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Emergency Management and Resilience Studies: Future within HEI: Opportunities and Challenges.

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Lord Toby Harris, Chair of the National Preparedness Commission, states "The world has changed over the past twenty years & will change much more over the next twenty, in business, the economy, & wider society" (Mann, Towler, and Settle. 2022).

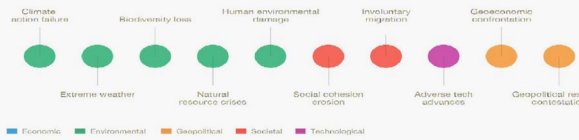
Introduction & Methodology

In a review of literature this poster seeks to explore the intertwined future global hyper-complex challenges, opportunities for Higher Education Institutes (HEI) & modest work-based programs like Emergency Management.

Key Words: Future HEI; Future Emergency Management; & Resilience; Skills; Workplace.

Top Long-Term Global Risks

Over the next 5-10 years



Key Findings

Horizon Scanning the Future of Emergency Management: **Future global risks** analysis identifies the complexities, interconnectedness, vulnerabilities, tensions challenges & opportunities (WEF. 2022). Most concerning is the increasing growth in migration, digital dependency, disasters, social cohesion erosion, giving rise to livelihood crises & mental health deterioration. Alongside exacerbating uncertainty, identifying the **societal drivers & public expectations** is important for future resilience building activity in HEI & EM. UK resilience has suffered strategic neglect, in sharp contrast to national security, cyber. Yet evidence suggests that essential development in EM & resilience is required to better manage the future challenges (Mann, Towler & Settle. 2022). Therefore, excellence is sought, compelling improvement from HEI, in their own future resilience & that of EM.

Societal drivers and public expectations

- Competence, confidence & trust
- Joined up working
- Accountability & democratic consent
- A readiness to invest in resilience

Discussion

What is certain is that the world is heading into a period of great uncertainty, with interconnected complexities, widening inequalities, increasing disasters & vulnerabilities. Requiring greater knowledge & skills in resilience, throughout all industries & society. Society affected by disasters, will see increased migration, urbanisation (Megacities), decreasing access to resources. Whilst technology will advance at pace, potentially offering solutions, but also providing, over-reliance, complexities & vulnerabilities to resilience. Every person, industry & government must keep a weather eye on the rapidly changing horizon (WEF. 2022).

Future for Emergency Management & Resilience

Although a comparatively young modest sized field, it is critical to societal resilience, survival & growth. (Mann, Towler & Settle. 2022; JESIP. 2022; Benavides Garcia. 2022; Bateman, Jin, & Zhang. 2022; Farrow. 2019).

~ The current knowledge & skills within EM are those identified as critical for HEI to develop for the future, ~ Future technology will support data management, scenario planning & decision making, formulating new knowledge & skills requirements.

Future of HEI

The urgent **calls for action & reform**, request supporting learners, workforce requirements, technological changes & challenging economies (Tate. 2022; KMPG. 2020; WEF. 2022; EDUCAUSE. 2022; Govindarajan & Srivastava. 2020; OU. 2022; Etemadi & Poonawala. 2022; Al Dhaherian & Ali Hamade. 2022).

- ✓ The skills needed for the future, need urgent consideration, along with pedagogy, constructive alignment in programme design, to support future societal challenges & inequalities.
- ✓ Technology will change HEI in every way, allowing global reach, with borderless challenges to competition & program design.
- ✓ Personalisation & professionalisation is increasingly being called for, to ensure supporting learners personal needs, requirements & industry development.

The liquid imperfect world will bring crisis after crisis, for industries & HEI alike, requiring better horizon scanning, adaptability, flexibility & resilience, needing to apply the **'secret sauce'** to enable reform, building programme to support global market economies & resilient society (Granados. 2018; WEF. 2022)

Future of HEI:

There is a critical need to prepare society & emerging jobs, like EM to meet these global challenges (EDUCAUSE, 2022, p. 4; Gast. 2022). Alongside the fourth Industrial revolution (4IR) brings immense changes in capabilities & skills, **with some we cannot even imagine yet.** HEI future is under question, needing increasing accessibility, needing the **'Secret Sauce'** of reform (El-Azari. 2022; WEF 2022). The **WEF 2022 future skills report** states the skills required moving forward, which are also seen as supporting crucial wider societal benefits against the global risks, such as civil engagement & strong institutional trust for greater well-being (Harrison-Graves. 2022).

The "secret sauce" of education reform

- Defining and aligning collective values
- Cultivating local agency
- Demonstrating reform practically

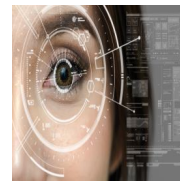
Future skills required (WEF. 2022)

complex problem solving	people management	emotional intelligence	Negotiation
critical thinking	coordinating with others	judgment & decision making	cognitive flexibility
creativity	cognitive flexibility	service orientation	

"HEI have an important role to play, in the education of people who work, or wish to work, in the resilience field, & in the contribution, they can make from their research to the development of policy & operational practice."

Estimated improvements in lifelong learning skills in partnership with industry & government, will add \$2.54 trillion increase in productivity to the global economy.

- Disasters will compound pre-existing inequalities, increasing the urgency in developing interactive forms of pedagogy to encompass curriculum with multiple disciplinary viewpoints & cultural perspectives.
- Global recovery & prosperity need prepared leadership with technical proficiency & profound awareness of ethical responsibility.
- True reform, the **WEF 4.0 framework** demands with a re-imagining, investment in HEI to meet these skills for the future workforce (WEF. 2022).



Conclusion (Vision)

'One size fit all' is a thing for the past, future global society is only set to become more complicated & interconnected (JISC. 2020; Ostergaard & Nordlund. 2019; Hill, et al. 2022; McIntosh & Nutt. 2022).
✦ The **UKs resilience review** recognises & provides recommendations for the important role of HEI.
✦ EM needs to be recognised for the support to HEI & society for the challenges ahead.
✦ EM supports the important third space through integration between academia & professional activity. Required for the transformation, reimagining to better fit the demands of industries workforces & societal resilience.
HEI need to prepare themselves, their students for the future of unprecedented societal shifts, increasing inequalities, critical to managing & leading future challenges, scrutinizing programmes required for the future (Myers. 2022; Cortez Marquez & Mendoza Carabeo.2022; The Times Higher Education. 2022).

Future of Technology in HEI:

4IR brings (OU. 2022; Benioff. 2016; Etemadi & Poonawala. 2022; Al Dhaherian & Ali Hamade. 2022)

- AI impacting on analytics & learning tools,
- Mainstreaming hybrid learning spaces,
- Enabling detailed future scenarios,
- Micro credentialing, growth in hybrid personal learning,
- Thought alone transferring knowledge,
- Improved data management, review,
- Influencing study behaviors,
- Full sensory virtual learning,
- Global sharing of ideas through collaboration giving rise to global solutions, with science & workplace linkages.

Nevertheless, this is also a growing threat. To global digital inequality & societal vulnerabilities (Yu & Hu. 2016)

WEF (2022) state "a comprehensive approach to investment in high-quality, innovative, future-proofed education systems must be a strategic priority"

The World Economic Forum's Education 4.0 Framework

Content built-in mechanisms for skills adaptation

- Global citizenship skills
- Innovation and creativity skills
- Technology skills
- Interpersonal skills

Experiences (leveraging innovative pedagogies)

- Personalized and self-paced learning
- Accessible and inclusive learning
- Problem-based and collaborative learning
- Lifelong and student-driven learning

UK Resilience review: Recommendations related to HE from the sector review:

- 96 The Resilience Competence Framework, once produced, should be made available to HEI to inform their course design & teaching.
- 97 The Civil Contingencies Secretariat or any successor body should establish & promote a formal engagement mechanism for those HEI seeking advice on current resilience policy & operational practice, or who wish to pursue or promote research of benefit to UK resilience.
- 98 Resilience Partnerships should be encouraged to engage with their local HEI, including in areas where they can offer analytical expertise in the development of risk assessments & emergency plans to more fully reflect local demographic, socioeconomic & other data & information.
- 99 The Civil Contingencies Secretariat or any successor body should collate from across government departments & Resilience Partnerships a list of those UK resilience issues which would benefit from further research & pursue this with HEI & research funding bodies.

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