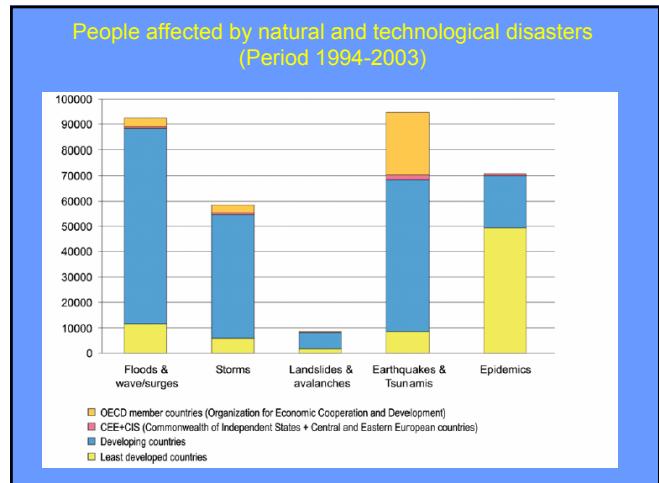
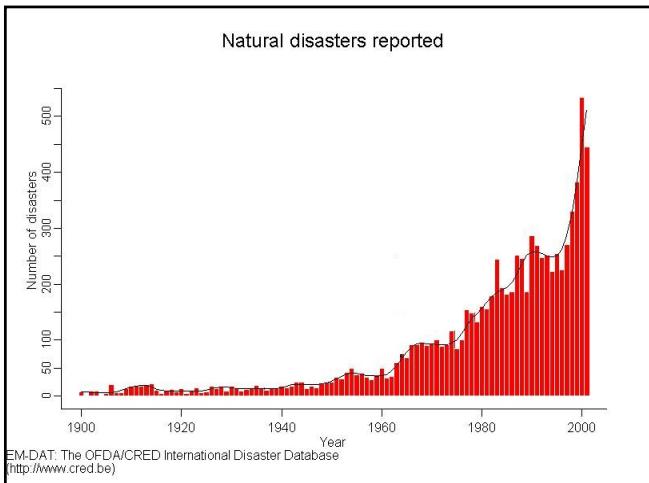
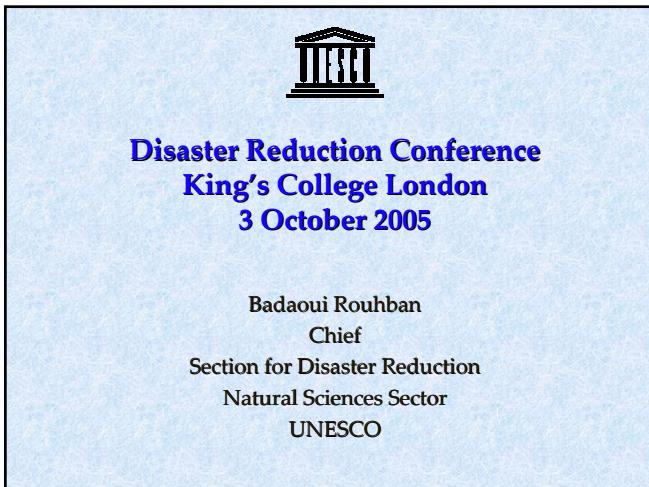
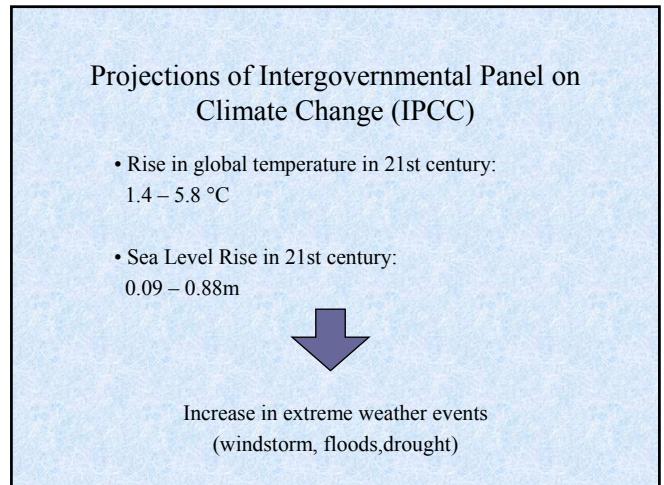
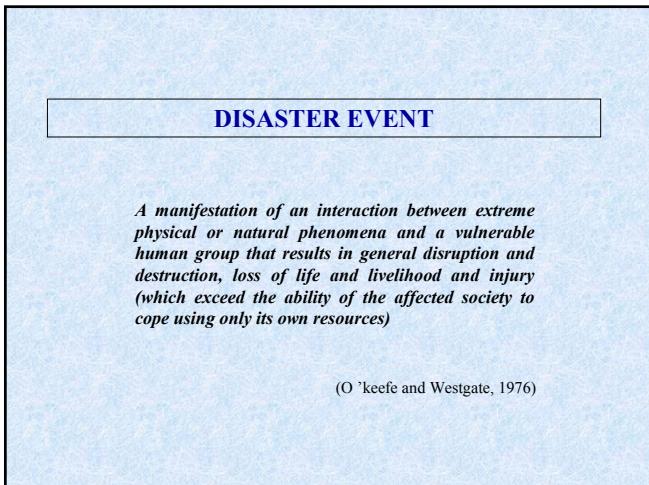


**UN Disaster Reduction Conference, 3 October 2005**  
**Badaoui Rouhban, Natural Sciences Sector, UNESCO**





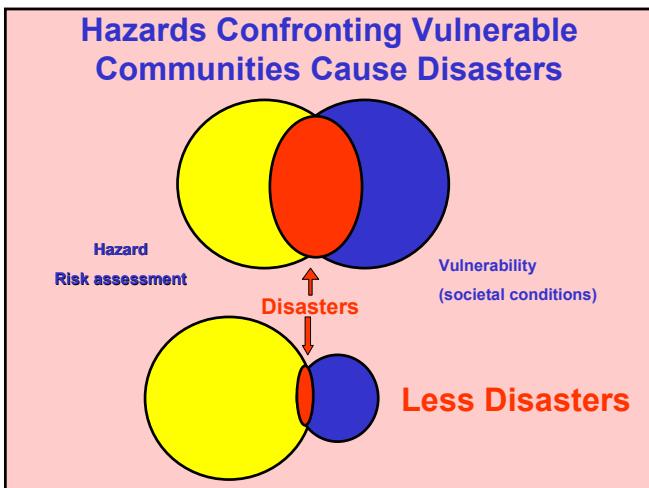
**Hazard (H) =**  
probability of occurrence within a specific period of time in a given area, of a potentially damaging phenomenon

**Vulnerability (V) =**  
elements exposed

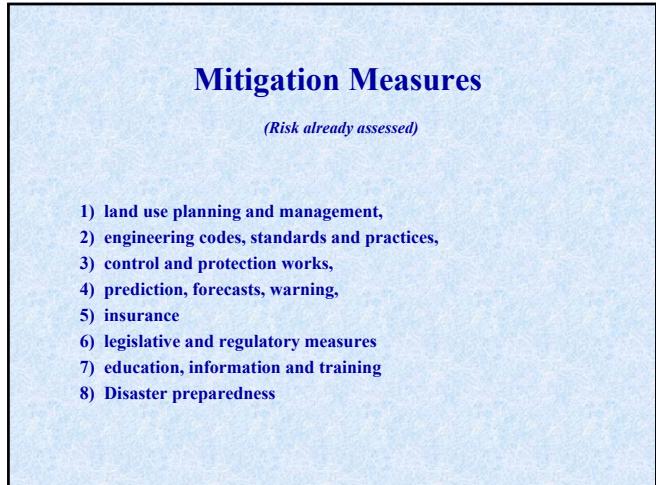
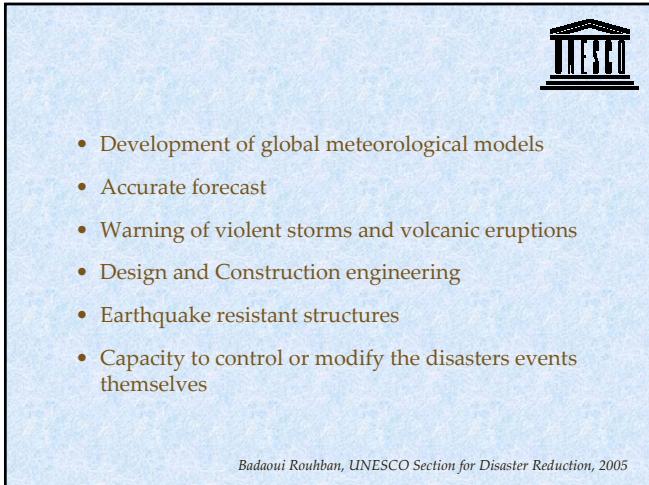
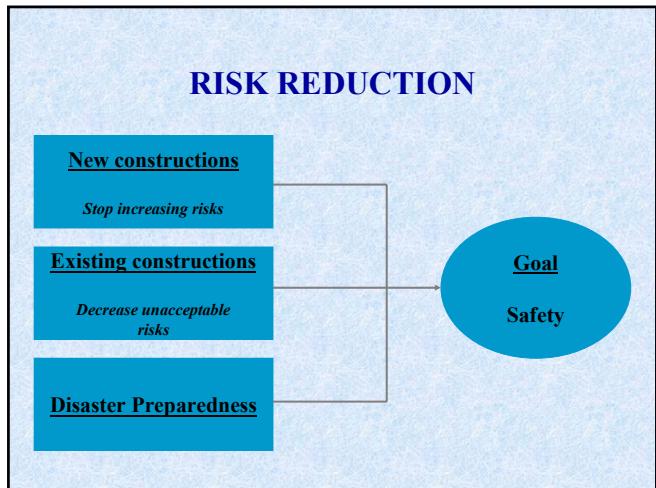
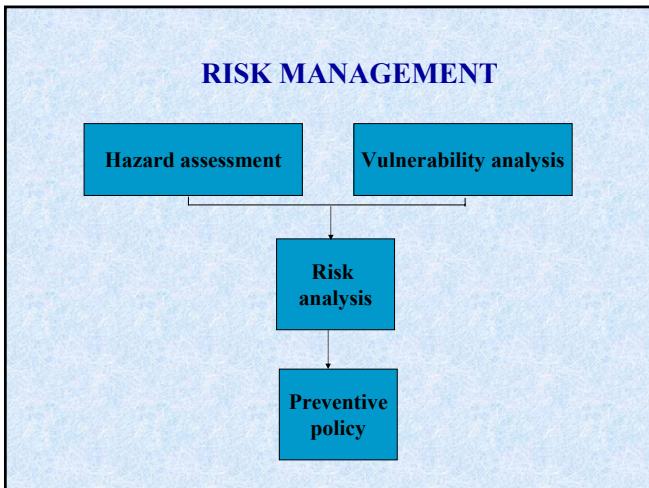
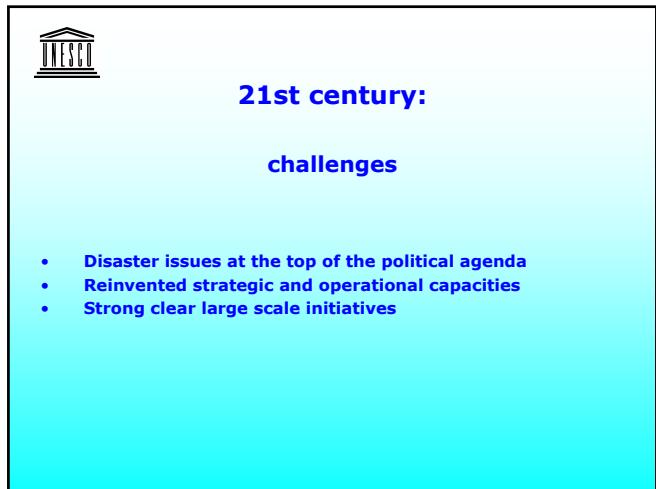
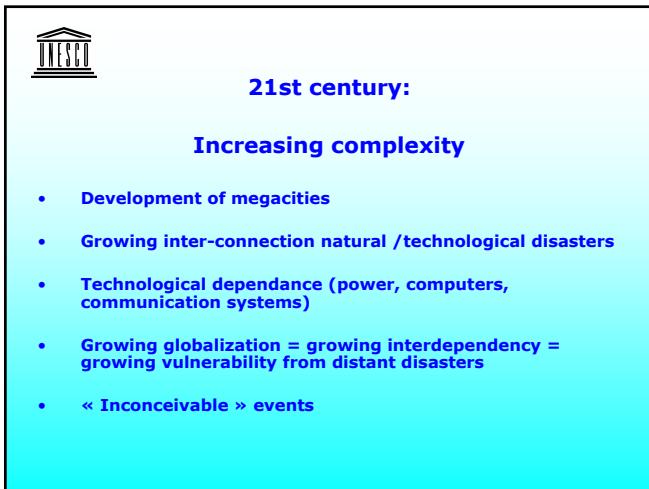
**Risk (R) =**  
expected losses as the result of the occurrence of hazard

$$\text{HAZARD} \times \text{VULNERABILITY} = \text{RISK}$$

$$H \times V = R$$



- TRADITIONAL FUNDAMENTAL CAUSES OF VULNERABILITY**
- Lack of access to resources (material vulnerability)
  - Disintegration of social patterns (social vulnerability)
  - Degradation of the environment (ecological vulnerability)
  - Lack of strong institutional structures (organizational vulnerability)
  - Lack of access to info and knowledge (educational vulnerability)
  - Lack of public awareness (attitudinal and motivational vulnerability)
  - Certain beliefs and customs (cultural vulnerability)
  - Limited access to political power (political vulnerability)
  - Weak buildings and critical facilities and lifelines, unplanned settlements (physical vulnerability)



## Barriers to disaster reduction

- perception of inevitability; fatalism
- prevention measures neglected
- information about natural disasters and disaster reduction techniques is not disseminated
- planning divorced from hazard management

## Coping with Killer Cyclones in Bangladesh



- 1970 : around 500, 000 deaths  
*Storm warning system*
- 1985 : 10, 000 deaths
- 1997: 193 deaths

Badaoui Rouhban, UNESCO Section for Disaster Reduction, 2005

## FACTS

- Aug 2005: Sendai (Japan); magnitude 7.2 earthquake: no deaths
- 2003: Bam (Iran); magnitude 6.5 earthquake: 25,000 deaths
- 1993: Latur (India); magnitude 6.4 earthquake: 25,000 deaths
- 1989: Loma Prieta (California); magnitude 7.1 earthquake: 75 deaths
- 1988: Spitak (Armenia); magnitude 6.8 earthquake: 25,000 deaths

## Earthquake Engineering



- 1976 : Magnitude 7.8 earthquake, Tangshan, China: more than 300, 000 +deaths
- 1985 : Magnitude 7.8 earthquake, Valparaiso, Chile: 150 deaths

Badaoui Rouhban, UNESCO Section for Disaster Reduction, 2005



## Katrina (2005) 1,121 fatalities (29/9/05)

## Mitch (1998) 11,000 fatalities

## KOBE 's EARTHQUAKE

Table 3: Comparison of Damage State of Piers Designed under Codes of Different Ages

Damage state	A <sub>s</sub>	A	B	C	D	total
Pre-1971 design	68 (5.8%)	92 (7.8%)	119 (10.1%)	358 (30.5%)	538 (45.8%)	1175 (100%)
Post-1980 design	0 (0%)	0 (0%)	14 (5.6%)	40 (16.1%)	195 (78.3%)	249 (100%)

*A<sub>s</sub>: Heavy damage (completely collapsed)*

*A: Heavy damage (to be demolished)*

*B: Moderate damage (considerable structural deterioration)*

*C: Slight damage (cracking)*

*D: No damage*

(from Kaneda)



**A Blend of Approaches :**

- Science and Technology
- Traditional knowledge
- Interdisciplinarity



*Badaoui Rouhban, UNESCO Section for Disaster Reduction, 2005*

## **Cost-effectiveness of Prevention**

A dollar spent on disaster preparedness can prevent \$7 in disaster-related economic losses

1/7 Ratio!



**United Nations Educational Scientific Cultural Organization**

**Natural, social, human sciences**

**Culture, communication, information**

*Badaoui Rouhban, UNESCO Section for Disaster Reduction, 2005*

**Within the International Strategy for Disaster Reduction**

**UNESCO provides a unique intellectual setting linking:**

Natural sciences  
Social and human sciences  
Education  
Culture  
Communication and information



The purposes of UNESCO in the field of natural disasters are



- To promote a better understanding of the distribution in time and space of natural hazards and of their intensity
- To help set up reliable early warning systems
- To encourage the adoption of suitable building design
- To protect educational buildings and schools in hazard-prone areas
- To protect and repair cultural monuments
- To enhance preparedness and public awareness through education and training, communication and information

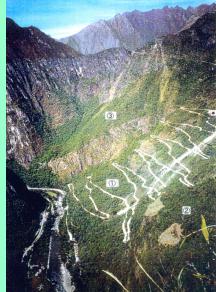
## **UNESCO programmes in Disaster Reduction**



- Natural hazards programme
- International Geoscience Programme (IGCP)
- International Hydrological Programme (IHP)
- Man and Biosphere (MAB) Programme
- Programmes of UNESCO's Intergovernmental Oceanographic Commission (IOC)
- Engineering programmes
- UN Decade on Education for Sustainable Development

## UNESCO's response to natural disaster

To protect educational buildings and cultural heritage



Landslides, Machu Pichu, Peru  
International Programme on Landslides supported by UNESCO

## UNESCO's response to natural disaster

To strengthen environmental protection for the prevention of natural disasters



Planting a tree, St Vincent in the Grenadines, 2003  
UNESCO CSI project

## UNESCO's response to natural disaster

And, when catastrophes do strike, to foster post-disaster investigation, recovery and rehabilitation



UNESCO post earthquake mission, Bam, Iran 2003

## Towards a Tsunami Warning and Mitigation System in the Indian Ocean



IOC of UNESCO



World Conference on Disaster Reduction  
18-22 January 2005, Kobe, Hyogo, Japan

## Follow-up

"Knowledge, Innovation and Education" : a Priority for action for Action

promotion of the integration of disaster risk reduction as an intrinsic element of the UN Decade of Education for Sustainable Development (2005-2015)

Launching of the International Flood Initiative coordinated at the Centre for Water Hazard and Risk Management (CHARM)Tsukuba, Japan

A new warning system for tsunami in the Indian Ocean that makes use of the existing coordination mechanism of the IOC

Hyogo Framework for Action 2005-2015

United Nations Decade on Education for Sustainable Development 2005-2015

Initiative on *Education for Disaster Reduction*

- The integration of education and sensitisation for disaster reduction into the educational programmes
- Ensuring that school and educational buildings are safe during the occurrence of disasters