



**Continuing the Conversation:
Resilience or Re-silence?:**
*Reclaiming resilience for Lifelong Learning
in the context of Disaster Management*

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**ASEM LLL Hub Conference
OBJECTIVES**

- **To identify what is perceived as 'burning issues'** in relation to education, lifelong learning and disaster management in the coming years.
- **To look at how the vision of lifelong learning and resilience is renewed within different fields of research** and what impact it has, or will have, on policy in those areas and in the field of disaster management.
- **To provide research-informed policy recommendations** to policymakers and practitioners in terms of lifelong learning with a focus on disaster management and resiliency in the face of emergencies.

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ASEM LLL Hub Conference Opening Speeches



Resilience in the face of emergencies is one of the 7 priority areas of SEAMEO

Importance of developing policies to achieve a balance that recognises that those who have contributed the least are suffering the most.

We have frameworks to address LLL and DRR – 5 Ps (Planet, People, Prosperity, Place and Partnership) but continue to be confronted by the reality of young students not attending schools.

HANDS (Hope and Dreams) and the need bring stories and find ways to understand why things happen. Suggested holistic, connected and engaging with political and economic across generations.

ASEF as an institution facilitates the dialogue and collaboration between CSOs and governments to support peaceful and sustainable development.

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From our Keynote Speakers: Urgency to develop learning that responds to context of disasters

There are **pressing new challenges** on disaster risk reduction that arise in the Southeast Asian region **due to climate change.** *(Dr Ethel Valenzuela)*

In a rapidly changing context such as disaster situation, **it is vital to form a learning environment where connections are recognised and people are allowed to learn continuously.** However, the reality is that technologies are used simply to **reinforce outmoded approaches to learning.** *(Dr Niraj Thurairajah)*

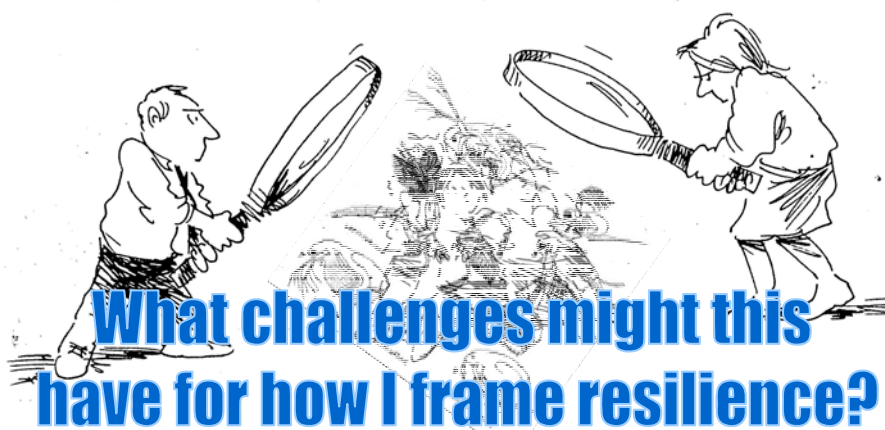
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**From our Keynote Speakers:
Urgency to develop learning that responds to
context of disasters**

...despite this awareness and emphasis at international level, **there still lacks practical supports for local level stakeholders to develop and improve their capacities** around key new concepts and subject areas of the abovementioned international agendas and ultimately in building resilience of the community. *(Dr Satoko Yano)*

In turbulent times post-disaster there can be **no greater means of containing further risk than to pro-actively seek to strengthen resilience** by leaving embedded **in each and every individual and community their connectedness** to their origins, their history, their customs and all their manifestations of cultural identity. *(Professor Simon Molesworth)*

From my background in ecology research ...



to social/education research

(Image from Wadsworth, 1991)

My Argument

Resilience can provide a framework for the kind of learning required in times of uncertainty, such as in times of disasters.

However, the definitions of resilience, from the disciplines of psychology, disaster relief, engineering, and ecology, continues to 'narrow' the discourse and practice of **resilience to mainly reactive and proactive responses.**

This I have described as Re-Silence.

I argue that **resilience can potentially be transformative.**

Resilience as learning can enable individuals, families, institutions, and communities to **not just cope and/or adapt, but to transform** the context they find themselves in that makes them vulnerable to the impacts of disasters.

Definitions of Resilience

Resilience has origins across at least four disciplines of research

I would argue that these all involve some form of learning.

several of the origin fields, and universally focuses on:

- the psychological trait of **being flexible and adaptable**;
- having the capacity to **deal with stress**;
- the ability to **“bounce back”** to a known normal condition following periods of stress;
- to **maintain well-being** under stress;
- and to be **adaptable** when faced with change or challenges.

(Lister 2016) <http://resilient-cities.iclei.org/>

<http://www.thenatureofcities.com/2016/03/15/from-reactive-to-proactive-resilience-designing-the-new-sustainability/>

Resilience – Explicit in Goals and/or Targets



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Psychology

resilience of the poor (1.5)



Ecology

resilient agricultural practices (2.4)

by strengthening their resilience
... in order to achieve healthy
and productive oceans (14.2)

Engineering

resilient buildings (11c)

resilient infrastructure development (9a)



Disaster Relief

resilience to disasters (11b)

inclusive, safe, resilient
cities and human settlements (11)

resilience and adaptive capacity to
climate-related hazards and
natural disasters (13.1)

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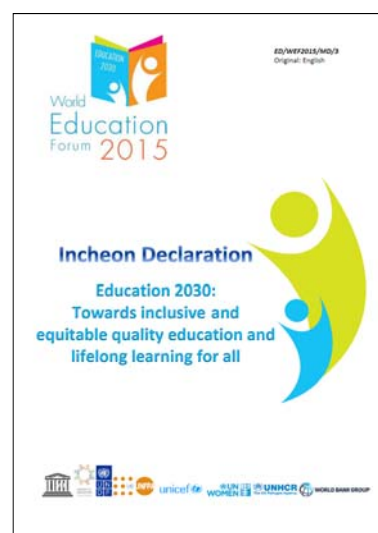
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Resilience in Education 2030 Agenda and UNESCO Recommendation on Adult Learning and Education (2015)



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Psychology

resilience of the poor (1.5)

build curiosity, courage
and resilience (E2030)

to foster resilience in
young and older adults (RALE)

EDUCATION

resilience education (E2030)
resilient education systems (E2030)

Ecology

resilient agricultural practices (2.4)

by strengthening their resilience
... in order to achieve healthy
and productive oceans (14.2)

Engineering

resilient buildings (11c)

resilient infrastructure development (9a)

making schools resilient (E2030)

Disaster Relief

resilience to disasters (11b)

inclusive, safe, resilient
cities and human settlements (11)

resilience and adaptive capacity to
climate-related hazards and
natural disasters (13.1)

promote safety, resilience
and social cohesion (E2030)

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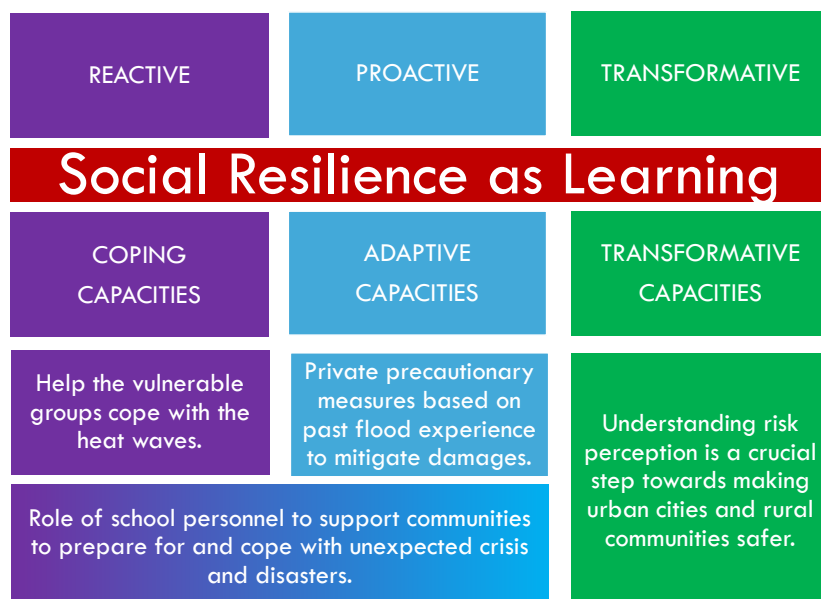
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Dimensions of Social Resilience

(Keck and Sakdapolrak 2013:5-19)

- **Coping capacities** – the ability of actors to cope with and overcome all kinds of adversities.
- **Adaptive capacities** – the ability to learn from past experiences and adjust themselves to future challenges in their everyday lives
- **Transformative capacities** – their ability to craft sets of institutions that foster individual welfare and sustainable social robustness towards future crises.

Mapping Examples from Workshop Presentations



Seeds of Resilience as Learning in Faure (1972) and Delors (1996) Reports on Education

LEARNING TO TRANSFORM

DO

KNOW

BE

LIVE
TOGETHERLIVE
SUSTAINABLY

There is a need to rethink and broaden the notion of lifelong education. **Not only must it adapt to changes** in the nature of work, but it must also constitute a continuous process of forming whole human beings - their knowledge and aptitudes, as well as **the critical faculty** and the **ability to act**. It should enable people to develop awareness of themselves and their environment and encourage them **to play their social role at work and in the community**. (Delors 1996:19)

Reclaiming Resilience as Learning: *Resilience as an integrative concept*

Within international development, resilience is driven in particular by its **potential as an integrating concept which can break down the boundaries** of different institutions, sectors and disciplines.

From Lovell, E. et.al. (2014) *Resilience: The Big Picture*. ODI. p.4

In DFID, using resilience as a concept has **enabled stronger dialogue and cross-fertilisation** of ideas between different disciplines and programming areas. This has in some cases strengthened the harmonisation of different kinds of programmes – especially between disaster risk reduction, social protection and climate change adaptation.

From Defining Disaster Resilience: DFID Approach Paper (2011) p.10

Reclaiming Resilience as Learning: *Resilience in a context of uncertainty*

The emergence of a new paradigm in ecology represents another significant and concomitant shift with a change in urbanism and the reality of climate change.

In the last 25 years, the field of ecology has moved *from a concern with stability, certainty, predictability, and order* in favour of more contemporary understandings of ***dynamic systemic change and the related phenomena of uncertainty, adaptability, and resilience.***

(Lister 2016) <http://www.thenatureofcities.com/2016/03/15/from-reactive-to-proactive-resilience-designing-the-new-sustainability/>

Reclaiming Resilience as Learning: *Resilience as Social Learning*

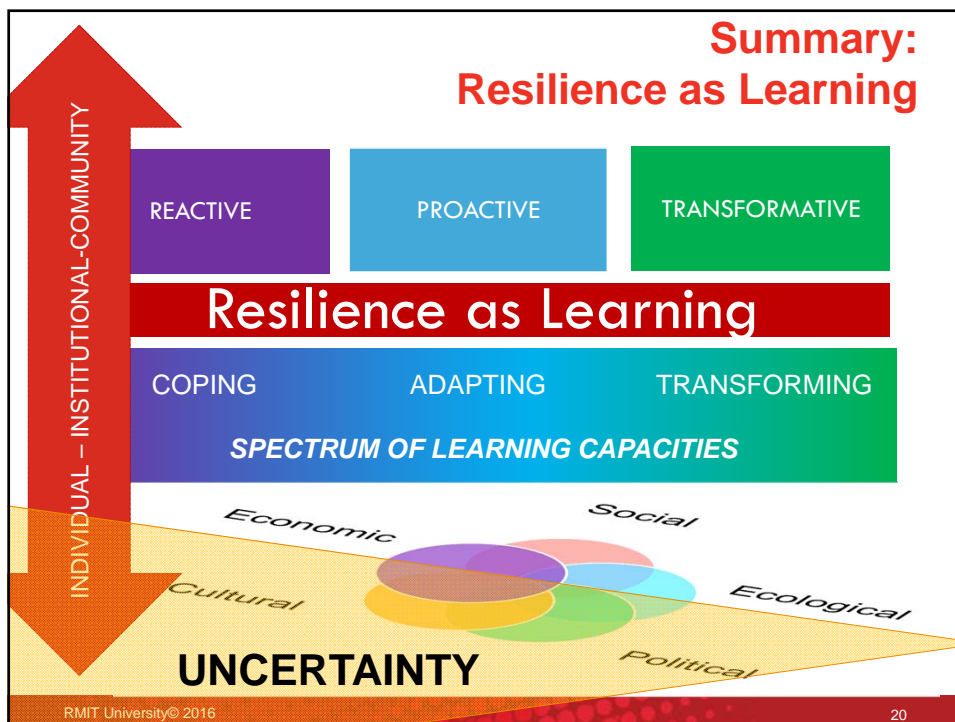
Two of the key dimensions of adaptive capacity are **learning with uncertainty** and **combining different types of knowledge** for learning.

The concept of community resilience lends itself to being considered as **not simply a property that is invested in individuals but also, potentially, as a property of the entire social network** (eg. a community of resilience practice). This is why learning that extends throughout social networks, going beyond just the individual can be an essential tool in increasing resilience.

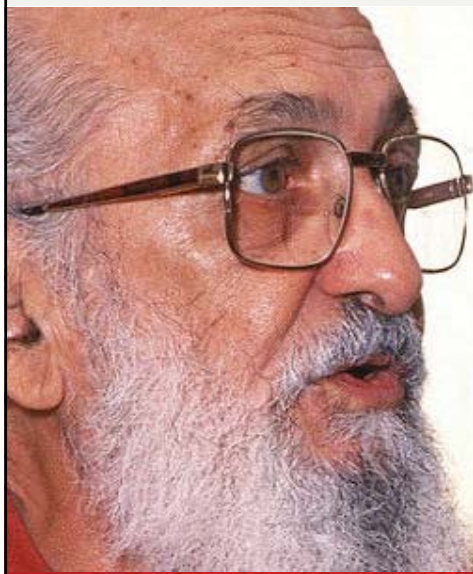
Learning capacity (a key component of adaptive capacity) **develops when institutions that are adaptive allow for transformation to occur through learning**, which includes challenging the dominant paradigms and structures that may have led to stasis up to this point. (Pelling et. al. 2015)

Reclaiming Resilience as Learning: *Resilience as a political concept*

- The lack of attention given to power dynamics in studies on resilience, in general, and in studies on learning for resilience, in particular, corresponds to the management focus of equilibrium-centred resilience approaches that are rooted in ecology. (Pelling et.al. 2015:48)
- Social resilience is not only a dynamic and relational concept, but also a deeply political one.(Keck and Sakdapolrak 2013:14)



Resilience as Learning to Transform in the context of uncertainty



Paulo Freire, in reflecting on how context shapes educational practice described that the 'banking method emphasises permanence and becomes reactionary,' on the other hand, 'a problem-posing education – which accepts neither a "well-behaved" present or a predetermined future – roots itself in the dynamic present and becomes revolutionary' (Freire 1993: 65).

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