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Esteemed Ladies and Gentlemen,

Selamat sore and a good day to you all. My name is Nadine Sulkowski and for the past 13 years I have been leading the international development activities in the University of Gloucestershire Business School in the United Kingdom.

I am also leading one of the University's largest European funded capacity building projects, the BUiLD project, which stands for Building Universities in Leading Disaster Resilience.

It is a pleasure and an honour to join you on this special day and to give you an insight into this ambitious project. I would like extend my sincere thanks to colleagues at Universitas Ahmad Dahlan for giving me the opportunity to be part of today's event.

I will begin by reflecting on the central role that Universities can and should play in developing disaster resilience at a local, national and international scale. I will then introduce the BUiLD project which has attracted close to a million Euros of funding to develop a comprehensive disaster resilience framework across Indonesia's higher education sector that is based on stakeholder integration and scalability. The project has commenced in December 2019 and will run until at least November 2022.

Even though the project was designed prior to the pandemic, the current context has further increased its relevance. Covid-19 has given universities an opportunity as well as a duty to fundamentally rethink their role in society and to embrace their responsibility to act as organisational role models in developing educational, business and partnership models that promote and facilitate socio-economic growth, wellbeing and resilience.

Since the outbreak of Covid-19, crisis and disaster management are at the forefront of everyone's thinking and this does mark a fundamental sea change. Disaster mitigation and response initiatives used to be seen largely as the responsibility of a defined group of agencies including, for example, governments, emergency services, disaster aid organisations and specialist organisations. However, responding to the current pandemic has demonstrated that crisis response and resilience is the responsibility of us all.

Individuals, families, businesses and communities around the globe have had to make substantial adjustments to their daily lives in a joint effort to combat the virus. For many, the implications are existential and may range from redundancy, bankruptcy, physical and psychological illness to unsafe domestic situations.

Assisting those who are affected now and in the future is an astronomical task that will challenge policymakers, the public and private sector, charitable organisations, law makers and law enforcement for some time to come.

Unfortunately, the challenges in keeping society resilient do not stop there. Destinations prone to natural disasters, like Indonesia, are having to face up to the inconvenient truth that, without much advance warning, they may need to respond to a local disaster amidst the pandemic. This raises serious questions, such as about the feasibility of maintaining social distancing measures

whilst implementing disaster response strategies and also the possibility of receiving disaster aid from elsewhere whilst the Covid-19 crisis is ongoing.

As socially responsible organisations, universities have a duty to reflect on how their educational strategies, research and business development activities, engagement with stakeholders and their institutional governance relate to the Sustainable Development Goals (SDG) and associated Disaster Risk Reduction targets. Moreover, universities are typically large organisations with a duty of care towards their students, staff and associated communities and whose activities contribute substantially to local and regional socioeconomic development.

Universities typically have strong networks within the public and private sector and with local, regional and international communities. This places them into a unique position to not only act as catalysts for research and educational initiatives, but also to mobilise networks, resources and specialist expertise in the event of emergencies and during recovery phases. This position is strengthened through their capacity to contribute to knowledge transfer, scenario planning, post-assessments and impact studies, curriculum development and innovative research initiatives to improve the diverse aspects of disaster resilience as prioritised in local, regional and national disaster management plans.

During the current pandemic, many universities have either extended their range of activities or redeployed resources to support healthcare providers or businesses, communities and individuals affected by the crisis. The manufacturing and donation of medical and personal protective equipment, Covid-19 related research, the repurposing of university facilities to provide accommodation for key workers or to accommodate testing or vaccination facilities are some examples of current initiatives, as are efforts to support local businesses with assistance in maintaining business continuity, volunteering and fundraising.

Beyond responding to the current pandemic, several universities are involved in wider disaster resilience initiatives.

Examples of disaster management initiatives across Indonesia's university sector include the Disaster Risk Reduction Centre (DiRReC) at Universitas Islam Indonesia (Central Java) incorporating a disaster responsive medical team, which was deployed to provide early medical support during past and recent earthquake disasters in Indonesia, including those in Lombok, Palu, and Donggala.

Universitas Ahmad Dahlan (Central Java) has established a Center for Environmental Studies and Disaster Management which has been involved in numerous disaster recovery initiatives, for example during the Merapi volcanic eruption in Yogyakarta in 2005 and the earthquakes in Lombok and Palu in 2018. The centre conducts training on mitigation and disaster management and collaborates with the Muhammadiyah Disaster Management Centre in various areas of disaster recovery, including volunteering for psychosocial, logistical and health assistance, and fundraising.

Universitas Andalas (West Sumatera) and Universitas Lambung Mangkurat (Kalimantan) are involved in disaster research and provide consulting services to the Indonesian government whilst Universitas Khairun (North Maluku) deliver frequent disaster awareness courses to local

communities. Other universities, such as Universitas Muhammadiyah Palu (Sulawesi) and President University (West Java) are pursuing the establishment of a disaster resilience centre after having been directly affected by the triple disaster in Sulawesi in September 2018 respectively the tsunami following the eruption of Mount Krakatau later that year.

The launch of the E BUiLD project is the result of working in partnership with universities, public sector organisations and private companies across Indonesia, Europe and the UK for half a decade. The project extends the endeavours of the Erasmus+ Capacity Building Project “Growing Indonesia – a Triangular Approach (GITA)” that since December 2017 is successfully embedding entrepreneurial capacity within universities and local communities across Java and has created strong working relationships between our key consortium partners.

In 2018, our work was very sadly overshadowed by a series of severe natural disasters, first the earthquakes in Lombok and Palu, and then the disastrous eruption of Mt Krakatoa later in the year. It was then that we decided to join forces and create the BUiLD Consortium. It is therefore true to say that the project has been inspired by a joint vision and sincere desire to develop disaster resilience within Indonesia and worldwide and, through this, safeguard economic prosperity and societal well-being.

Through its associated partners, the consortium brings together leading universities in Indonesia and Europe, as well as internationally recognised consultancies and disaster aid organisations with established and diverse expertise in disaster management education, research and response capability.

Indonesian partners include the aforementioned eight institutions, i.e. Universitas Ahmad Dahlan and Universitas Islam Indonesia in Yogyakarta, President University in Jakarta, Universitas Andalas in Padang, Universitas Surabaya, Universitas Lambung Mangkurat in Banjarmasin, Universitas Khairun in Ternate and Universitas Muhammadiyah Palu.

European partners include the University of Gloucestershire in the United Kingdom, University College Copenhagen in Denmark, Institute Polytechnic Porto and three independent consulting firms from the UK, Austria and Germany with expertise in higher education leadership, crisis management and resilience.

A strong commitment to realizing intended outputs and the vision for the creation of a comprehensive Disaster Resilience Framework is shared amongst all consortium partners. Cumulatively, Indonesian partner universities have a diverse network and close working relationships with key organisations. These include the National Ministry of Education and Higher Education, the National Disaster Mitigation Agency (BNPB), non-governmental disaster aid organization ACT Alliance, the Muhammadiyah Disaster Management Centre (MDMC) and funding platforms kitabisa and Lazismu. At local level, partner universities have good working relationships with emergency services, including the police, hospitals, the military and with local businesses and communities.

Whilst collaboration between universities and public, private and non-governmental sector organisations has been a growing trend in the international higher education sector for some

time, strategic approaches towards comprehensively embedding such partnerships into teaching, research, business support and community service are still rare.

Recognising the unique role of universities, one of the eight key priorities identified in the Indonesian National Disaster Management Plan 2010-2014 (BNPB, 2009) centred around capacity building in the higher education sector, specifically in the areas of disaster management and disaster science and technology.

The rationale for enhancing the role of universities was driven by decentralisation and the inability for central government to effectively implement disaster management capacity building programmes across all of Indonesia's diverse regions. Owing to their local expertise and networks the plan identifies universities as better placed to devise and deliver disaster resilience initiatives that are suitably adapted to the local context.

In relation to the international context, enhancing resilience is recognised as one of the most important tasks of policy institutions. Governments and supranational institutions are playing a crucial role in fostering policies towards the cohesion and prosperity of society and environmental sustainability. It is for this reason that the BUiLD project has attracted such a significant amount of EU funding and finds itself amongst some of the most prestigious international collaboration projects supported by the Commission in the broad fields of disaster risk reduction, disaster management and resilience. These projects typically bring together educational institutions, the public, private and third sector and can act as powerful catalysts for scaling up relevant outputs nationally as well as internationally.

Playing a leading role in emergency response internationally, the European Union is committed to promoting and facilitating the embedding of the United Nations (UN) Sustainable Development Goals (SDG) around the globe and was also a key player in building the Sendai Framework for Disaster Risk Reduction that has now been adopted by 187 UN Member States. Moreover, the Emergency Response Coordination Centre (ERCC) is overseeing disaster response coordination within and outside of the EU which remains committed to extending international humanitarian and disaster aid programmes further.

As you can imagine, developing policy recommendations on disaster resilience into a robust disaster resilience framework is a complex and challenging task. The BUiLD project seeks to contribute to the development of such a framework by significantly enhancing the role of the higher education sector in this endeavor. Whilst numerous organisations, projects and good practice models already exist in Indonesia dedicated to improving various aspects of disaster resilience, the project has been designed around the proposition that universities can serve as key players in their consolidation, innovation, dissemination and future implementation.

In the initial phase, eight Centres of Excellence in Disaster Resilience across all major regions in Indonesia will act as local enablers in the implementation of a comprehensive Disaster Resilience Framework. Based on the penta helix model, these centres bring together academic institutions, the public, private and third sector and society to lead on curriculum development, disaster awareness training, research and knowledge transfer, fundraising and networking. The centres are also designed to support disaster response and recovery initiatives by managing

relevant information exchange between key stakeholders and by deploying volunteers and/or other resources needed to support these interventions.

The BUiLD Disaster Resilience Framework therefore integrates resilience capacity building at multiple levels, including the individual, programme, institutional, regional and national level.

We will help to build disaster resilience at the individual level by rolling out disaster awareness training across university stakeholders, including students, staff and communities associated with universities, i.e. business and local communities, and groups with special disaster support needs.

At programme level, we are developing curriculum benchmarks informed by cutting edge research and industry practice to increase the attractiveness of educational programmes in disaster management and to provide students studying on non-subject specific programmes with core input. We will be ensuring the competitiveness of these benchmarks by seeking endorsement from the Ministry for Education and Higher Education and from accrediting bodies, such as the Institute for Strategic Risk Management.

At institutional level, we are developing a best practice model for university governance concerning disaster resilience and an institutional audit tool designed to help universities to assess their level of disaster resilience and develop future action plans.

And at national level, we are developing a cross-institutional and cross-sector disaster resilience network to facilitate knowledge transfer, cross-disciplinary research and innovation in the field of disaster resilience.

Over the past few months, the BUiLD project team has been challenged by the implications of the Covid-19 pandemic which continues to necessitate adjustments to the work plan and contingency planning in relation to the organisation of development activities and project meetings. However, despite these challenges the progress that we have made so far in implementing the project has exceeded our expectation and this is testimony to the tremendous commitment of all our consortium partners.

What we need to appreciate is that, even though projects like these tend to be fronted by the Project Steering Group, the number of colleagues working behind the scenes to ensure a successful implementation and continuation of the project is significant and ranges from administrative, academic staff and senior management staff to external parties and members of our Advisory Group. I would like to take this opportunity to extend my gratitude to everybody involved in the extremely complex task of realising our project and, of course, to the European Commission for their financial and advisory support.

What I find particularly inspiring is that unlike many capacity building projects, our collaboration is far from resembling a one-way knowledge transfer project. At the University of Gloucestershire, we have over the past few weeks, reviewed some of our academic curricula and have started to embed resilience education and crisis management into our curricula in view of making future investments into teaching infrastructure and research. We are also expanding our network of European and international partners, including higher education institutions,

industry associations and dissemination partners to develop and international platform that can drive knowledge exchange and innovation.

Esteemed ladies and gentlemen, this brings me to the end of my presentation. Thank you very much. Please do stay safe and keep looking after yourselves and each other.