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Knowledge FOR Resilient soCiEty

2ND INTERNATIONAL SYMPOSIUM K-FORCE 2019

Tirana, September 9, 2019

**PERCEPTION AND PREPAREDNESS FOR NATURAL DISASTERS.
THE CASE OF THE STUDENTS OF THE UNIVERSITY OF TIRANA.**

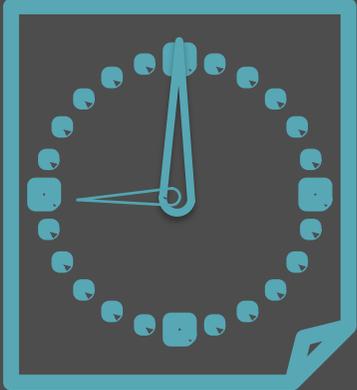
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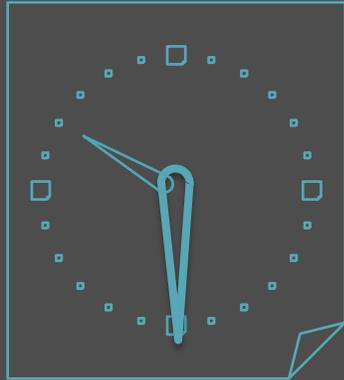
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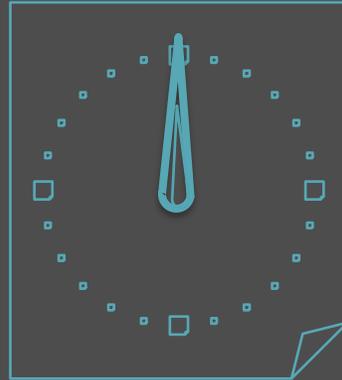
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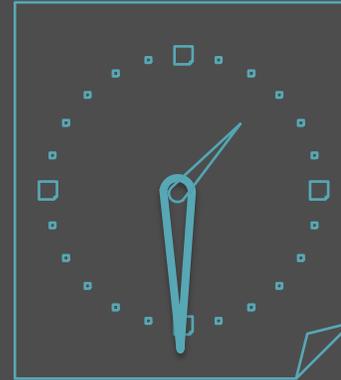
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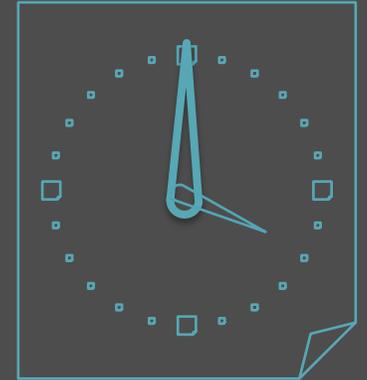
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INTRODUCTION

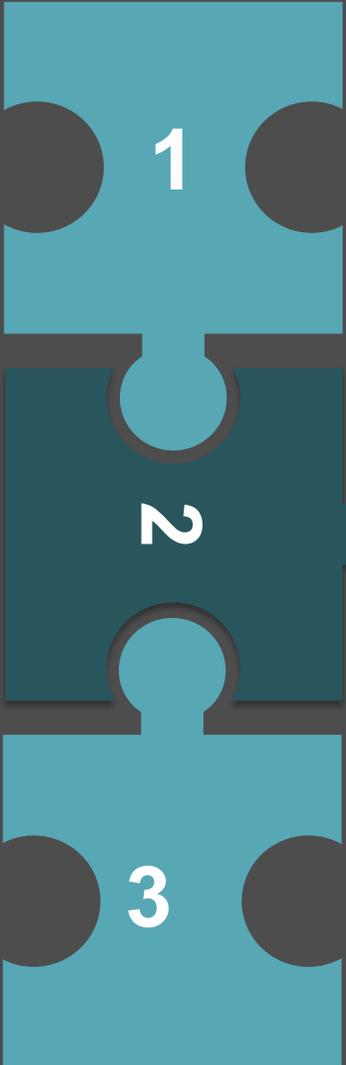
LITERATURE REVIEW
OF STUDENTS'
PERCEPTION

METHODOLOGY

FINDINGS OF
THE STUDY

CONCLUSIONS

INTRODUCTION



1

The risk of natural disasters continues to rise in the twenty-first century

Fillmore, E. P., Ramirez, M., Roth, L., Robertson, M., Atchison, C. G., & Peek-Asa, C. (2011).

2

Colleges and universities are just as vulnerable to disasters as anywhere else.

3

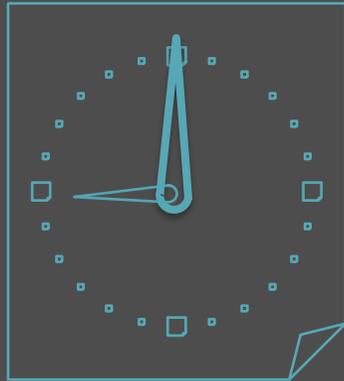
Floods, earthquakes and other disasters can halt classes, disrupt campus life, damage buildings and leave students stranded with nowhere to go



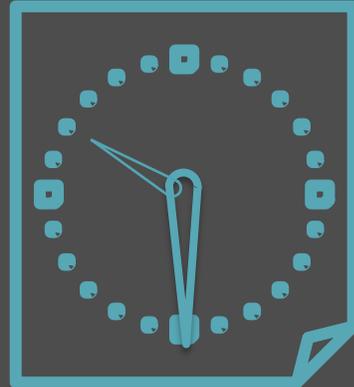
To provide a platform for students to share their perceptions and concerns about emergency plans in their respective faculties, part of University of Tirana, as well as to examine whether UTA is prepared for disasters or Not

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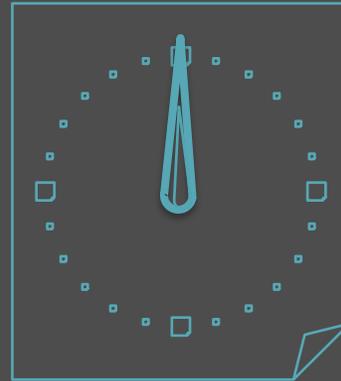
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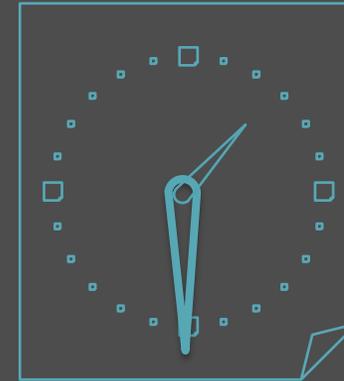
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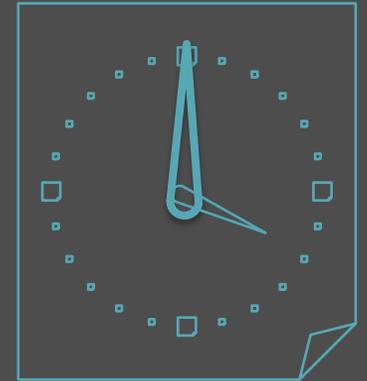
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LITERATURE REVIEW

1

CELOVSKI J. (2014)

Understanding students' perceptions can not only serve to validate current practices, but could also help to update emergency response and disaster management systems at higher education institutions, thus enabling preparedness to save students' lives during natural disasters

2

Kiernan (2005)

Kiernan pointed out that while higher education institutions have placed an increased importance on disaster preparedness, their plans are still inadequate





Kapucu and Khosa (2013)

35%

In a study by Kapucu and Khosa (2013), only 35 % of colleges and universities queried had emergency and mitigation plans that met federal guidelines.

As suggested by
Mitroff et al.
(2006),
HEI must:

plan for a wide range
of disaster types

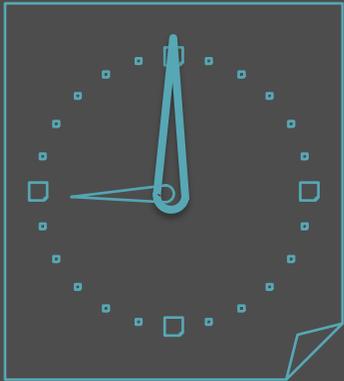
provide mechanisms for
not only detecting but
also communicating
early warning signs of
disaster

include a collaborative
disaster management team
with a great deal of
training experience

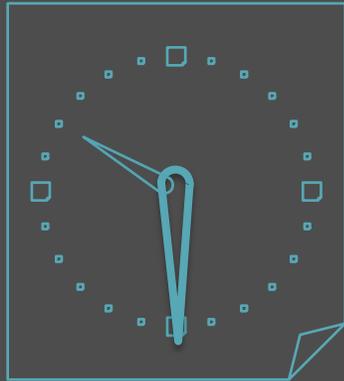
incorporate internal and
external stakeholders
within all disaster plans
and policies

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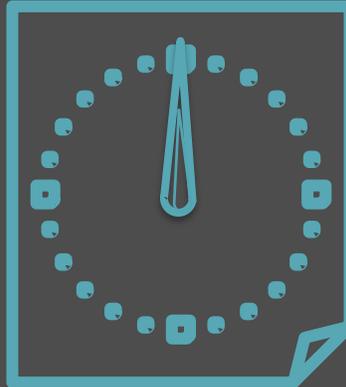
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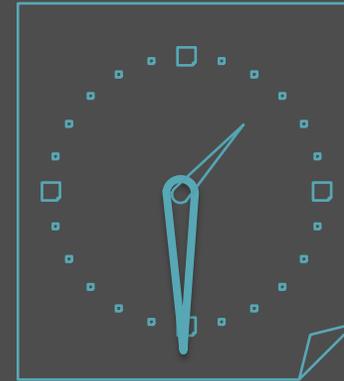
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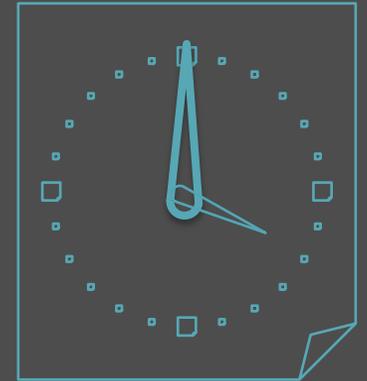
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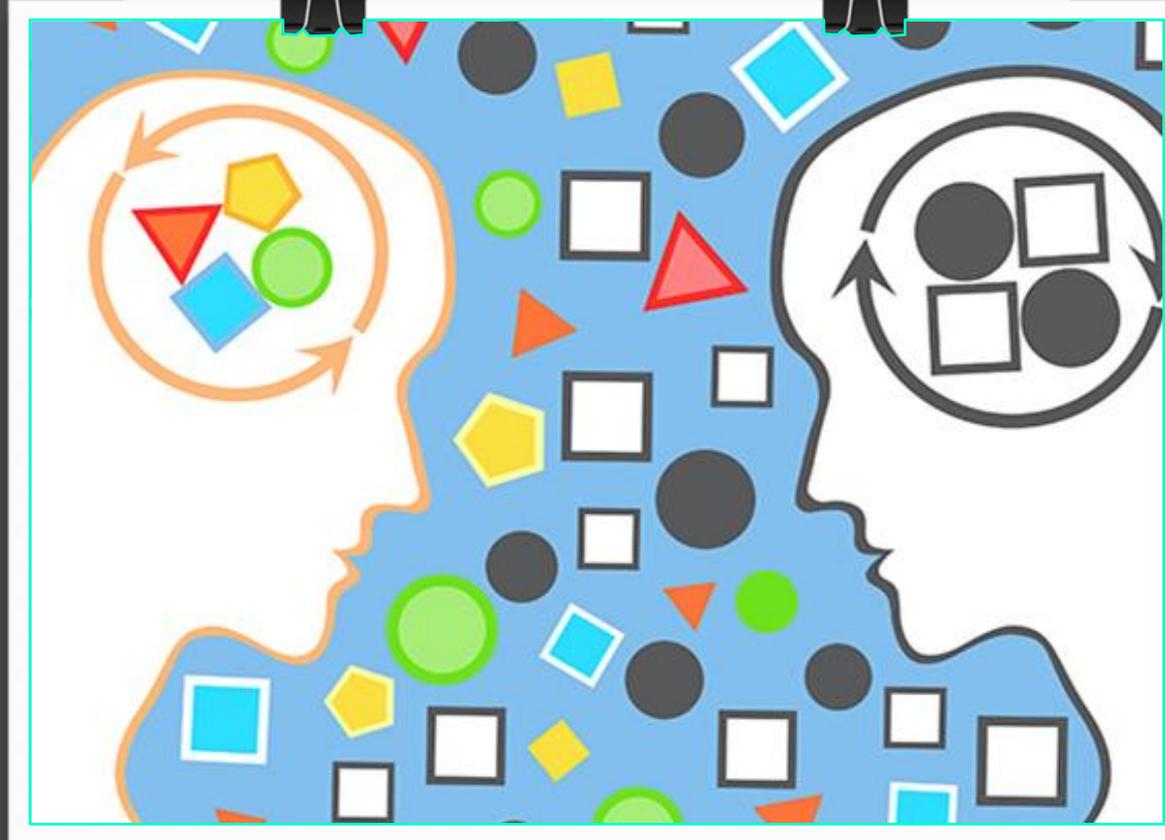
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- Purposive sampling
- involved students chosen from **UTA**
 - Faculty of Economy
 - Faculty of Law
 - Faculty of Natural Sciences
- **26** students
- Response rate **100%**



- Qualitative data analysis
- The data was collected through **semi-structured interviews**
- With the aim of better understanding the behavior, perception and responses that the students have given, **face-to-face** interviews were conducted

- **Methodology of the study**

- The interview included 18 open questions
- During the interview process there were often formulated additional questions related to the perception of students.

Faculty	Gender			Average age
	F	M	Total	Total
Faculty of Economy	18	2	20	23
Faculty of Law	3	1	4	24
Faculty of Natural Sciences	2	0	2	22
Total	23	3	26	23

The thematic analysis was chosen as an appropriate method because it is commonly used to describe, analyze, and report topics and models, as suggested by (Braun, V., & Clarke, V. (2006).

- Participants were engaged in in-depth interviews
- Interviews were recorded and lasted from 30 to 40 minutes
- talks and observations were provided in the form of words and sentences

○ The thematic analysis

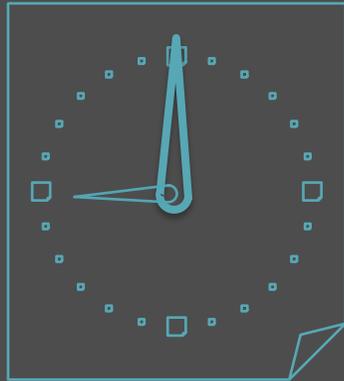
Semi-structured Interview

- personal data such as age, gender, number of years attended in UTA;
- type of knowledge/information about natural disasters, emergency preparedness plans;
- students' perception about risk of natural disasters in their higher education institution, area of their living in Tirana, and Albania;
- participants' perception about the level of security and preparedness perceived by their faculties;
- information, communication and awareness of emergency preparedness plans provided by faculties in UTA;
- students' perception about the best ways of communicating the emergency plans from faculties for the student population University of Tirana, Albania

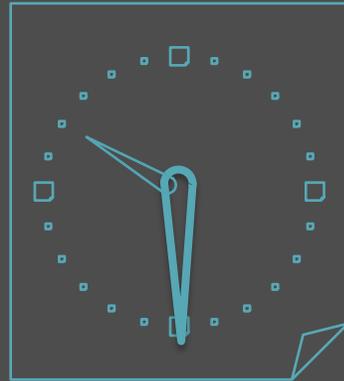


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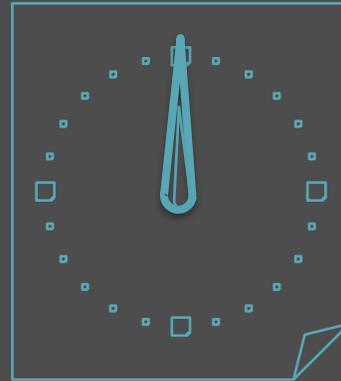
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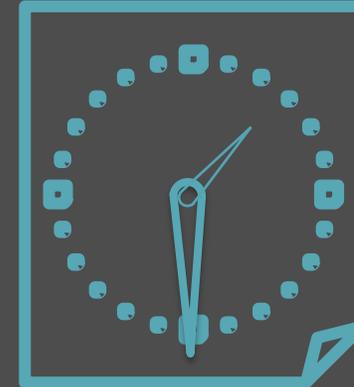
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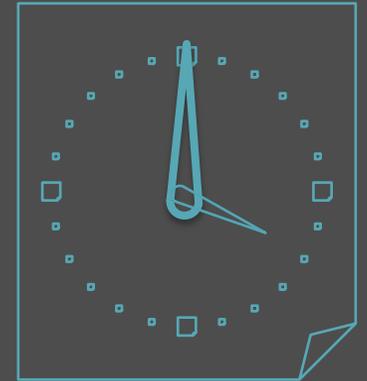
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FINDINGS OF THE STUDY



“Emergency Preparedness” according to students is related to:

- Protective measures taken by themselves
- Protective measures taken by the faculty higher educational institutions
- Measures taken by civil emergencies

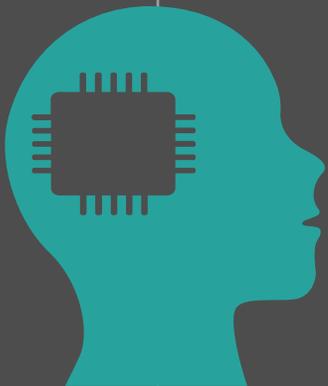


Their responses regarding security and preparedness for faculty emergencies range from **0-40%**, but most of them perceive very low safety and emergency preparedness in their faculties



Students’ perception about safety and security from natural events is closely related to the level of communication and awareness that they get from the University.

Almost all of them said that information and communication about emergency plans are almost non-existent in their respective faculties



FINDINGS OF THE STUDY

4

According to students, there are no basic safety elements such as emergency stairs, alarm systems, quick aid kits.

The only auxiliary elements that are present in the faculties and which according to students' perception can easily be accessed are the fire extinguishers, which are insufficient

5

Although they perceive a low level of safety and preparation of faculty on natural emergencies, they seem not to have been made previously aware to seek information and to ask to be communicated about emergency plans in faculty structures.

This is an indication of their low level of safety culture

6

Students say that there is no **Disaster Response Team** or a security department in their faculties, and consequently they do not know where they can get the right information about the institution preparedness for natural emergencies.



Methods/Strategies

faculty/ university could use to inform and prepare students about emergency plans
(resulted by students' perception)

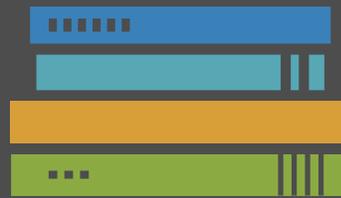
Trainings, seminars,
workshops by field
experts who conduct
demonstration with
practical and
understandable steps
for students

Frequent and
continuous
information about
**emergency
preparedness** in
faculty/university
social media

Obligatory
informative lesson
hours developed by
subject lecturers
in some of the
introductory
lectures in the
first bachelor's
year

Creation of a
dedicated space on
faculty and UTA
website pages for
emergency
preparedness plans

Placement of
stands and tables
to display
specific
information and
action steps in
case of natural
emergencies



CONCLUSIONS

&

RECOMMENDATIONS



Lack of Knowledge,
Information and Aware
of disaster emergency
preparedness

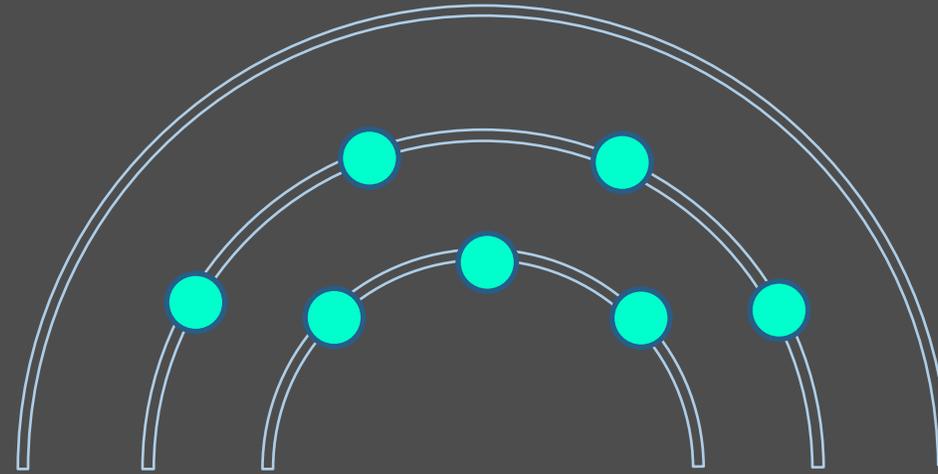
UTA's lack of
Administration and
Disaster Management

Unawareness of the
safety measures

Social media,
workshops,
lectures as
a Way to
Disseminate
Information

Desire to be informed
and prepared

Lack of safety culture



There is a need for the government
in general and the universities in
particular to increase awareness
(of students, staff of the
university/ faculties) towards
preparedness in managing the
disasters through education
programs.

UTA/ faculties are not yet
fully prepared for
Disasters and need more
efforts in this field

Conclusions



Recommendations



