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DRIVING SUSTAINABILITY IN HIGHER EDUCATION

7 December 2023

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- University of Cumbria



- Team IGPP



Sustainable Development in Disaster Planning for Higher Education 'Through the Looking Glass'

Three Themes (and what Alice found there):

- Promoting a paradigm shift in disaster planning and reduction by **integrating transformative learning approaches within higher education curricula – iaw UoC IoH Philosophy of Teaching and Learning validated in 2018**
- Cultivating a culture of proactive disaster preparedness, where individuals adopt sustainable behaviours, making them better equipped to respond to and mitigate the impact of disasters – **experience in the City of London Livery activity**
- Bridging the gap between higher education institutions, local government, and organizations to infuse sustainability principles into disaster planning policies – **eg City of London Corporation and other enlightened Local Government entities and Authorities**



Carroll L (1951)

Self-Directed Learning

Promoting a paradigm shift in disaster planning and reduction by integrating transformative learning approaches within higher education curricula

- Hegel analysis - **Intelligence** – heutagogy
- Information and skills are not enough – andragogy and pedagogy
- Challenge self and the fallacy of authority
- The illusive 10th (Lawrence, 1926)
- **Intelligence-solving wicked problems – followership/mission command**

This is Transformative Learning

All of this supports your self-development and meets the demands of the services in which you practice by promoting a critical practitioner who positively influences legislation, policy, doctrine and capability (Russ c and Davis K, 2014).



Bates D and Corrie I (2022)

Community or PH Approaches

Cultivating a culture of proactive disaster preparedness, where individuals adopt sustainable behaviours, making them better equipped to respond to and mitigate the impact of disasters

- Buoyancy not resilience/Surviving to operate (moral, cognitive and physical) – reduce anger and outrage – quality messaging
- Learn from LMICs (don't disrespect them they are buoyant)
- Context is everything
- Fuse DRR/sustainable development/climate action (Sendai 2015)/SDGs
- **All hazards, know worst case most dangerous and most likely**



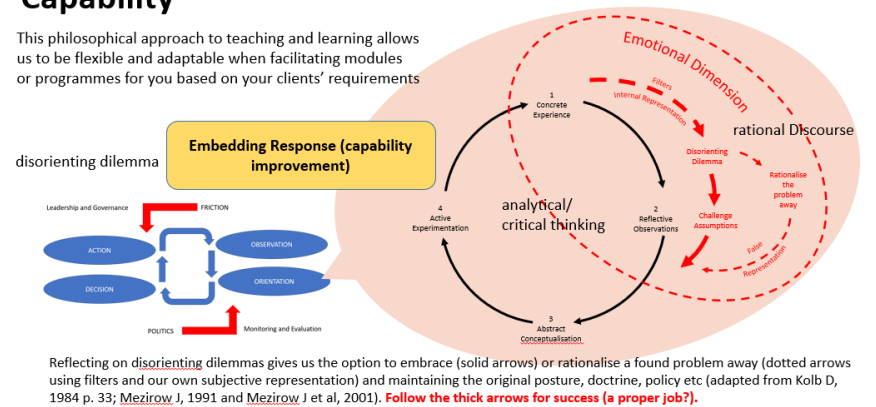
Principles rather than Systems

Bridging the gap between higher education institutions, local government, and organizations to infuse sustainability principles into disaster planning policies

- CoViD 19 and previous pandemic preparedness experience (Sandman, 2020)
- Education and training/Reflection and Reflexivity
- Public's Health Approach/Health Public Policy – WHO Ottawa/Human Sy
- Increase biosecurity/human security through 'one health'/planetary health (animal, environmental and human)
- **Multi Agency operations – complicated/disciplined**

Changing Behaviours to Enhance Capability

This philosophical approach to teaching and learning allows us to be flexible and adaptable when facilitating modules or programmes for you based on your clients' requirements



Tacit Knowledge – disruptive pedagogy

(Hayes, C and Corrie I, 2020)



Spanish Flu 1918



1978 Georgi Markov



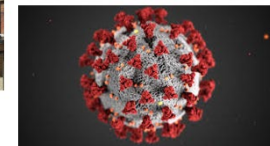
Ebola 1970s to date



November 2006



March 2018



December 2019 to date



Ongoing

We know that global health and security are only as strong as the weakest partner

Only politicians use the term 'unprecedented'

Avoid Future Shocks through Mitigation and Preparation

Learning from experience, Reflection and Reflexivity

Conclusion/Call to Action

- Build intelligence into the system by transforming education – general/FE/HE and professional – community context
- Focus on understanding and applying principles rather than anchoring ourselves to organisations and their systems
- All hazards risk assessment and multi-agency working including the population (reduce anger and outrage, Sandman)
- Create buoyancy to fight through the response and resilience to recover by mitigation and preparation

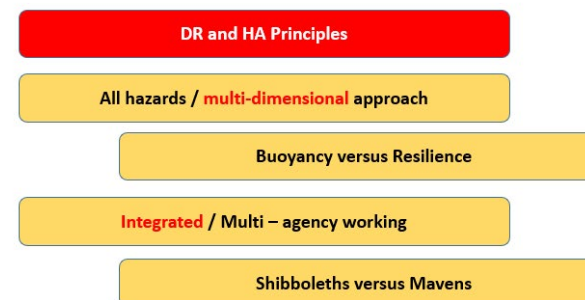


In conclusion we can create and improve capability systems by building on what we know through reflective and reflexive practice.

By adopting this [approach](#) you will create or adapt a system that meets the population or community's need rather than what your organisation or you think they need.

Principles do not change: size and complexity of Incidents do!

Module Evaluations - Discussion



Enabling an Effective Response by adopting a Social Reality Philosophy

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