Planning for Short Courses and MSc in Floodplain and Flood Risk Management

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Development Partnerships in Higher Education (DelPHE), is a 7 year programme (from June 2006 to March 2013).

Funded by the UK Government's Department for International Development (DFID) through British Council.

Lead countries must be from 25 priorities of DFID – 16 in Africa and in Asia: Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Nepal, Pakistan and Vietnam.

Projects must address the Millennium Development Goals (MDGs)

Provides 'seed funding' primarily for travel and subsistence, to facilitate joint research, new courses, networking and exchange of ideas, workshops, professional development, improved training of education and health workers and policy development.

Partners provide staff time and other costs free of charge.
Partners

1. Cantho University (CTU) - Department of Environment and Natural Resources Management

2. Independent University Bangladesh (IUB) - School of Environmental Science and Management

3. Middlesex University - Flood Hazard Research Centre (FHRC)
Goal

• To improve understanding and responses to floods and opportunities for sustainable development in floodplains through short courses and an MSc in floodplain and flood risk management

Over three years
<table>
<thead>
<tr>
<th>Specific Project Objective(s)</th>
<th>Indicators of progress:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop short course materials on flood risk management</td>
<td>Set of modules and lectures</td>
</tr>
<tr>
<td>2. Develop short course materials on floodplain management</td>
<td>Set of modules and lectures</td>
</tr>
<tr>
<td>3. Link up materials to offer an MSc course</td>
<td>Course validated /approved in all three institutions</td>
</tr>
<tr>
<td>4. Successfully conduct short courses and one batch of MSc course</td>
<td>Students completing courses and opinions of students and home organisations</td>
</tr>
</tbody>
</table>

Modified based on review of 1st year
Purpose and MDGs addressed

- MDG7: Ensure environmental sustainability
- MDG1: Eradicate extreme poverty and hunger.
- Improved floodplain management involves taking an integrated view of the floodplain system and its inhabitant’s livelihoods.
Project Management and Roles

Cantho University (CTU)

- Overall management.
- Adapt lessons, best practices, and course material from the other partners to Vietnam.
- Develop short courses for professionals in Vietnam.
- Contribute to development of the joint MSc course.
- Responsible for compiling project reports to British Council.
Project Management and Roles

Independent University Bangladesh (IUB)

- Adapt lessons, best practices, course material, etc. from the other partners for use in Bangladesh.
- Developing short courses.
- Contributing to development of the joint MSc course/MSc streams and modules.
Project Management and Roles

Middlesex University - FHRC

- Provide existing course materials, advise on course development and their management.
- Provide support for communications – email and web based, and help to coordinate.
- Assist in developing course materials on flood risk management, make links with existing MUFHRC courses.
- Assist with materials on integrated floodplain management, participation and co-management.
Expected Outputs

- A set of short courses targeted at those managing floodplain resources and hazards.
- Joint MScs between partner institutions.
- Capacity building of faculty through exchanges and shared teaching.
Expected Impacts

- The courses add value to each partner’s curriculum and attract students.
- Short courses will help development partners (e.g. NGOs) and government departments to focus on the poor and vulnerable in raising awareness and adaptation and mitigation of flood and other hazards.
- Governments may be attracted to adopt the course(s) for their foundation training or for disaster management and environment related departments.
Expected Impacts

- Self-sustaining through sponsorship from target institutions and other donors.
- NGO and Government staff working in floodplains get up-to-date training on livelihood and integrated approaches to floodplain and flood risk management.
- These staff improve the lives of the poor and floodprone communities.
- Focus on both rural and urban floodprone areas.
Process

1. Kick off workshop
2. Need assessment surveys
3. Consultations with potential clients and sponsors
4. Workshop to identify short course topics/contents and processes for joint short course and MSc design and approval
5. Finalisation of short course topics and development of course materials
6. Seminars with clients and sponsors to promote courses and obtain their support
7. Conduct initial short courses
8. Develop MSc modules
9. Offer/conduct full range of short courses
10. Offer/conduct MScs
11. Review and compile lessons from courses
12. Seminars to inform wider audiences including dissertation presentations
Kick off workshop

- December 2006 at CTU
- Planned activities
- Visited Mekong delta floodplains
- Seminar
- Planned potential topics
- Designed need assessment survey
Need assessment

1. Key informant interviews with senior managers to assess demand for course and priority issues for institutional management activities on flood risk and floodplain management.

2. Questionnaire surveys with potential participants - professional staff - to assess their level of understanding, capacity and knowledge gaps and interests and practical constraints on attending such courses.
Vietnam need assessment

- 63 government staff were interviewed (71.5% male and 28.5% female).
- All have technical BScs.
- 57% interested in MSc, 32% in short courses.
- Only 38% might get funding from employer.
- Examples of priority topics: wetland and natural resource management, GIS, flood and disaster management, planning, general management.
Bangladesh needs assessment

- 80 respondents (10 women), 90% work for NGOs.
- All have BSc, 65% already have Masters.
- Evenly divided in preference between Masters, diploma and short courses.
- Only 18% expect to be funded by employer.
- Perceived knowledge gaps and preferences: disaster and risk management, English and writing, flood and natural resource management, monitoring and assessment.
UK workshop

- May 2007
- CTU and IUB faculty reviewed course management in MU to draw lessons.
- Visit to Thames floodplain and flood relief channel.
- Developed short course outlines.
- Discussed joint course requirements.
Based on the need assessments there is insufficient demand for postgraduate diplomas (originally proposed); the project will focus on short courses and MSc level.

Short courses: 6 outlines prepared and work is ongoing to develop the detailed modules/content for 2 or more of these.
Short courses

1. Floodplain and flood management (for managers)
2. Practical hazard and floodplain management (introductory course)
3. Participatory floodplain resource management
4. Participatory flood and hazard risk management
5. Planning for floods
6. Tools for hazard management – GIS and EIA
# Example of course outline: Floodplain and flood management for managers

<table>
<thead>
<tr>
<th>Subject/session</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction (morning)</td>
<td>Changing environmental conditions (morning)</td>
<td>Agriculture (morning)</td>
<td>Field visit</td>
<td>Post field visit assessment (morning 1&lt;sup&gt;st&lt;/sup&gt; part)</td>
<td>Urban flood management (morning)</td>
</tr>
<tr>
<td>2</td>
<td>Participatory planning (afternoon 1&lt;sup&gt;st&lt;/sup&gt; half)</td>
<td>Hazards – risk management and mitigation (afternoon)</td>
<td>Fisheries (afternoon)</td>
<td></td>
<td>Water management and conservation (morning 2&lt;sup&gt;nd&lt;/sup&gt; part and afternoon)</td>
<td></td>
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<tr>
<td>3</td>
<td>Interactions between uses and users (afternoon 2&lt;sup&gt;nd&lt;/sup&gt; half)</td>
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</table>

Field visit: Day 4
## Example of course outline - introductory

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Introduction</td>
<td>Registration, introductions, ice breaking, course assessment</td>
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<td></td>
<td>Participant objectives and indicators of present knowledge and course achievement</td>
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<tr>
<td></td>
<td>Understanding of hazards, their impacts and management</td>
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<td></td>
<td>What is floodplain?</td>
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<tr>
<td></td>
<td>Understanding livelihoods</td>
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<td></td>
<td>Variations in hazards and livelihoods – seasonality and regional differences</td>
<td></td>
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<tr>
<td><strong>2</strong> Floodplain natural resource management</td>
<td>Gains from cooperation - maximizing returns from land, from water</td>
<td>Building and mainstreaming hazard resilience into development support for the poor</td>
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<tr>
<td></td>
<td>Agriculture - competition for water</td>
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<td></td>
<td>Fisheries – access, conservation measures, protecting and restoring</td>
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<tr>
<td></td>
<td>Water management – decision making</td>
<td></td>
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<tr>
<td><strong>3</strong> Community/participatory planning</td>
<td>Principles to follow</td>
<td>Implications of climate change and scope for adaptation</td>
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<td></td>
<td>Social and stakeholder analysis</td>
<td>Developing community organizations and linkages</td>
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<td></td>
<td>Steps in Participatory Action Plan Development</td>
<td>Developing social harmony</td>
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<td></td>
<td>Application to hazards and floodplain resource management</td>
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<td>Scope for community management – floodplain resources, flood risks</td>
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<tr>
<td><strong>4</strong> Hazards – risk management and mitigation</td>
<td>Preparation and adaptation</td>
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<td></td>
<td>Housing structures</td>
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<td></td>
<td>Community institutions and organizations to improve coping</td>
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<td></td>
<td>Mental mapping of shelters and resources for coping</td>
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<td></td>
<td>Rights, roles and duties – government agencies, NGOs, communities</td>
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<td></td>
<td>Rehabilitation</td>
<td></td>
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<tr>
<td><strong>5</strong> Disasters and aid</td>
<td></td>
<td>Linking with rehabilitation and resilience to future hazard events</td>
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<tr>
<td></td>
<td>Gains from cooperation - maximizing returns from land, from water</td>
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<tr>
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<td>Agriculture - competition for water</td>
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<td></td>
<td>Fisheries – access, conservation measures, protecting and restoring</td>
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<td></td>
<td>Water management – decision making</td>
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<tr>
<td><strong>6</strong> Cross cutting issues</td>
<td>Implications of climate change and scope for adaptation</td>
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<td></td>
<td>Developing community organizations and linkages</td>
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<td></td>
<td>Developing social harmony</td>
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<tr>
<td><strong>7</strong> Closing</td>
<td>Course assessment</td>
<td></td>
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<td></td>
<td>Feedback</td>
<td>Agreements on project work and application of knowledge by participants</td>
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Joint courses

- Short courses developed between partners can be offered as joint (non-accredited) certificates relatively easily.

- A joint MSc involving Middlesex University with CTU and IUB will require at least 20% content from MU and the process takes at least 1 year (MOU, institutional approval, approval and external validation of joint course).

- Modules/courses can be offered and accredited later to count towards a joint degree.

- Joint means that students could for example transfer credits to a regular MU masters programme.
MSc – Bangladesh

- This was not scheduled in year 1 but IUB convened a course committee and has agreed to revise its existing MSc plans on Natural Resource Management to include a specialisation on Floodplain and Flood Risk Management with several modules to be developed through the DelPHE link.
Ongoing activities

• Review of flood disaster impacts, rural and urban flood risk management and floodplain resources management in Vietnam and Bangladesh, to generate course material such as case studies.

• Partners workshop to develop short course materials - lectures and field visits.

• Submission of course plans and materials to university authorities for approval.
Planned Outcomes and Activities in the rest of Year 2

- Awareness raising to publicise the courses
- Operating at least two types of short course in both Vietnam and Bangladesh
- Complete development of other short courses
- Visits between partners to provide lectures and develop teaching staff skills
- Workshops and preparation of full set of MSc modules.
- Submission of these for a joint validated MSc course