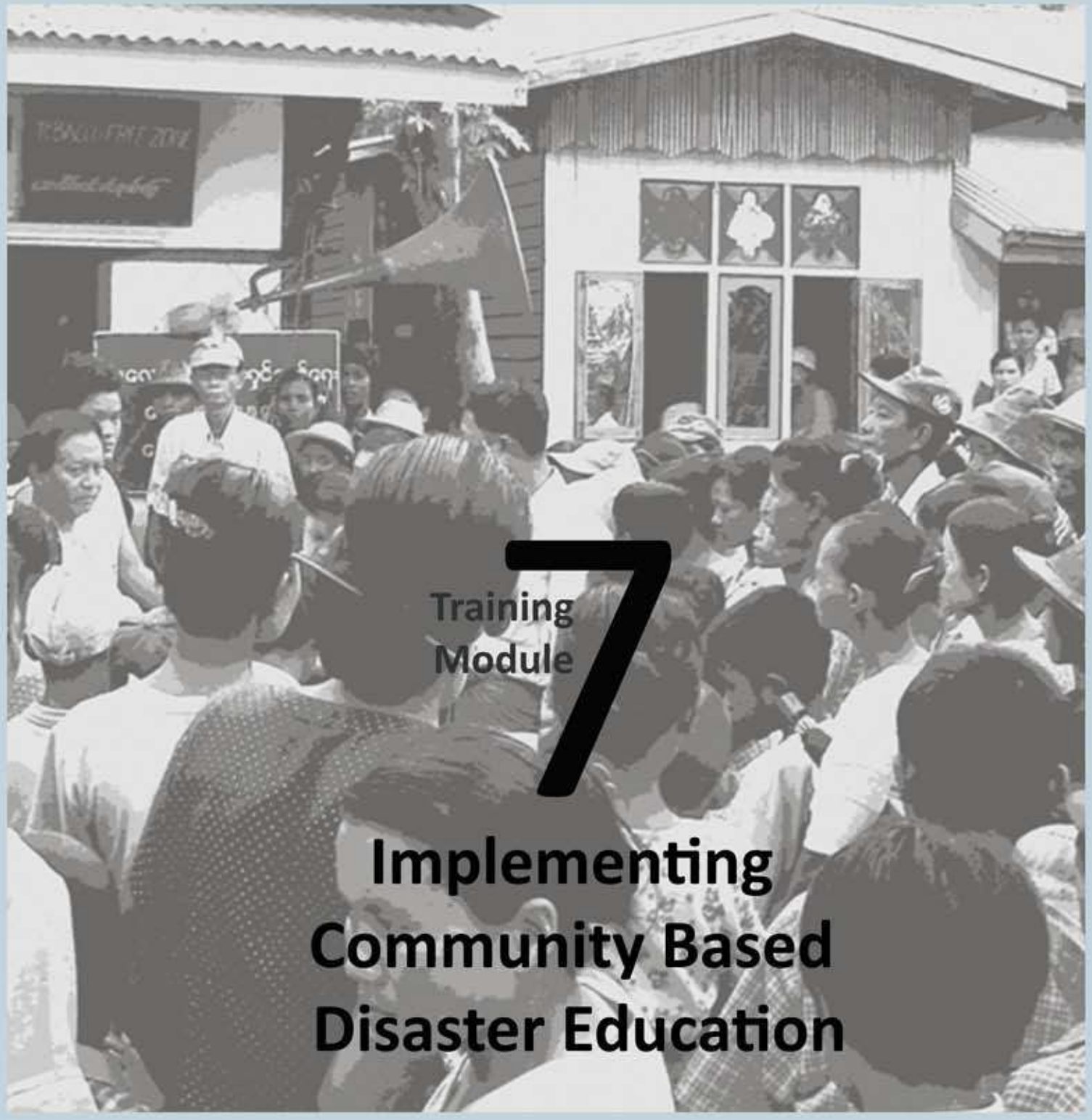
United Nations
Educational, Scientific and
Cultural Organization

Disaster Risk Reduction in Education
Resource Pack



Training
Module

7

Implementing Community Based Disaster Education

Ministry of Education and UNESCO
(February 2010)

Module (7) Implementing Community-Based Disaster Education

Developed by
UNESCO in consultation with Ministry of Education,Myanmar
(January 2010)

Published by
UNESCO Myanmar Education Recovery Programme
Education for Sustainable Development Unit
UNESCO Asia and Pacific Regional Bureau for Education, Bangkok

Printed in Myanmar

Module 7

IMPLEMENTING COMMUNITY BASED DISASTER EDUCATION

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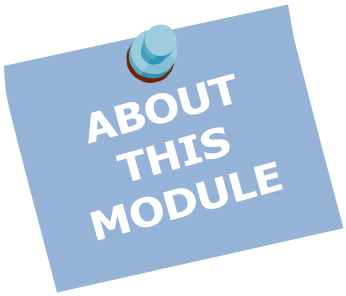


LEARNING OBJECTIVEs

By the end of this session, the participants will:

- Get oriented to various Information, Education and Communication (IEC) material used at different levels for disseminating disaster education
- Be able to develop an appropriate IEC strategy

METHODOLOGY

The session prepares the participants to strategize the dissemination of IEC material at different levels for disaster education. It would enable the participants to grasp the different tools used in disaster education and the platforms where these can be utilized. The exercise in this session is an educative medium to build an understanding of the links between risk reduction activities at school level and risk reduction activities at the community level.

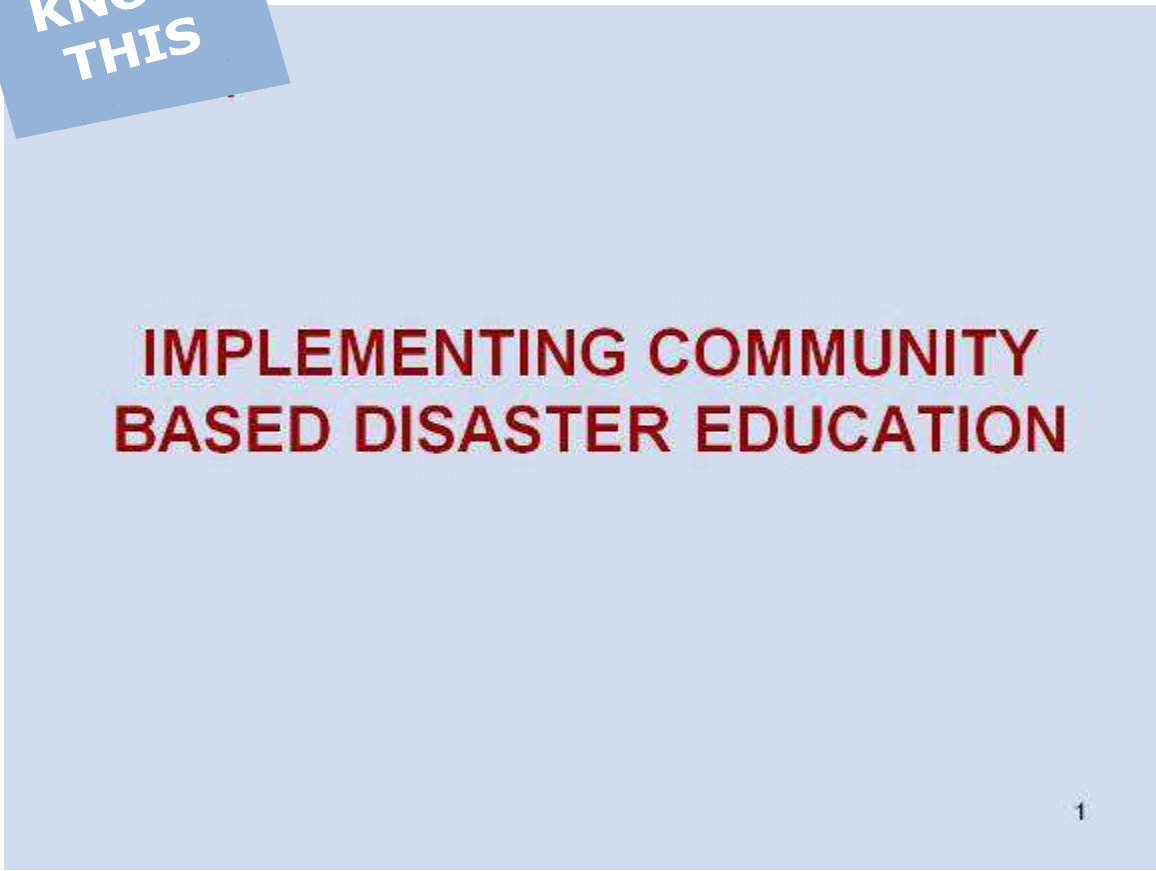
SESSION SEQUENCE

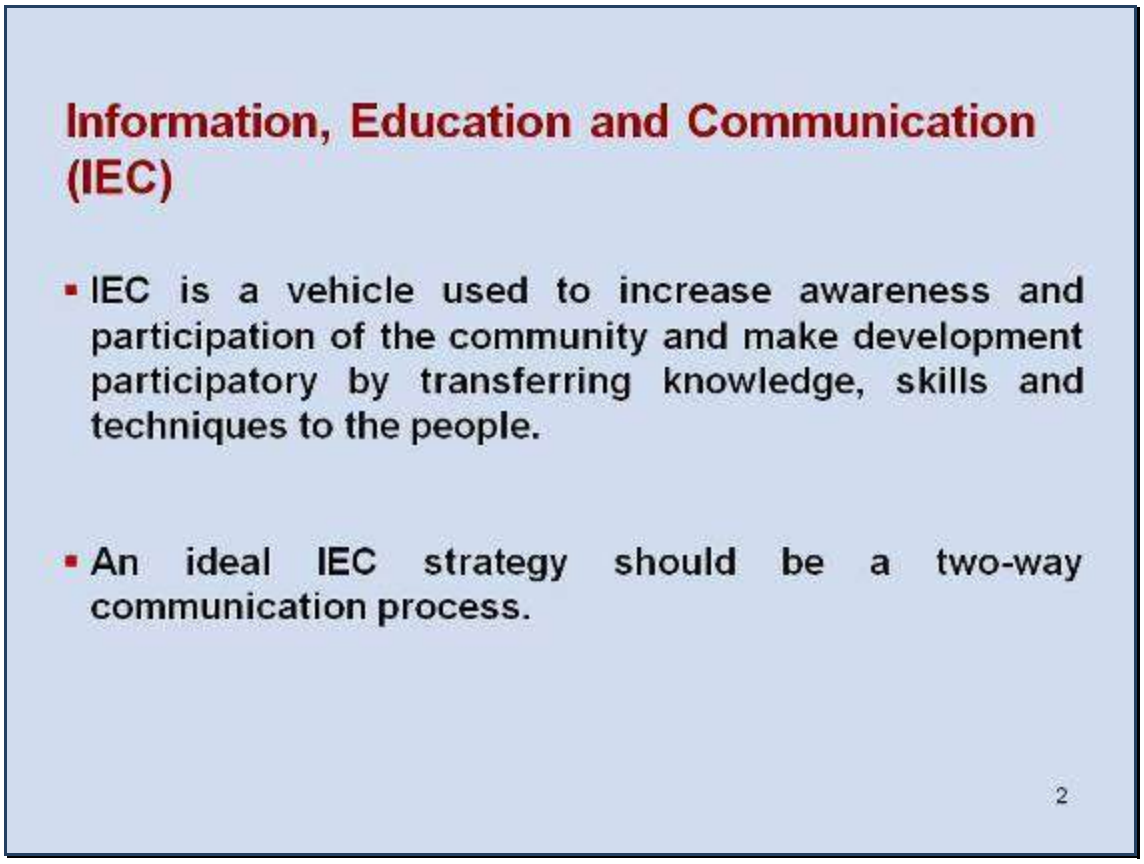
1. Presentation
2. Review of IEC material

IN THIS MODULE

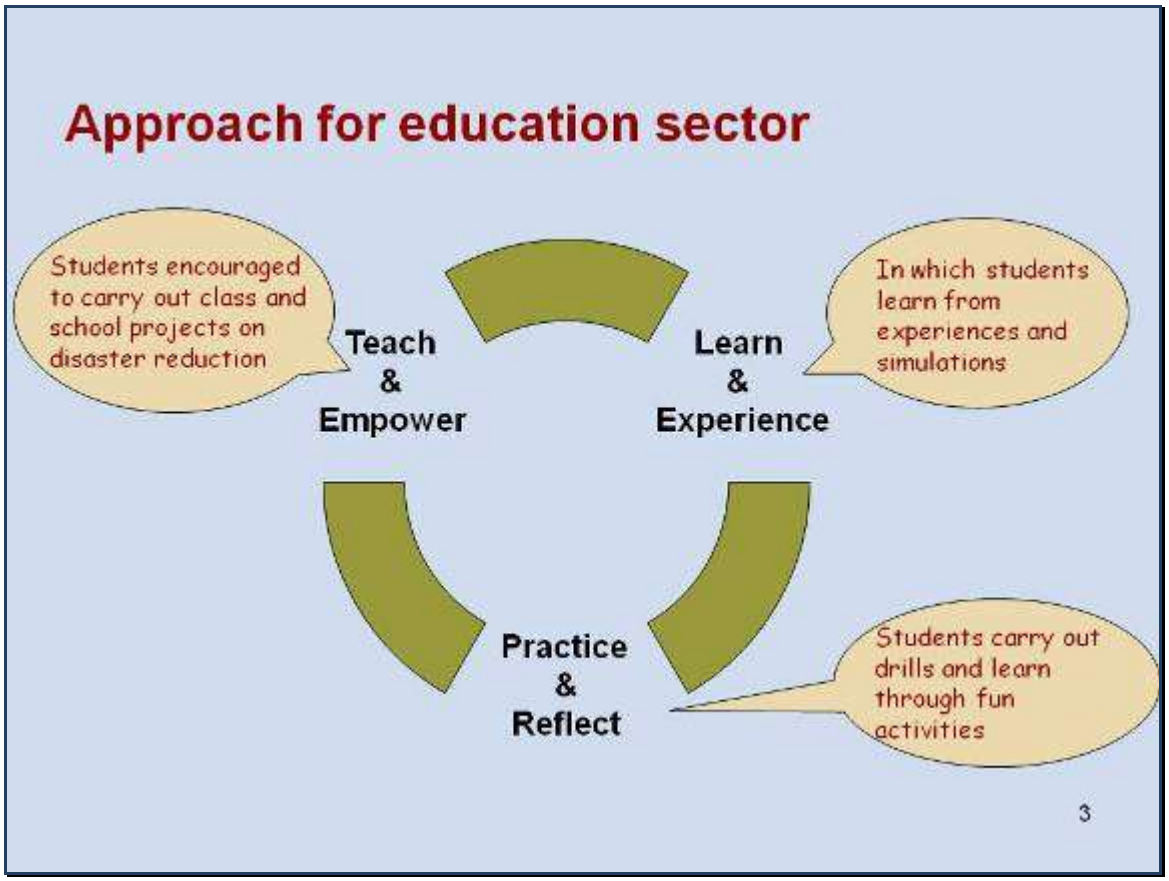
- Information, Education and Communication (IEC)
- IEC tools
- Approach for education sector
- Developing an IEC strategy
- Disaster Preparedness and Response Education (DPRE) Working Group, Myanmar
- Resource materials for disaster education

KNOW THIS

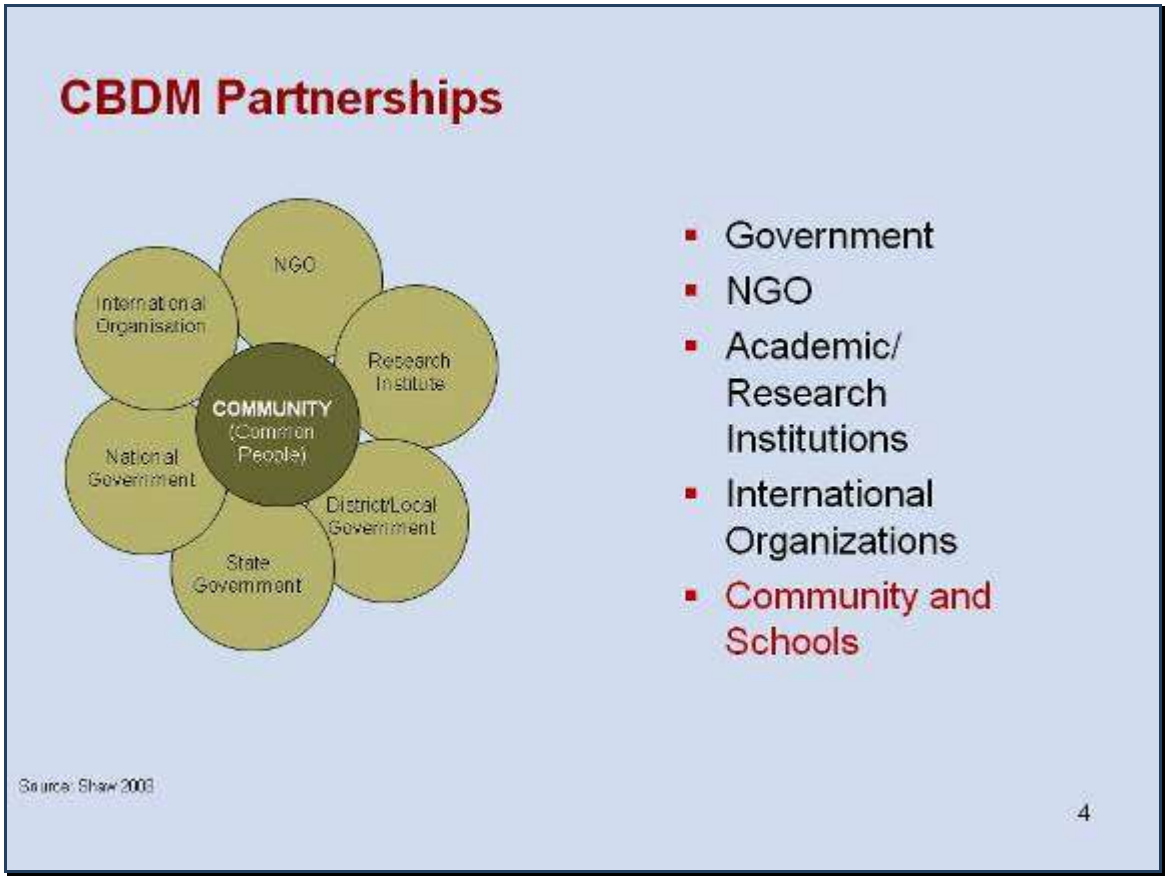




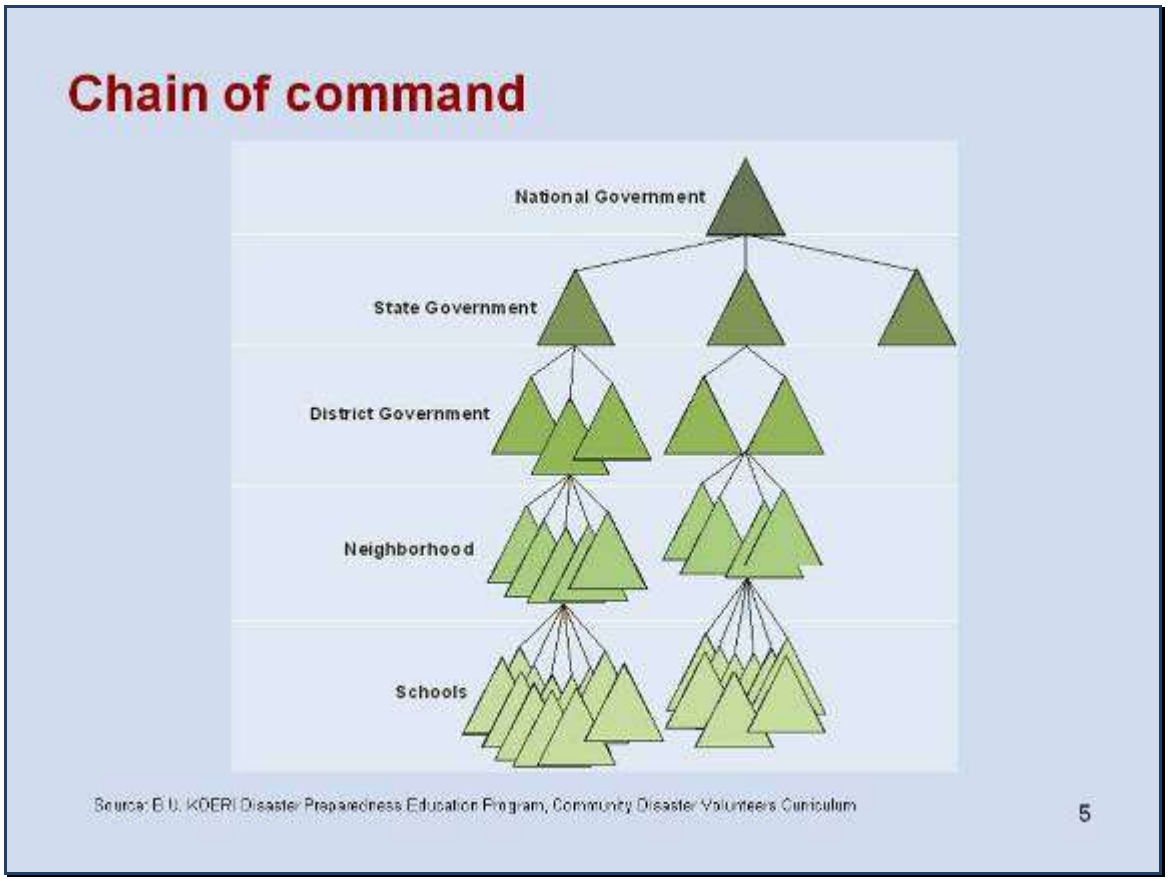
Disaster Risk Reduction has to be based heavily on building local capacities and strengthening mechanisms at the community level. For this purpose, it is imperative to raise the level of public awareness and sensitivity towards disasters and the need and tools for their reduction. IEC material is the most effective tool for this purpose, and there is a wide range of products that can be used.



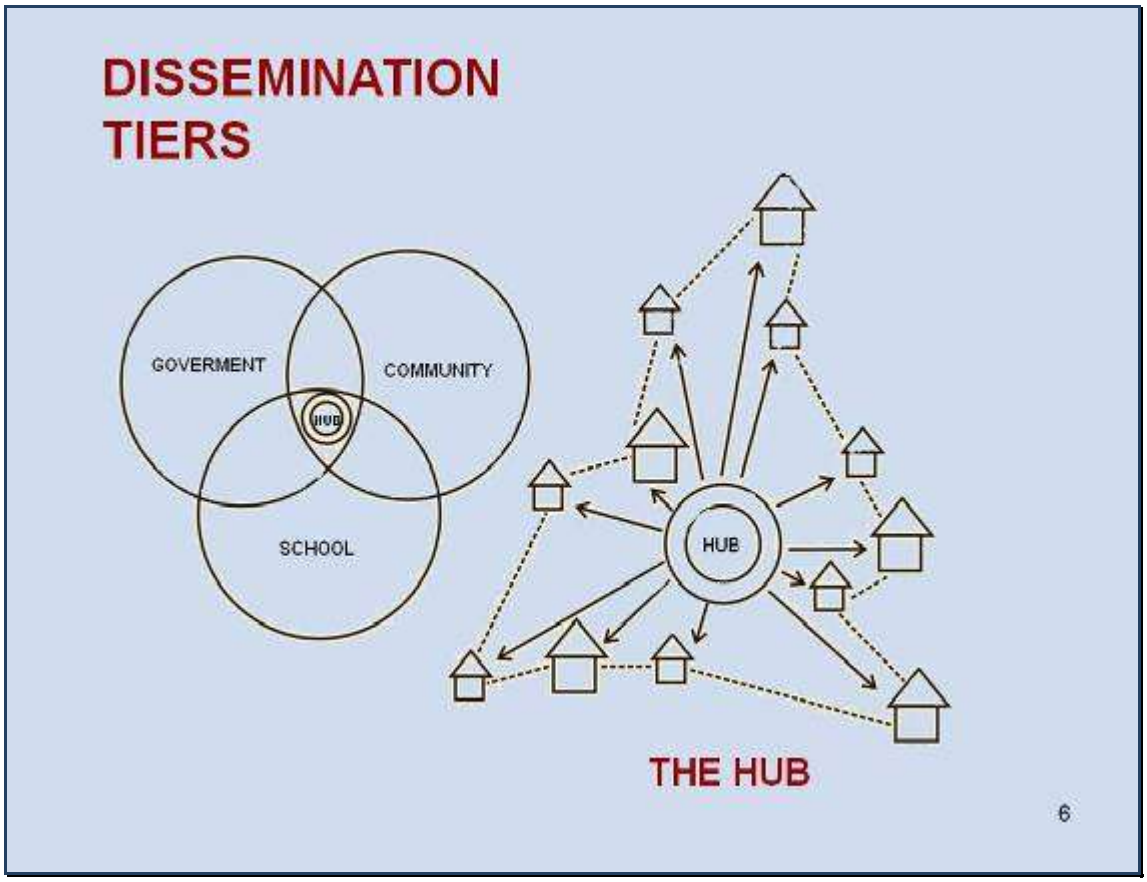
The inclusion of disaster risk reduction in the education sector is not a one time activity. It is a cyclic process of constantly improving the understanding and actions on DRR and keeping it fresh for new batches of students that keep joining the schools. Teaching and empowerment by the trainers and teachers, learning and experience by students as well as teachers and parents, and practice by all will lead to overall risk reduction. The learning and experience stage of the cycle is most directly aimed at the students, in which they benefit from the curriculum as well as extracurricular activities such as the ones delivered for Myanmar. The final result that is of importance to the community as a whole is the practice and reflection on the disaster risk reduction actions. Students carry out activities and learn through the play way and through practical experience. The community also sees and hears about this and learns through the students. Finally the cycle comes back to the teachers, wherein they teach and empower the students, and encourage the students to carry out activities that go beyond the curriculum so that they learn disaster management as a life skill and not only as a subject.



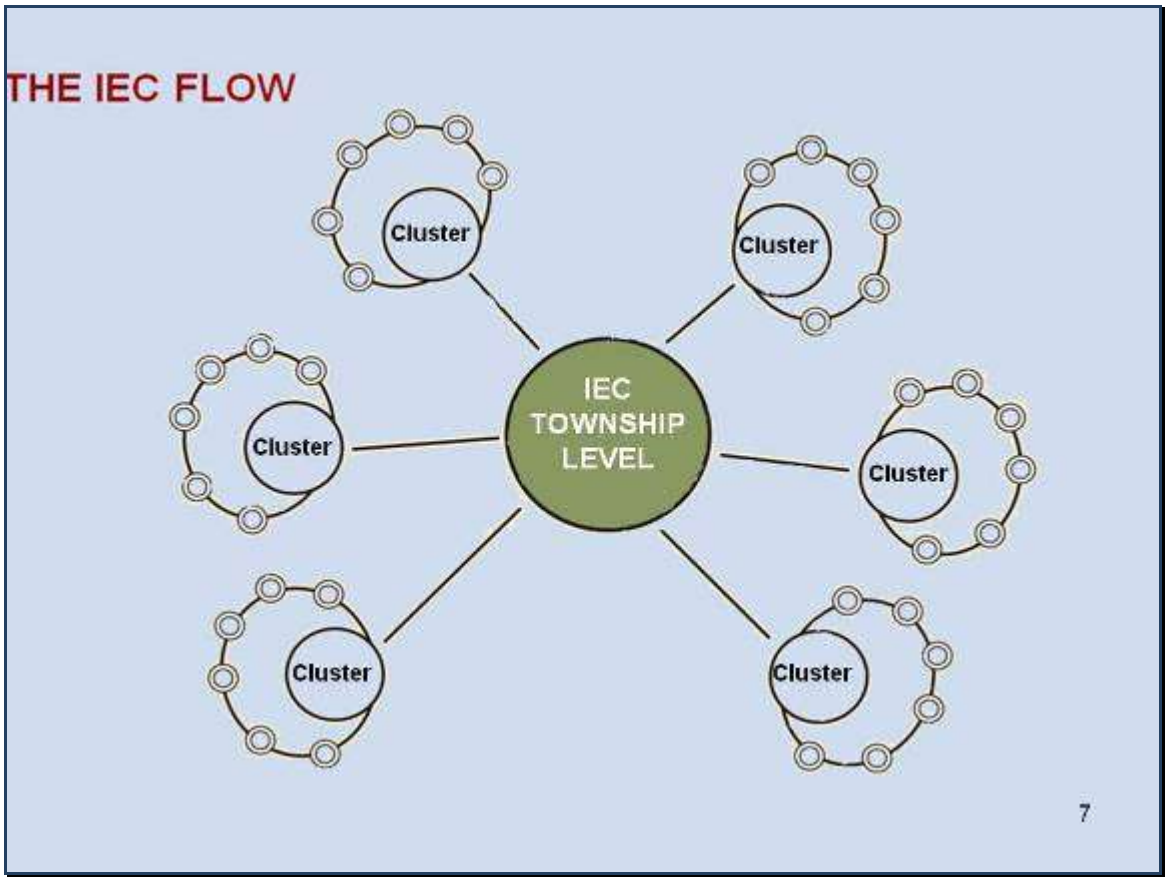
Community based disaster management is fundamentally based on the concept of partnership. A community is made up of many sub groups and has many different stakeholders. These include government agencies, civil society organisations, academia, private sector, and individuals. Within this setup, the role of the local community and schools is very critical as they are at the frontline for any disasters. Their role in the partnerships thus needs to be ensured.



While school communities have a role to play at the local level, this is very much part of a national approach and follows the same strategies and policies based on which the national, state, divisional and local governments work and all other stakeholders work. School safety should therefore not be seen in isolation, but as the local counterpart of a collective approach for reducing disaster risks.



For a greater outreach of IEC material and its messages, a strategy of dissemination through a tier system of hubs is best suited. This is another kind of cascading model, but the dependence on facilitation is much lesser in this. The material can be disseminated with very basic orientation, and it is effective in the field due to its simplicity and ease of use.



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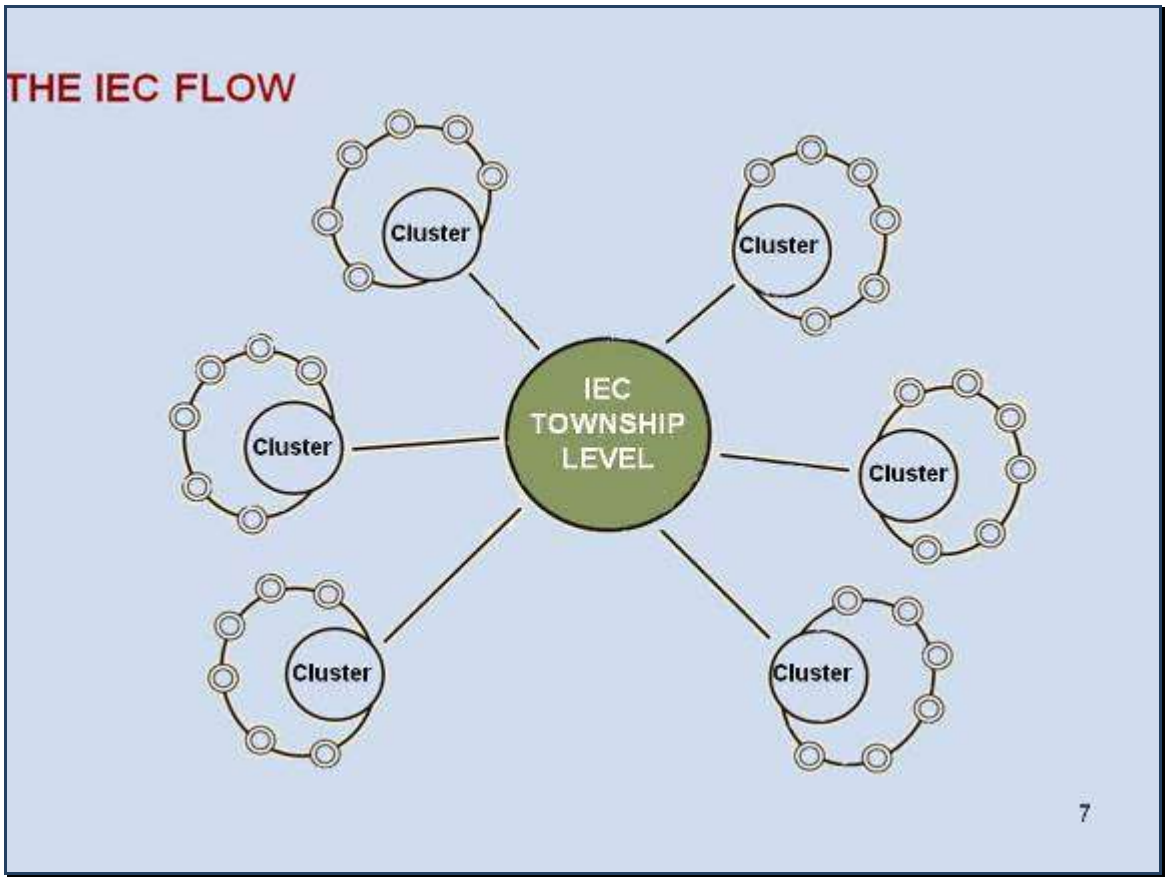
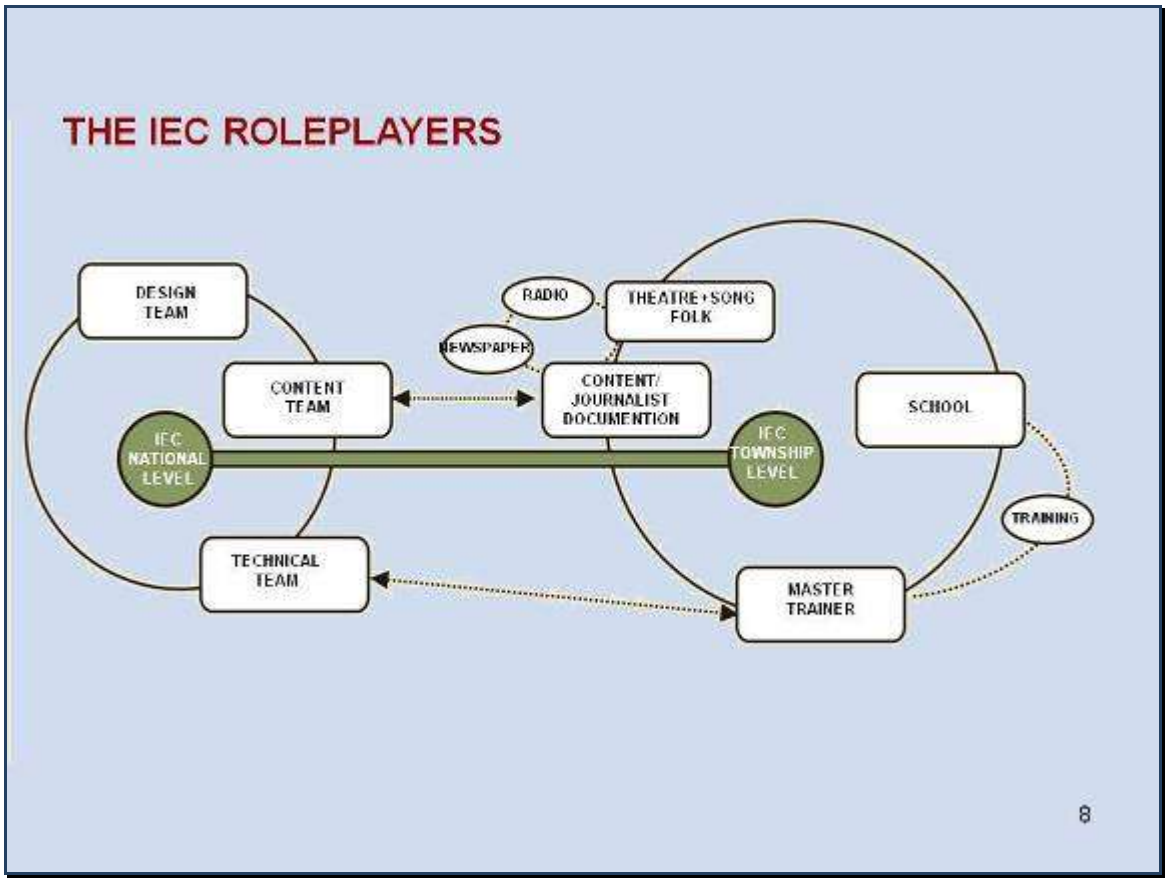
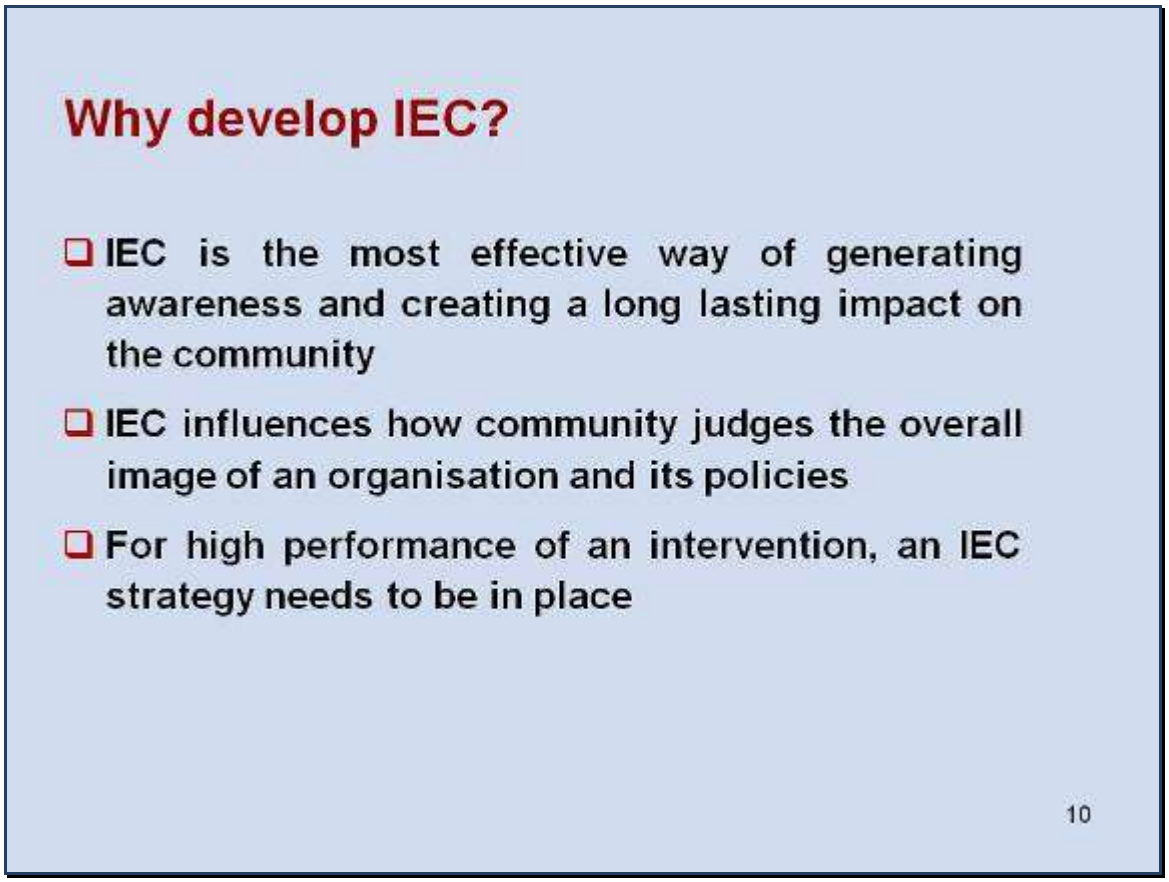


In the context of Myanmar, the Township level is best suited to anchor the IEC based programme. It can feed local clusters of schools and communities with basic orientation and provision of the awareness kits. Nodal persons such as trained principals can be anchorpersons and nodal schools can be identified for each cluster as its hub.

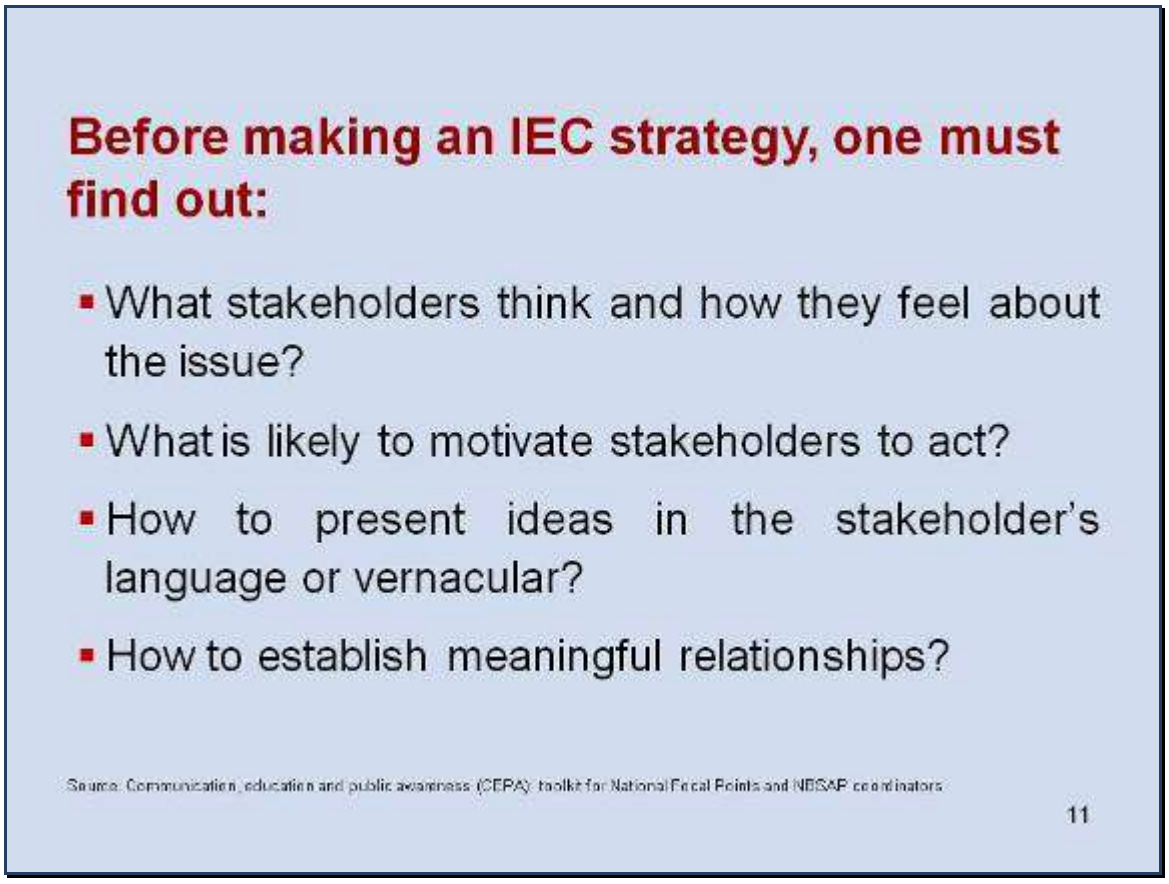


Content and design of IEC material is a high skill task, and needs to maintain consistency in messages. This is best done at the central level through technical, content and design teams. Local media, schools and master trainers play the vital roles of dissemination at the local level.

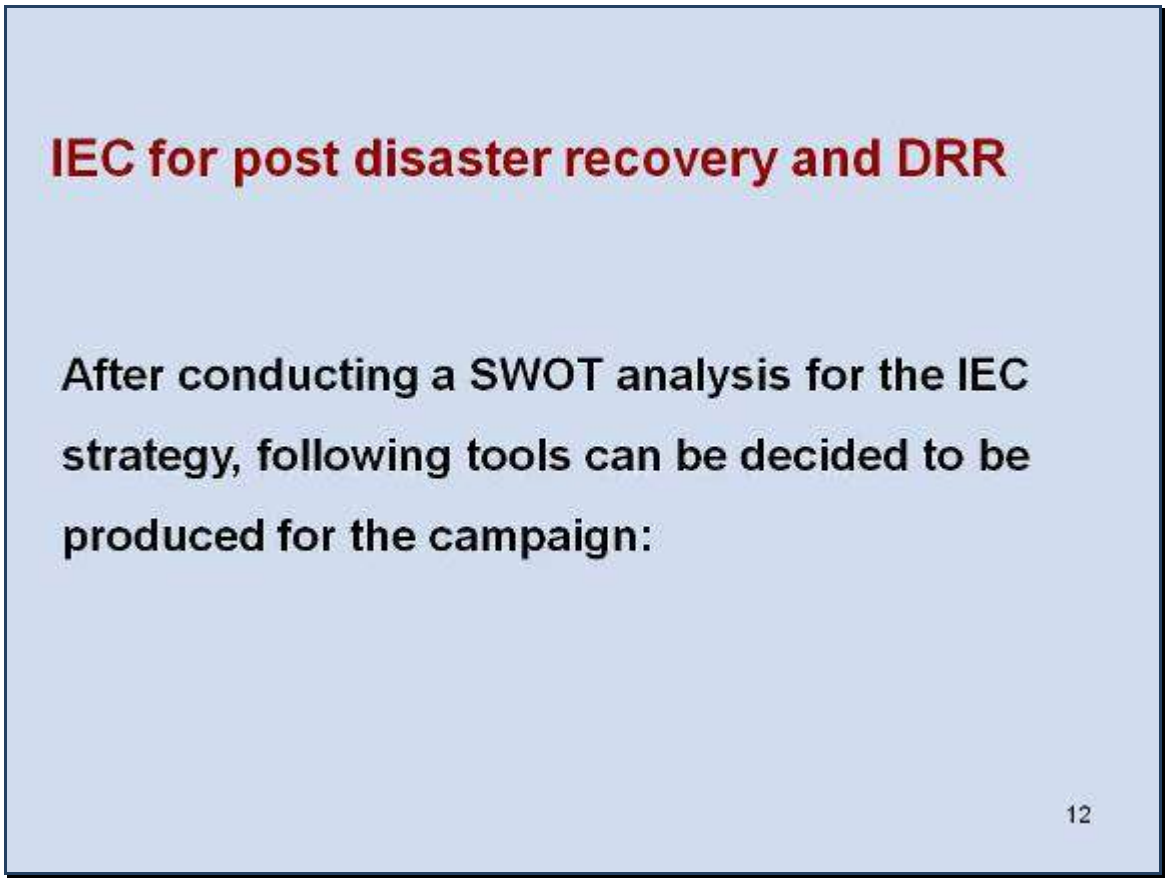
IEC tools include print and electronic media content, new communication technologies, traditional ways of person to person contact and group events, and any instruments of public visibility. The range is not limiting, and a programme can create and design its own tool and content that is best suited to its target audience.



As opposed to one time intervention based projects, IEC leaves behind material and more importantly memories of the messages being conveyed. For this reason, IEC is even more effective with children, who are in a highly impressionable age and remember and take home the messages very seriously. Many of the IEC strategies are based on concepts similar to those of advertising.



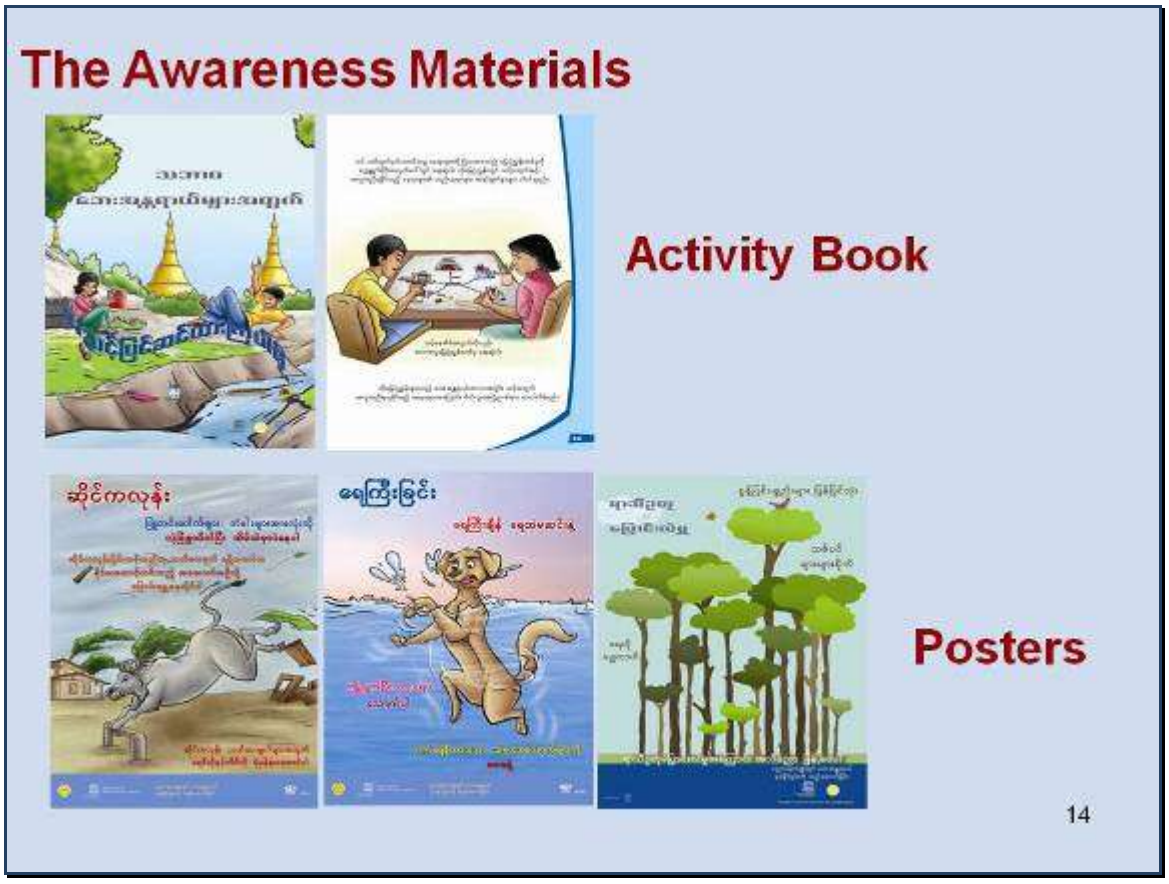
IEC has to be very locally contextualised and made specific to the people being targetted. Their baseline knowledge, attitudes, potential and limitations determine the nature of message and medium. Existing media as well as new media are useful for IEC work.



DRR is a subject for which IEC can be very highly effective. Disasters catch public and media attention quickly. Within local communities affected by disasters, or at threat to future ones, it is easy to establish a sense of ownership on the messages since the people can directly relate to such situations through their own experiences or of people known to them.

Tool	Specifications	Platforms
Powerpoint	• Mainly Visual • Myanmar & English combined • Use a simple palette of colours • Design such that it prints well in b&w and does not much use of ink • Do not use animations and other such that increase file size • Keep file size minimal	• Conferences • Meetings with funding agencies, government, other NGOs • Internal Presentations to beneficiaries using laptops on field / flipchart version where no projector
Email version	• Pdf version • One low resolution - downloadable over non broad band connection • One high resolution version that has print quality	• Great speed of transfer to partner NGOs, Media
Web based material	• Pdf version easy to download • Low resolution version suitable for slow net connections • One high resolution version that has print quality	• Create Website for IEC campaign
Media Information Kits	• Press kits primarily in Myanmar to facilitate press whether Newspaper, Radio or TV, with corresponding illustrated material on a CD but also print versions	• Newspaper, Radio, TV
Public Awareness Kits	• Interesting and interactive games, checklists, posters and activity books to enhance awareness on risk reduction	• Distributed in workshops and to students in schools and reach to community through schools 13

IEC can target not only communities, but the entire range of stakeholders from policy makers, to programme implementers and also local communities. Based on the audience, different media are used. There is an emerging trend of using technology based media, but care has to be taken to ensure that the target audience has access to these technologies. For local community work, traditional print and activity based media are best suited that are not dependent on high end electronic equipment.



The activity book helps to sensitize children on disaster safety through a gamut of interactive games and exercises. The exercises are simple activities that can be carried out by children individually or in groups to learn from their immediate environment.

Posters are a simple and time tested means of communicating with the public. Child centric posters use simple cartoon characters with precise messages. Simpler and more visually interesting posters have a greater impact than posters loaded with text and instructions.

Exercise 10

- Identify the list of activities that need to be carried out at the school level and the community level
- Use the given format for the purpose. You can use the examples of activities given below the format, and also add your own.
- Draw lines to link the activities of the community and school that are related to each other, and for which coordination must be done between school authorities and local leaders, through PTA and also by direct meetings.

Risk Reduction Activities at School Level	*Links*	Risk Reduction Activities at Community Level

Examples of risk reduction activities:

1. School disaster management planning
2. Community disaster management planning
3. Hazard assessment in classrooms and school compound
4. Identification of safe and unsafe areas
5. Preparation of evacuation map
6. Display of information on risk reduction
7. Signage on risk spots
8. Regular updating of disaster management plans
9. Mock drills
10. Installation of fire safety equipment
11. Training of emergency response agencies on disaster management
12. Village mock drills
13. Practice of emergency alarm systems
14. Sanitation drive to keep the area clean and free from diseases
15. Work to strengthen embankments and water protection works
16. Interaction with neighboring communities for sharing resources
17. Tree plantation drives
18. Cleanliness drives
19. Vaccination campaigns
20. Strengthening of critical buildings and infrastructure
21. Identification of community evacuation centres and potential relief shelters
22. Retrofitting and strengthening of school building
23. Training of construction workers on disaster resistant construction
24. Playing games that teach disaster risk reduction
25. Awareness activities to reduce rumours and panic
26. Identification and promotion of local indigenous knowledge on disaster risk reduction and early warnings
27. Setting up systems to monitor river levels and any other sources of risk during known high risk seasons
28. Others (If there is) _____

1. IEC TOOLS

IEC tools are the most effective way to raise public awareness level and sensitivity towards disaster risk reduction

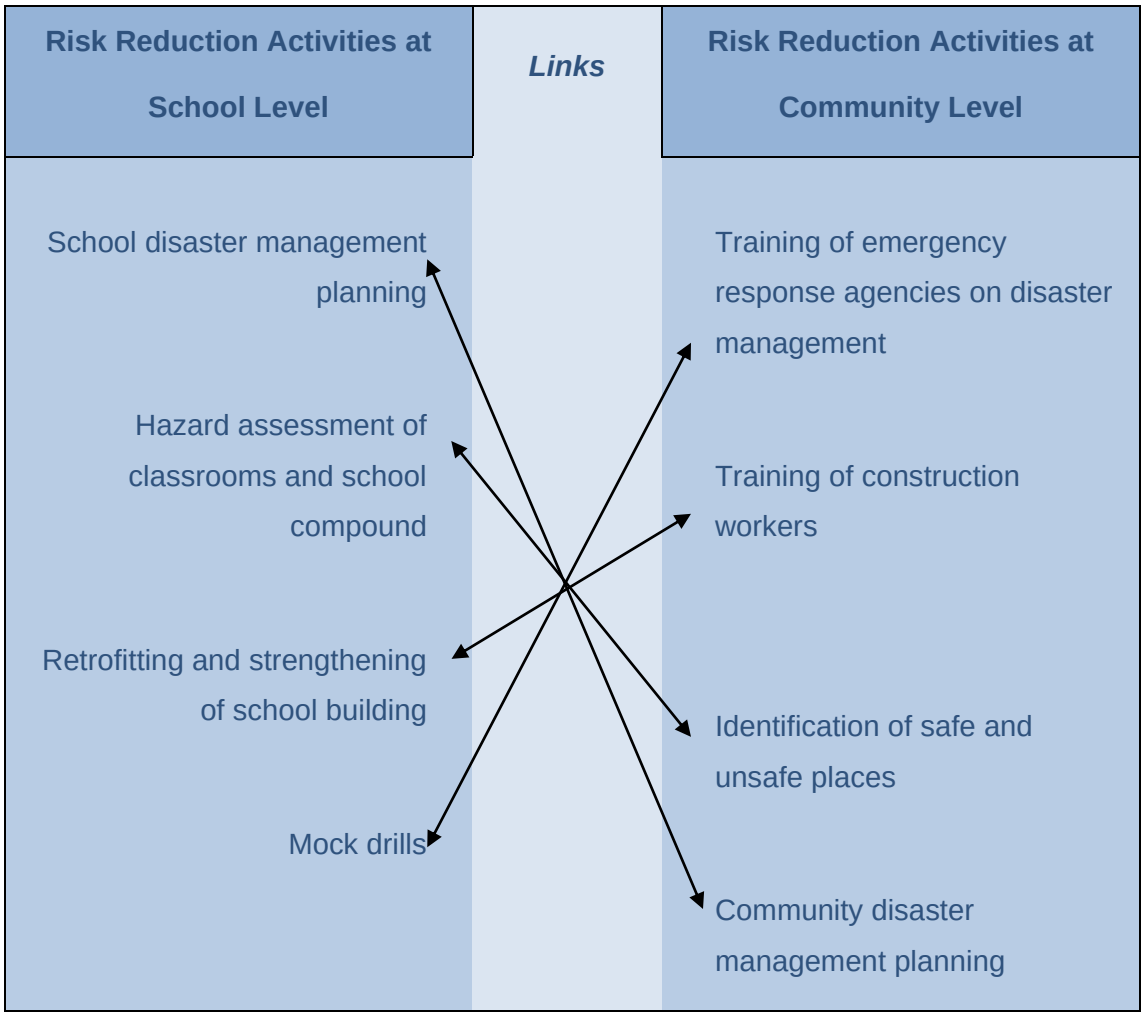
2. DEVELOPING AN IEC STRATEGY

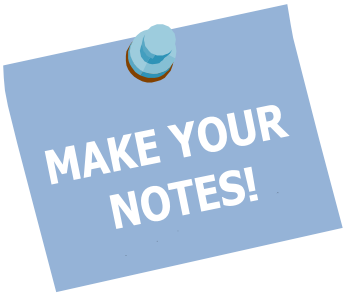
For a greater outreach, a strategy for the dissemination of IEC material must be developed. In context of Myanmar, the Township level is best suited to anchor the IEC based programme.

3. DISASTER PREPAREDNESS AND RESPONSE EDUCATION (DPRE) WORKING GROUP, MYANMAR

A disaster preparedness resource pack has been developed by this working group convened by UNESCO. The resource pack has been translated, adapted and localized by the working group.

SAMPLE ANSWER KEY




MAKE YOUR
NOTES!

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UNESCO Myanmar Education Recovery Programme
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Plan
Be a part of it.