

# **Introduction to Disaster Risk Reduction in Education**

**Training Module**

**1**

**Ministry of Education and UNESCO  
(February 2010)**

## Module (1) Introduction to Disaster Risk Reduction in Education

Developed by  
UNESCO in consultation with Ministry of Education, Myanmar  
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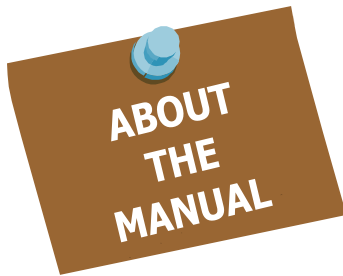
Printed in Myanmar



## Module 1

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This manual has been designed with a focus on disaster risk reduction in education, which goes beyond education in emergencies. The content of the information and training package developed under the programme are on the lines of the internationally agreed approach of the Hyogo Framework for Action (HFA) towards building resilience, as seen through the education lens.

The module development is based on the Learning System model, wherein the influencing factors targeted at the learner, though delivered through education sectors and a formal teaching / learning channel, are drawn from the wider environmental context. This comprehensive multi-stakeholder information and training package includes:

- Training Modules
- Glossary Book
- Awareness materials: activity book and posters



Following materials are required for conducting all sessions:

- Flipchart paper (30 sheets)
- Tape or tack to post flip charts on the wall or cards on charts
- Permanent markers (three sets of different colours, with five pens in each)
- Pens or pencils for participants (one for each participant)
- Index cards or post-it notes (one hundred)
- Computer and projector with electricity backup for showing Powerpoint slides
- Stand or high table for putting slide chart where there is no projection system
- Sufficient copies of workbooks, or individual handouts, for each participant



### **Introduction of the participants:**

Welcome participants and introduce yourself to them saying your name, your organisation and why you have been chosen to conduct this training. Then ask all the participants to introduce themselves.

Share the objectives and contents of the workshop with the participants. Also discuss the agenda for the entire duration of the workshop.



By the end of this workshop, participants will:

- Understand the basic concepts of DRR and emergency response in the education sector
- Be well versed with the approach of building resilience at national and local levels, as advocated by the Hyogo Framework for Action
- Go through the Learning System approach for the subject of disaster risk reduction in education
- Be oriented with the priorities of action for inclusion of disaster risk reduction in education in Myanmar
- Be equipped with tools and techniques for assessment and action towards risk reduction
- Have teaching aids for non formal education on disaster risk reduction with school children and teachers, and awareness material for local communities



## Workshop Duration: 3 Days

### Day 1:

8:30 am – 9:00 am	<ul style="list-style-type: none"> <li>Workshop Opening</li> </ul>
9:00 am – 11:00 am	<ul style="list-style-type: none"> <li>Introduction</li> <li>Module 1: Introduction to Disaster Risk Reduction in Education + Terminologies</li> </ul>
11:00 am– 12:00 pm	<ul style="list-style-type: none"> <li>Module 2: Localising Disaster Risk Reduction in education + Exercise</li> </ul>
12:00 pm – 1:00 pm	<ul style="list-style-type: none"> <li>Lunch</li> </ul>
1:00 pm – 3:00 pm	<ul style="list-style-type: none"> <li>Module 2 continued</li> </ul>
3:00 pm– 3:30 pm	<ul style="list-style-type: none"> <li>Tea / Coffee Break</li> </ul>
3:30 pm – 5:00 pm	<ul style="list-style-type: none"> <li>Module 3: Identifying, assessing and monitoring disaster risks in the education sector + Exercise</li> </ul>

### Day 2:

9:00 am – 11:00 am	<ul style="list-style-type: none"> <li>Module 3 continued</li> </ul>
11:00 am– 12:00pm	<ul style="list-style-type: none"> <li>Module 4: Building a culture of safety through DRR education + Exercise</li> </ul>
12:00 pm – 1:00 pm	<ul style="list-style-type: none"> <li>Lunch</li> </ul>
1:00 pm – 2:00 pm	<ul style="list-style-type: none"> <li>Module 4 continued</li> </ul>
2:00 pm – 3:00 pm	<ul style="list-style-type: none"> <li>Module 5: Reducing the underlying risk factors in the education sector + Exercise</li> </ul>
3:00 pm – 3:30 pm	<ul style="list-style-type: none"> <li>Tea / Coffee Break</li> </ul>
3:30 pm – 5:00 pm	<ul style="list-style-type: none"> <li>Module 5 continued</li> </ul>

### Day 3:

9:00 am– 12:00 pm	<ul style="list-style-type: none"> <li>Revision and Discussion on Module (1) to Module (5)</li> <li>Module 6 Presentation: Preparing for effective emergency response and recovery in education + Exercise</li> </ul>
12:00 pm – 1:00 pm	<ul style="list-style-type: none"> <li>Lunch</li> </ul>
1:00 pm – 3:00 pm	<ul style="list-style-type: none"> <li>Module 7: Implementing community based disaster education + Exercise</li> <li>Activity book</li> </ul>
3:00 pm – 3:30 pm	<ul style="list-style-type: none"> <li>Tea / Coffee Break</li> </ul>
3:30 pm– 5:00 pm	<ul style="list-style-type: none"> <li>Posters</li> <li>Overall Feedback</li> </ul>



The sessions will have a presentation by the facilitator to introduce the concepts. The participants will be provided handouts to assist them in following the presentation and taking their own notes on the same.

The presentation will be followed by a group exercise. Herein the participants will form small groups and will work on a given task that will help them discuss and better understand the concepts that have been introduced through the presentation. The exercise will also form part of a series of exercises throughout the workshop that will eventually lead to a set of outputs that constitute an assessment and planning document for disaster risk reduction in schools and local communities.



While it is assumed that the course facilitators are experienced trainers, it is useful to review the basic training tips. These are divided into four areas: Content, Method, Environment and Product or Outcomes which generally correspond to the way people think of a training workshop.

### **Content**

#### **Preparation**

- Prepare. Know what it is you're going to cover in each session
- Ensure that you have all the materials and have prepared all the aids you need for each session

## Implementation

- As you are the facilitator/trainer, you must understand the subject matter very well
- You do not have to demonstrate everything you know, but you should understand the content well enough to facilitate discussions and incorporate participant comments into the message you are trying to teach
- Create a mindset for your participants: explain the learning objectives for each session
- Allow for the input of the participants on the elements of the course
- Ensure that the sessions have variety and use a range of tools to maintain the pace of the session or day. The sessions have been designed this way; make sure to conduct all of the session activities.

Sessions should be well planned, but make sure you are also flexible so that you can respond to the needs of the participants.

## Method

A trainer can utilize different methods to enhance learning and make the workshop more interesting.

- Lectures: Where the whole group needs particular instructions or information
- Brainstorming: Where lots of ideas are generated to find solutions or develop discussion
- Case studies: Where real life examples are presented in a brief form for analysis and discussion, generally in small groups
- Group work: To explore concepts or to gain a particular outcome
- Role-plays: To explore particular situations
- Simulations: Where particular roles are scripted within a scenario
- Debates: To explore the advantages and disadvantages of various options

## Environment

There are two parts to environment. The first is the physical environment and the second is the psychological environment. It is the responsibility of the trainer to create a conducive environment for learning. The physical environment can vary depending on the venue where the training is conducted.



The psychological environment depends entirely on the facilitator. It is the facilitator's job to create an atmosphere where people are willing and able to learn. If you are co-facilitating or working in a team of facilitators, remember that the preparation and planning should be done as a team and that the behavior towards each other should reflect the same respect and co-operative attitude you would like from the participants. A trainer needs to be warm, friendly and enthusiastic. The psychological environment also depends to some extent on the participants.

### Product/outcomes

- Outcomes can be difficult to judge during the course. Try to make sure that you can follow up at a later time
- Ask participants to summarize what has been learned during a session or a day
- Have revision sessions built into the course. Make this a quiz or some form of game; the participants should be able to discuss and build on each others' responses.
- If necessary, have follow up sessions so that it is possible to see results of the workshop
- If you use written evaluation sheets, make sure that you leave enough time for them to be completed or, if it is possible, ask them to complete their evaluation sheets two weeks after the course. This gives a real indication of the value of the course.

While imparting this module, the trainer must adopt to the **learning system approach**. The learning system provides a policy framework for improving the quality of teaching and learning by taking into account the various levels of and key actors in the education process.

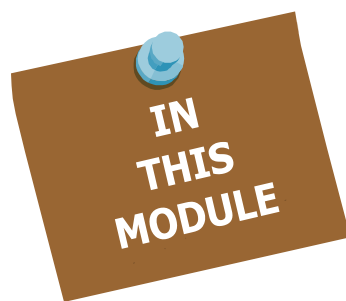
Each of the levels includes multiple components:

- The learner
- Teaching and training
- Education sectors
- Environment





Also, the **cascade model** would help in reaching to the larger community. The cascade, ripple, or pyramid model acts through training small groups of people in both functional skills and training techniques, who then, in turn, train small groups of people with functional skills and training techniques, and so on, until skills are passed on to the lowest level. It can train a large number of people in a relatively short time; though some time for absorption is required between being trained and conducting training for others.



- UNESCO Myanmar Education Recovery Programme
- Concept of Disaster Risk Reduction (DRR)
- Education in emergencies and DRR in education
- Natural disasters across the World
- “Education for All”
- Hyogo Framework of Action 2005-2015
- “Disaster risk reduction begins at school”
- Workshop structure and approach



## Module 1

# INTRODUCTION TO DISASTER RISK REDUCTION IN EDUCATION

1

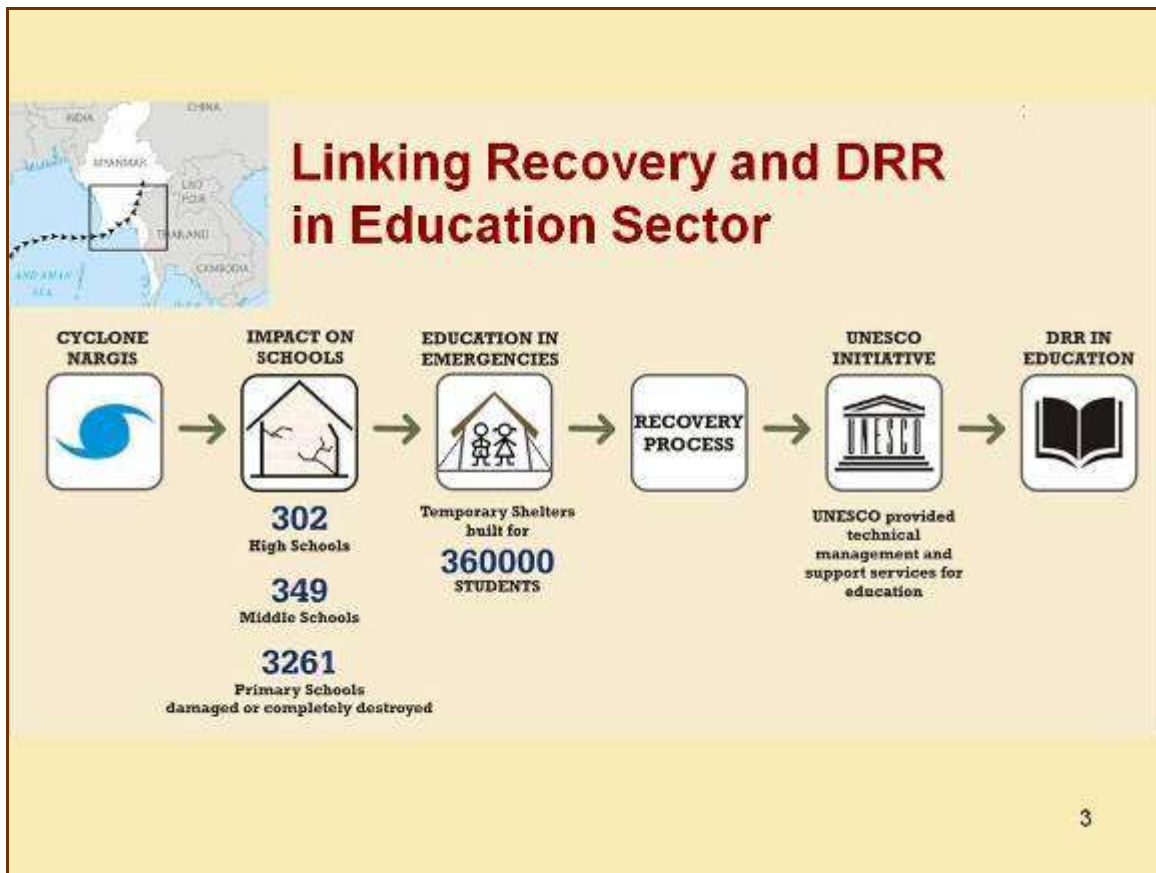
First and foremost, it is important to know the difference between ‘disaster’ and ‘hazard’. (The facilitator may ask participants to think about it and let some of them explain. Discuss with examples if necessary.) Reduction of disaster risks will bring about safety from future disasters.

## DRR and Education Sector in Myanmar

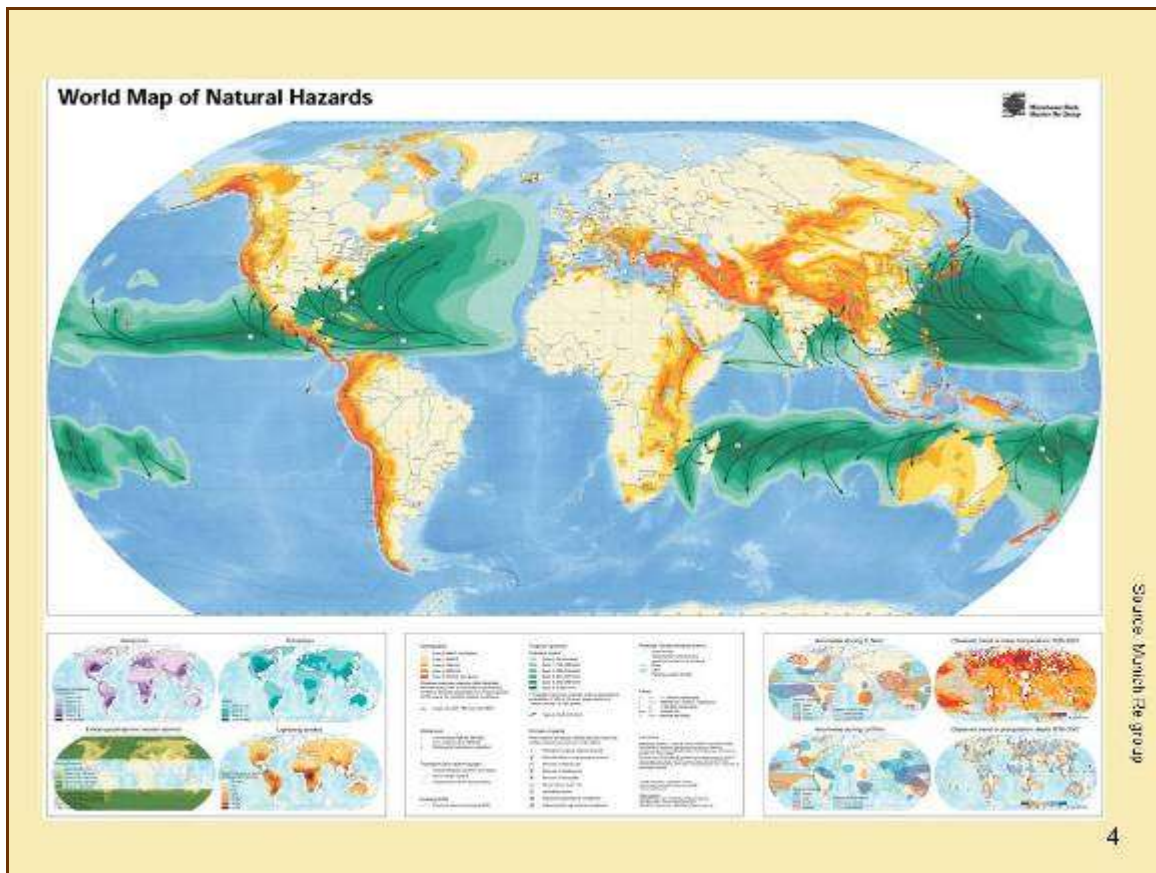
- Ministry of Education is working to enhance the resilience of the education sector in Myanmar, by addressing both *Disaster Risk Reduction* and *Emergency Preparedness* as an integral part of education
- This is particularly important during emergency recovery, to ensure a safe future through a community based, participatory and multi-sectoral approach.

2

The approach goes beyond education in emergencies to include Disaster Risk Reduction and Emergency Preparedness in education. It sees DRR in education as different from education in emergencies. Resources and local willingness to focus on DRR work are at the highest during post emergency recovery work, and this should be utilized.



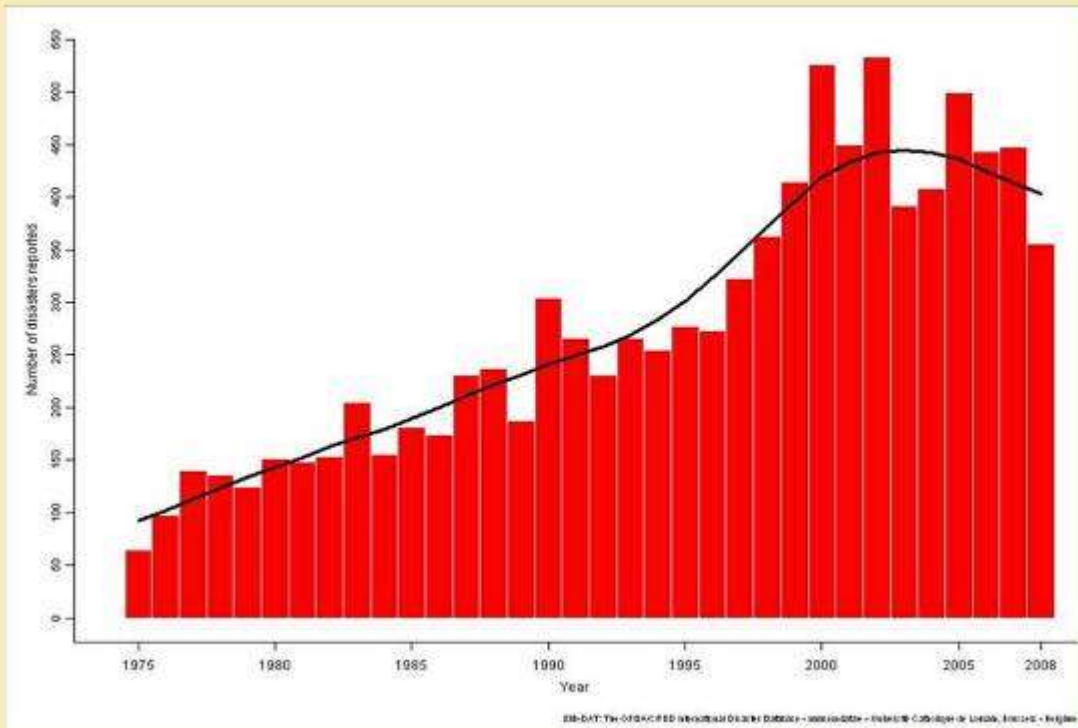
The programme is being conducted in the context of post Cyclone Nargis recovery. It is taking up the transition from education in emergencies to DRR in education in a well formulated and strategic manner, with areas of work based on the priorities of action of the HFA.



Asia is one of the most disaster prone regions of the world. It faces threat of earthquakes from the pacific ring of fire, and also the collision of the Indian and Eurasian tectonic plates. The Bay of Bengal and other oceanic regions of Asia are highly prone to devastating cyclones. The World Map of Natural Hazards, published long before the 2004 South Asian Tsunami, had clearly marked the coastal regions of South and South East Asia as vulnerability to Tsunami. Yet, many people in the region did not know this fact.

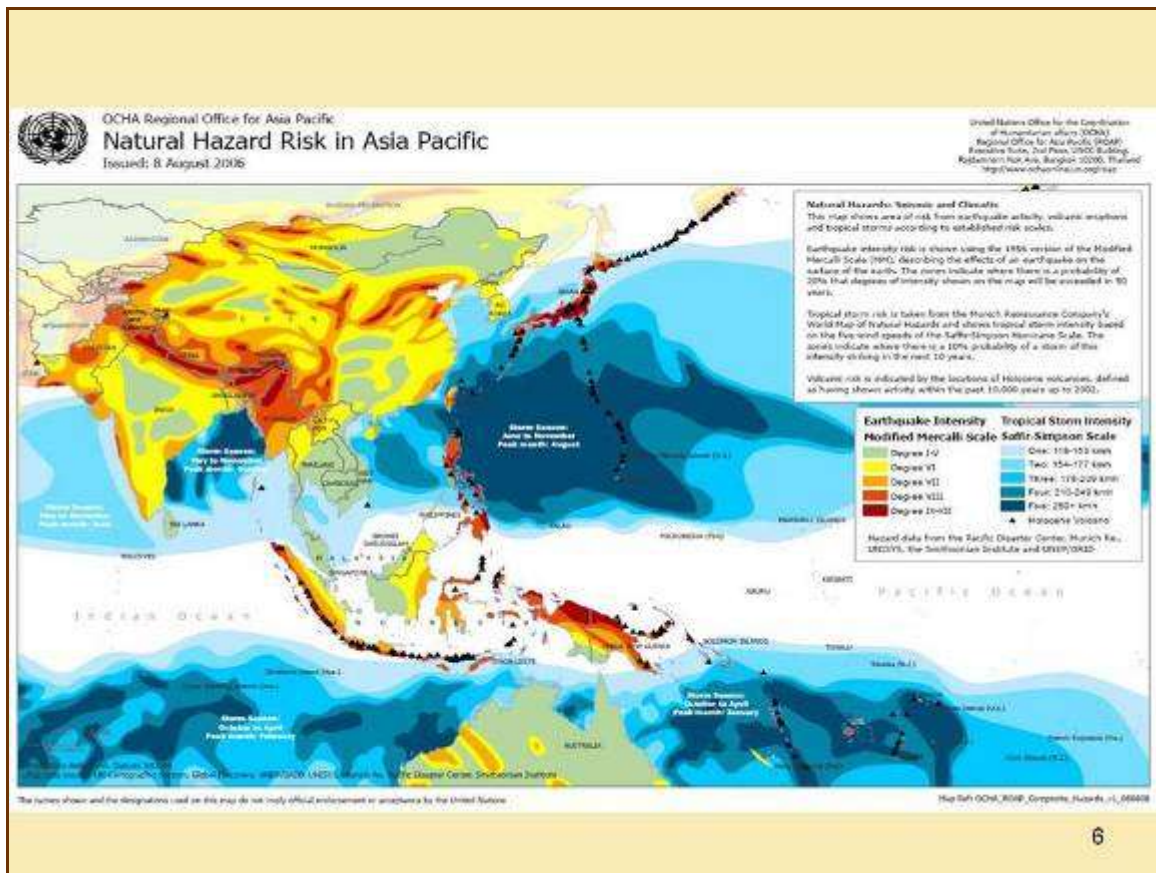


## Natural Disasters reported 1975-2008



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Disaster trends have been spiraling upwards over the last three decades. There are two primary reasons for this. One is that the occurrences of natural hazards has increased due to over exploitation of natural resources and climate change. The other reason is that more and more people are exposed to such hazards due to poor development practices, rapid population growth, and more and more people living in unsafe areas.



Earthquakes and cyclones form the most evident of natural hazard risks in the Asia Pacific region. There are, however, many other hazards that lead to disasters and a large number of casualties each year. These include floods, landslides, fires and tsunamis among others. Some countries like Japan have developed economies and advanced systems for dealing with disasters that others do not have.



## Natural Disasters in Asia from 1980 - 2008

No of events	3,341
No of people killed	1,144,006
Average killed per year	39,448
No of people affected	4,742,092,443
Average affected per year	163,520,429
Economic Damage (US\$ X 1,000)	673,457,207
Economic Damage per year (US\$ X 1,000)	23,222,662

Source of data: "EM-DAT: The OFDA/CRED International Disaster Database, Université catholique de Louvain, Brussels, Belgium" / Data version: v11.08

**During 2004 to 2006**  
**37% of disasters**  
**occurred in Asia and the**  
**Pacific region**

**Types of disasters in Asia & the**  
**Pacific**  
**25% floods**  
**17% earthquakes**  
**12% tropical cyclones**  
**7% severe local storms**

Source: Worldwide Red Cross and Red Crescent

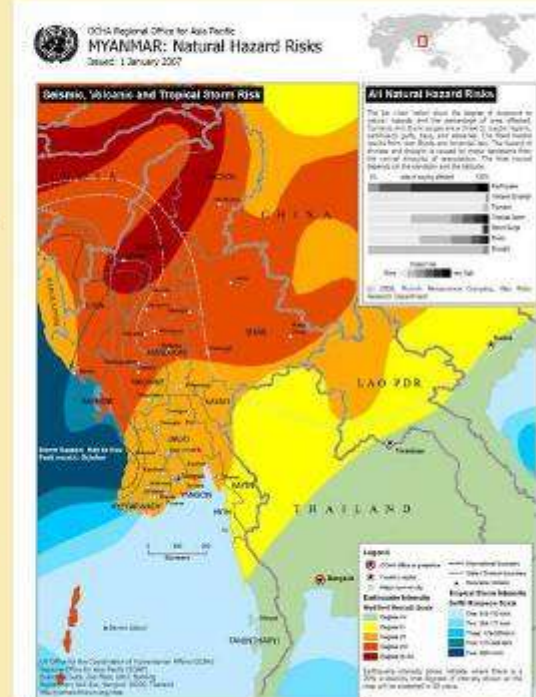
7

More than one third of the global share of disasters occurs in Asia and the Pacific region. Floods are most devastating and most disruptive, killing more persons than earthquakes and cyclones. Floods occur annually, as opposed to the more infrequent return period of earthquakes and cyclones. Yet they attract less attention as they are predictable and do not catch as much media attention as rarer events.

## Hazards in Myanmar



As per the data from 1998 to 2007 (Relief and Resettlement Department), urban fires constituted about 71% of reported disaster events, followed by flood (10%), storms (11%) and others (8%) including earthquake, tsunami and landslides.



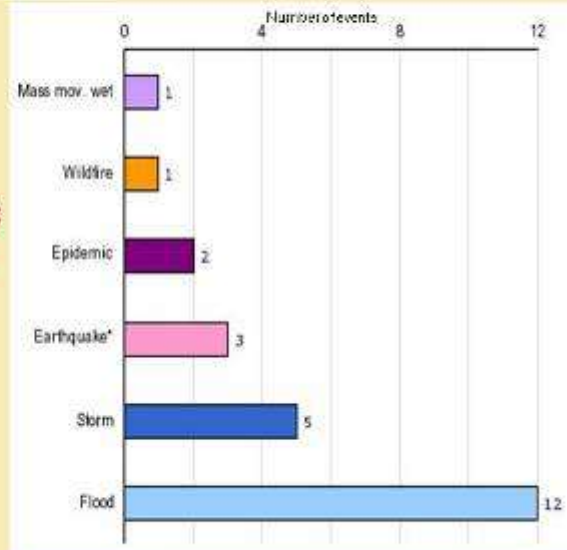
8

There are ten types of prominent hazards in Myanmar. Urban fires are the most widespread, fuelled by combustible building materials. Some disasters are more frequent than others but cause less damage and attract little attention. These are high probability low impact disasters. Severe cyclones, like Nargis, are different to these as they are low probability high impact disasters.

## Myanmar – Disaster Statistics

### Natural disasters from 1981 – 2008

- No. of events: **24**
- No. of people killed: **139,071**
- Avg. killed per year: **4,967**
- No of people affected: **3,485,718**
- Avg. affected per year: **124,490**
- Economic Damage (US\$ X 1,000): **645,643**
- Economic Damage per year (US\$ X 1,000): **23,059**



Source of data: EM-DAT The OFDA/CRED International Disaster

9

Among natural disasters in Myanmar, floods are the most frequent and devastating in the long run, followed by storms and earthquakes. On an average about 125,000 persons are affected by natural disasters each year. These numbers often do not capture the secondary impacts of disasters. For example, drop in incomes during disasters has a cascading effect in the local economy and earnings drop over a long period of time even for those not directly hit by the disaster.

## **What is “Disaster”?**

- A disaster is a serious disruption of the functioning of a community or a society causing widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.
- A disaster is a function of the risk process. It results from the combination of hazards, conditions of vulnerability and insufficient capacity or measures to reduce the potential negative consequences of risk.

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Disaster risk is the condition where hazards and vulnerability create a probability of disaster. It is very important for everyone to be aware of their risk and to know what steps need to be taken to reduce it. Identifying risk and reducing it is not the work of the government or emergency response agencies alone. The school, teachers, students, parents, local residents and leaders – all need to be fully aware and active for this purpose.



## Disaster Risk Reduction (DRR)

DRR is the use of techniques and methods focused on preventing or minimizing the effects of disasters.

The conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development. (UN/ISDR)

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It is often very difficult, even impossible, to completely eliminate the risk from a natural hazard such as a cyclone or an earthquake. We can, however, take action before the event to reduce its damaging effects. Such actions will mitigate the impact. Preparedness actions, on the other hand, appreciate that the event will occur and will cause damage, and with this knowledge they create a high level of readiness to respond to such events.

## What are Secondary Risk?

- Secondary risks are defined as acute, environmental impacts that threaten human life and health after the initial disaster. Example: landslides after earthquakes or floods, a chemical spill, explosions or fires when an industrial facility or infrastructure is damaged by a disaster.
- In some cases, secondary risks can result in a higher number of victims than the initial disaster.
- Due to the dangers they pose for a population and emergency responders, secondary risks require immediate identification and attention after a disaster.

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We often assume that risk to a specific disaster is limited to the known impacts of that disaster alone. This is not so. Most risks have secondary implications, which can be called secondary risks. An earthquake can trigger a landslide in a mountain region. The landslide may deposit debris in a river at the base of the valley, and create a natural dam. After some time a lot of water may accumulate, putting pressure and bursting the dam, and thus causing flash floods downstream.

## **Resilience**

**“The capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure”**

13

Resilience is a quality to be able to face any threat or disaster by adapting to the needs and conditions. It need not necessarily mean resistance. Flexibility is often an integral part of resilience. A house made of bamboo is resilient to winds because it is flexible - it bends with the wind and then regains its original position. If it were too stiff, it would break!

## Education in Emergencies



Restart schools,  
provide teaching  
aids, build  
confidence, give  
psycho-social care,  
*school in a box*

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UNESCO has been working on the theme of education in emergencies, focusing on minimizing disruption in education due to disasters. The Inter Agency Network for Education in Emergencies (INEE) has developed guidelines and standards for this area of work. Immediate resumption of teaching and early recovery of school infrastructure form part of the strategy.



## Education in Emergencies

**Children in emergency situations must be able to participate in quality education**

**Reasons for education in emergency include:**

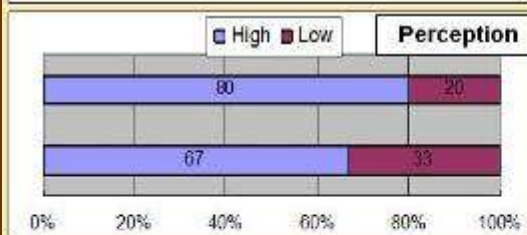
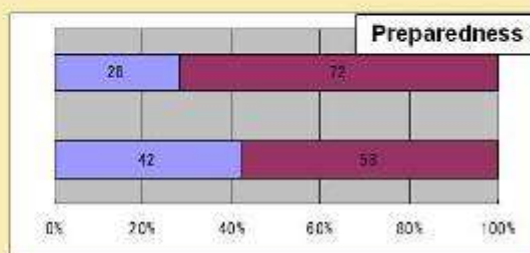
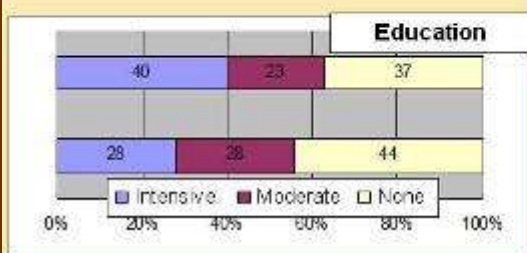
- **the psychosocial needs of children and adolescents affected by trauma and displacement,**
- **the need to protect them from harm, and**
- **the need to maintain and develop study skills and disseminate key messages**

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Education in emergencies should not see a drop in quality because of the situation. At the same time, special care has to be taken considering the trauma that the children have gone through and are in all probability still affected by. Ensuring early recovery, quality education, and special care go hand in hand. At the same time, primary or secondary threats continue, especially if the schools are operating in make-shift arrangements. Steps are also taken to reduce such risks.

The increasing number of sudden on-set large scale disasters over the past few years and their impact on the children have led to the understanding that it is essential to link Disaster Risk Reduction (DRR) with the broader agenda of 'Education for All'. This is essential for advancing the Hyogo Framework for Action (HFA) and more importantly in achieving the MDGs.

## Results of Risk Perception of School Students in Japan



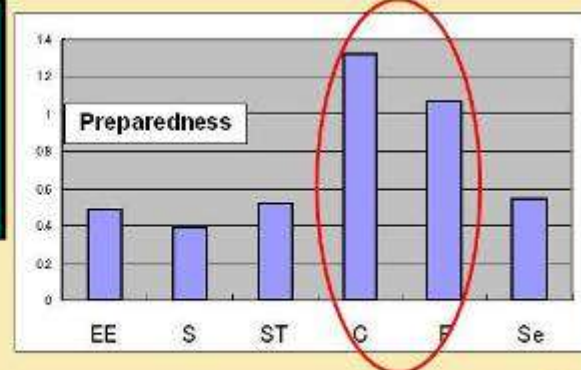
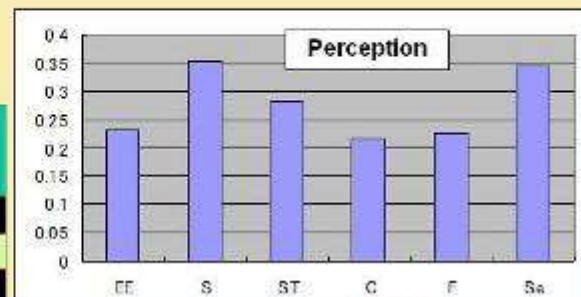
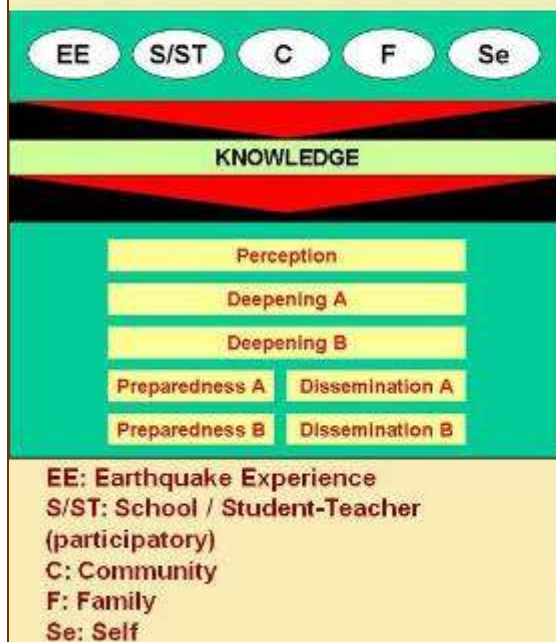
## The Problem

- 60-70% students undergone disaster education
- 70-80% students have higher risk perception
- 30-40% are prepared

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A study of risk perception among school students in Japan gives a very useful lesson. While up to 70 percent of the students have been given education on disasters, and up to 80 percent have an understanding of risk related issues, only 30-40 percent actually practice any preparedness measures. This shows that mere education does not translate into desired actions. The approach discussed here therefore focuses on non formal activities that influence actions rather than mere knowledge.

## Community & family play the most important role



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The comparative study of various modes of education on disaster risk reveals that community and family level of education has most direct influence on better disaster preparedness. Education through elementary education and other levels of school education does not have the same level of impact. We should therefore attempt to link disaster education with community and family level learning through different activities and tools.



Recent cases in Japan have successfully demonstrated how even in a strong earthquake, the casualties have been brought down to almost nil, only because of effective community education and preparedness practices. Simple acts of non-structural mitigation such as bolting and securing of cupboards and heavy furniture and other falling hazards can reduce the injuries caused by earthquakes by a very large margin.



## Two Specific Points of Education

- Education through experiences
- Education leading to actions



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While conventional education is largely dependent on classroom lectures, textbook lessons and exercises, Japan, India and many other countries have discovered that DRR education is more successful through experience based and action oriented learning. This is the reason why participatory tools, activity material and processes involving parents, local leaders and officials are preferred.

## **Genuine Learning:**

“

Tell me, and I'll forget  
Show me, and I may remember  
Involve me, and I will Understand

”

Anon

20

Our approach needs to be based on the principle of participatory learning, with a belief that when children do certain activities, the principles get engrained in their minds.



Risk education is a cyclic process and is not a one time activity. With every cycle of learning, the level of preparedness increases by a given margin. The repetitiveness of the cycles is also critically important for schools because batches of students keep passing out of the school and new children keep joining each year, thus creating the need for revisions and induction.

## DRR in Education: Snapshots of IEC material



Reducing risk and vulnerability to disasters requires people's understanding of how they can best protect themselves, their property and their livelihoods.

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The recovery process is also the best time to start integrating steps for reducing future risks. Disaster Risk Reduction in education is an emerging field, and cannot be based on curriculum alone. It is more of a life skill rather than an educational subject, and needs to be backed with larger community level understanding and appreciation of the concept, and a culture of risk reduction.



## DRR in Education: Snapshots of IEC material

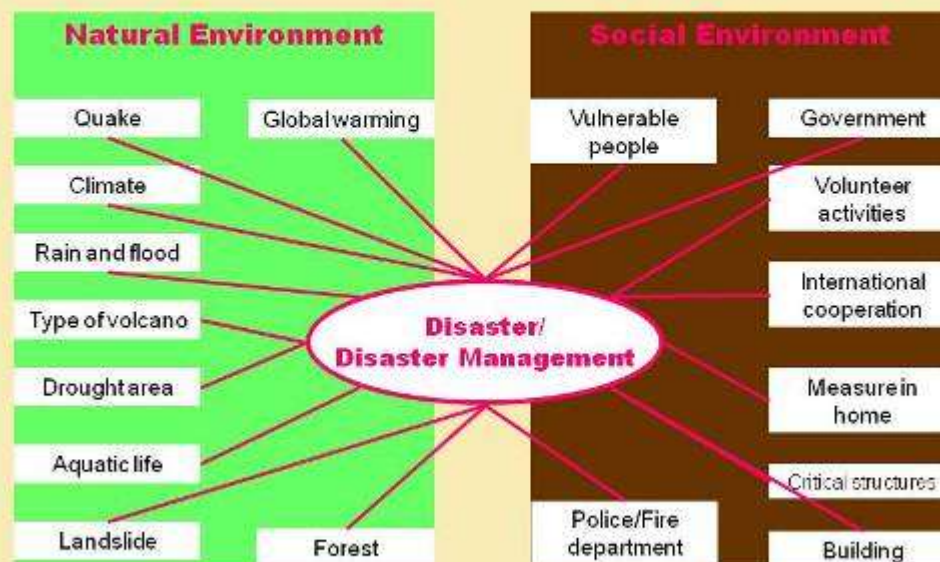


Sharing knowledge and information through educational initiatives can help people make informed choices and take a proactive approach to ensure their resilience to disasters.

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Disaster prevention begins with information. This was the theme of one of the international campaigns during the International Decade on Natural Disaster Reduction in the 1990s. The Hyogo Framework for Action also stresses on knowledge and education. These, particularly in the non-formal sector, can play a role in creating public awareness that will go a long way in making societies safer. School education has an important role to play in this.

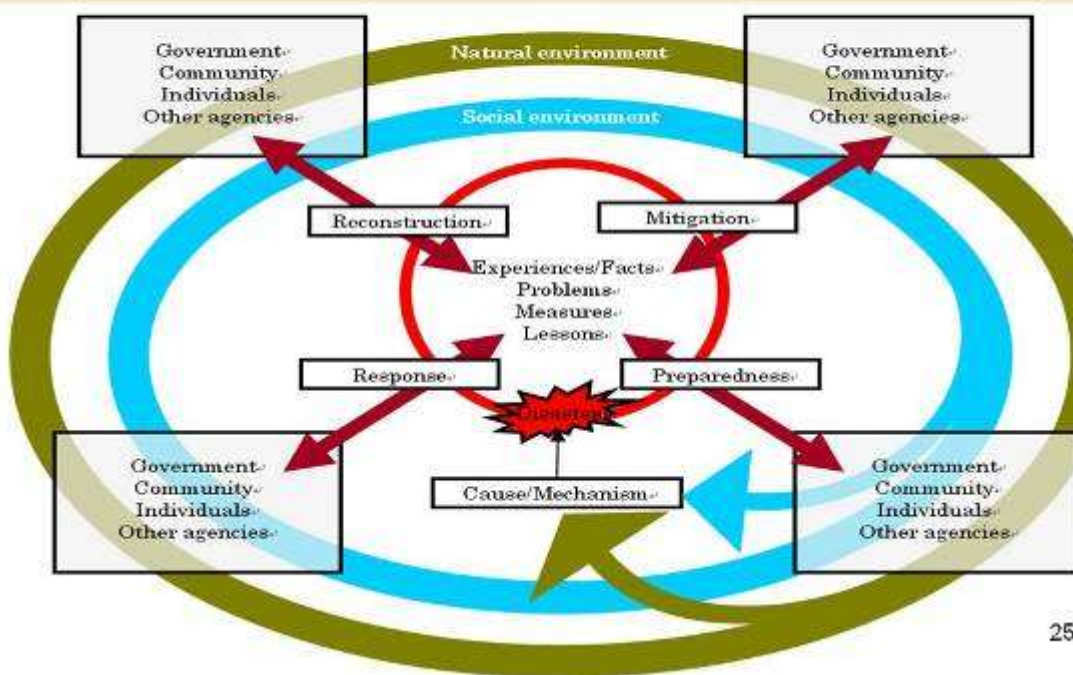
## Concept of education in Maiko



24

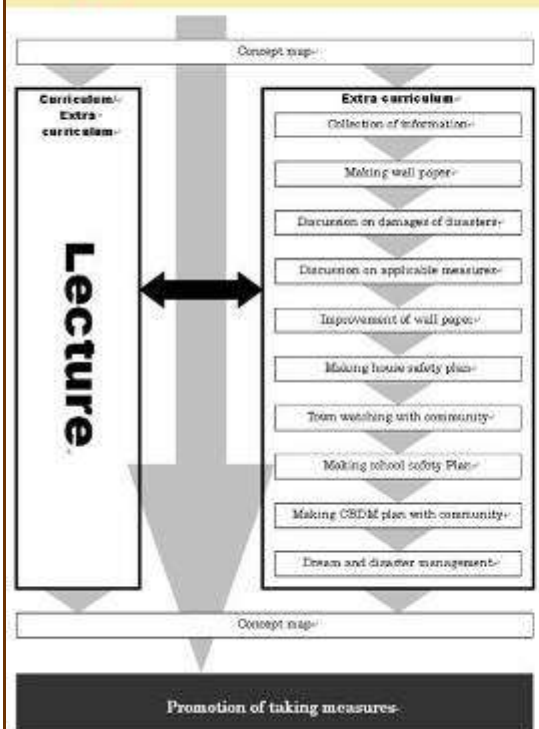
Maiko High School in Japan is a model school that conducted disaster education not only within its student community, but also did so with schools in Nepal. It takes the approach of natural and social environment being the determinant factors. It is the combined effects of both these dimensions that lead to disasters, and can help in putting in place better disaster management systems.

## Concept model of Disaster Education



The disaster education model thus cuts across both natural and social environment, and is multi sectoral and cyclic in nature. It follows through the various stages of the disaster management cycle, looking at immediate relief, reconstruction, mitigation and preparedness processes. While mitigation and preparedness come much later, their space must be created right from the stages of relief and reconstruction.

## Applicable contents of school disaster education



- Concept map
- Collection of information
- Making wall paper
- Discussion on damages of disasters
- Discussion on applicable measures
- Improvement of wall paper
- Making house safety plan
- Town watching with community
- Making school safety plan
- Making CBDM plan with community
- Dream and disaster management

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Contents of school based DRR education will need to combine the lecture and practice based approaches. The activities covered in the process are mostly action oriented and create a sense of safety and preparedness among students, teachers, school administrators, local parents/families and the community as a whole. The list of activities builds up from assessment to preparedness action in a manner that supports this learning process.

## **“Education for All” - 4 Goal Areas**

**Based on the Dakar EFA Framework for Global Action and the Millennium Development Goals, Myanmar has formulated four EFA Goal Areas:**

- **Access to and quality of basic education**
- **Early childhood care and education**
- **Non-formal and continuing education**
- **Education Management Information Systems (EMIS)**

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Myanmar is an active participant of the Education for All campaign, and has formulated four goal areas under it. The focus of these goal areas is on improving quality, having a greater outreach, deploying a multi-pronged strategy of formal and non-formal education, and taking a larger and more comprehensive view of childhood care including education.



## **Commitment to reducing risk**

**Myanmar is committed to various global and regional Frameworks and Declarations on Disaster Risk Reduction:**

- 1) Hyogo Framework for Action**
- 2) Asian Ministerial Conferences on Disaster Risk Reduction (AMCDRR)**
- 3) ASEAN Agreement on Disaster Management and Emergency Response (AADMER)**
- 4) ADPC Regional Consultative Committee on Disaster Management(RCC)**
- 5) UNESCAP committee on DRR**

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Myanmar plays an active role in international for a related to disaster risk reduction. It is active in implementing global campaigns at home, and has played an important role in the ASEAN, Asian and global campaigns on DRR.

## **Objectives of disaster reduction for all**

- Increase public awareness to understand risk, vulnerability and disaster reduction globally
- Obtain commitment from public authorities to implement disaster reduction policies and actions
- Stimulate interdisciplinary and inter-sectoral partnerships, including the expansion of risk reduction networks
- Improve scientific knowledge about disaster reduction

(UN/ISDR)

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Disaster reduction for all is an approach that is multi-level, multi-sectoral and participatory in nature. To be effective, it needs to closely engage with communities, yet at the same time be in partnership with the government. It needs to be based on a sound understanding of local issues, but also bring in appropriate technologies. It also needs to cut across related sectors that may otherwise fall in the development domain.

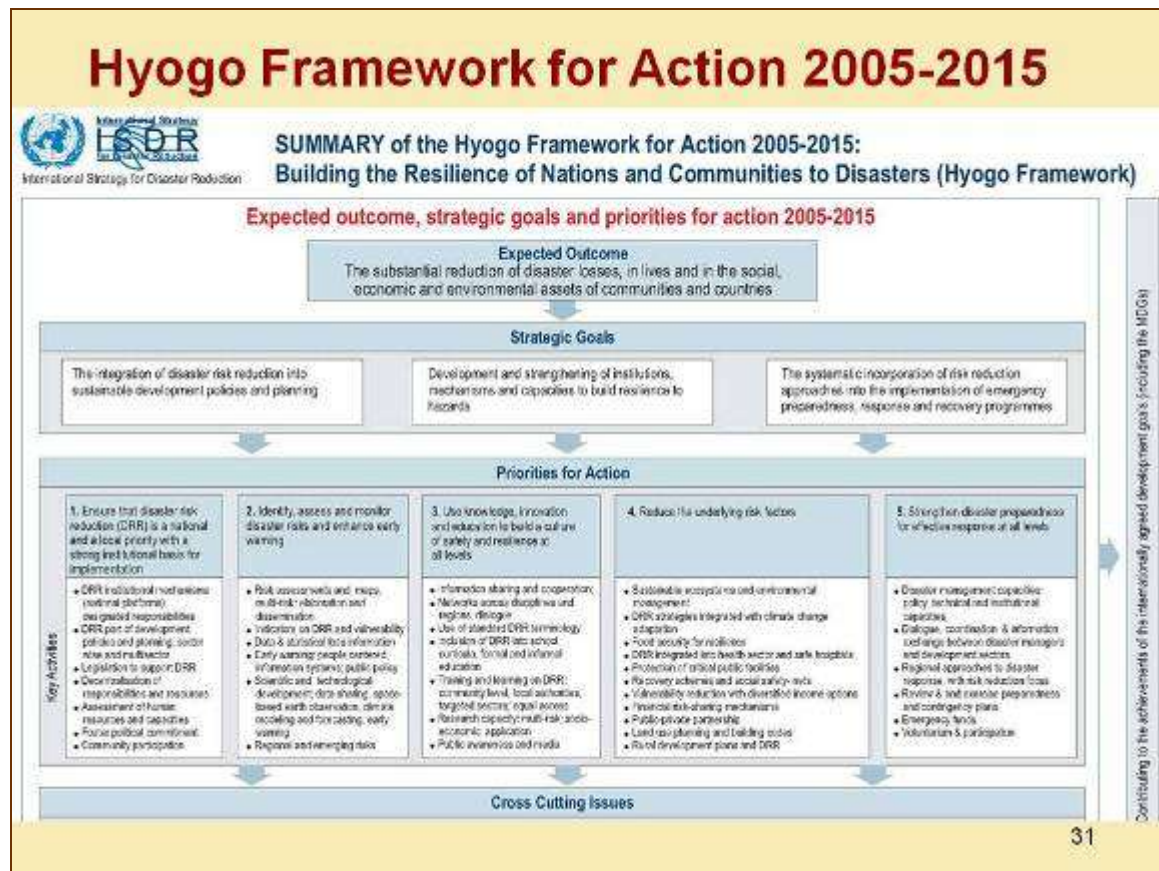
## Three Strategic Goals

- The more effective integration of disaster risk considerations into sustainable development policies, planning and programming at all levels, with a special emphasis on disaster prevention, mitigation, preparedness and vulnerability reduction;
- The development and strengthening of institutions, mechanisms and capacities at all levels, in particular at the community level, that can systematically contribute to building resilience to hazards;
- The systematic incorporation of risk reduction approaches into the design and implementation of emergency preparedness, response and recovery programmes in the reconstruction of affected communities.

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Reduction of risk needs to be taken up at various levels and through different means. We particularly need to focus on the community level risk reduction, which can be done to a large extent through appropriate planning and local actions. All sections of the local community have a role to play in this.





One of the benchmark commitments on DRR is the Hyogo Framework for action on building resilience of nations and communities to disasters. The framework was agreed upon by all UN member nations at the World Conference on Disaster Management at Kobe, Japan, in 2005. The HFA lays down five priorities for action.

## **Seeing DRR Through an Education Lens**

**There are 5 priorities for action:**

1. **Localising Disaster Risk Reduction in education**
2. **Identifying, assessing and monitoring disaster risks in the education sector**
3. **Building a culture of safety through DRR education**
4. **Reducing the underlying factors in the education sector**
5. **Preparing for effective disaster response and recovery in education**

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Based on the five priorities for action laid down by the HFA, we should be looking at five areas of work for translating these into appropriate strategies for building resilience in the education sector. These are the five focus areas for the training programme based on which this workshop is designed.

## **“Disaster risk reduction begins at school”**

The approach aims to:

- Promote inclusion of DRR knowledge into primary and secondary school activities in areas prone to natural hazards;
- Promote local risk assessment and disaster preparedness programmes with the participation of secondary schools acting as a resource center for DRR;
- Promote the protection and strengthening of schools, through proper design, retrofitting and re-building, to make them resilient to natural hazards

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Under the work of promoting the HFA, UNISDR launched an international campaign on school safety in 2006-07. Its focus was promoting disaster risk reduction in schools through formal and non-formal means. It also focused on the potential of schools to act as resource centres within communities for spreading the message of DRR to local communities.

## Workshop Structure

A total of 7 training modules and awareness material to be delivered through the workshop:

Topics	Title of the Modules / Contents
<b>Module 1</b>	Introduction to Disaster Risk Reduction in education
<b>Module 2</b>	Localising DRR in education
<b>Module 3</b>	Identifying, assessing and monitoring disaster risks in the education sector
<b>Module 4</b>	Building a culture of safety through DRR education
<b>Module 5</b>	Reducing the underlying risk factors in the education sector
<b>Module 6</b>	Preparing for effective emergency response and recovery in education
<b>Module 7</b>	Implementing community based disaster education
<b>Additional Notes</b>	Glossary of Terms
<b>Awareness Material</b>	Posters and activity book
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The workshop will have sessions to cover six modules besides the introductory module. The seventh module, also to be covered as part of the package, is focused on implementing community based disaster education, and will introduce 'school to community safety' awareness materials. In addition, references and glossary of terms are also provided.

## **Implementing community based disaster education**

**Module 7 focuses on building capacities of the community and raising their awareness level through formal and non-formal disaster education.**

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While the six modules provide technical inputs on DRR in education, Module 7 will be more people friendly and will focus on building local capacity at community level. This is the central theme of the work on DRR in education, wherein building local capacities is key to sustainability of the initiative.





**Capacity:** It refers to a combination of all the strengths and resources available within a community, society or organization that can reduce a level of risk, or the effects of a disaster.

**Capacity Assessment:** Identification of the people's coping strategies, resources available for preparedness, mitigation and emergency response and the analysis of who has control over the available resources.

**Community:** Community, in context of disaster management, can be defined as a group of people that may share one or more things in common like living in the same environment, similar disaster risk exposure or being affected by the same disaster.

**Community Based Organizations:** They arise out of people's own initiatives. These include sports clubs, women's organizations, neighborhood organizations and religious or educational organizations. There is a large variety of these, some supported by national or international NGOs, or bilateral or international agencies, and others independent of outside help. Some are devoted to raising the consciousness of the poor or helping them to understand their rights in gaining access to needed services, while others are involved in providing such services.

**Disaster:** Disaster is a serious disruption of the functioning of a society, causing widespread human, material, or environmental losses which exceed the ability of the affected society to cope, using its own resources.

**Disaster Management:** The organization and management of resources and responsibilities for dealing with all aspects of emergencies, particularly preparedness,

response and recovery. Disaster management involves plans, structures and arrangements established to engage the normal endeavors of government, voluntary and private agencies and local communities in a comprehensive and coordinated way to respond to the whole spectrum of emergency needs.

**Hazard:** It may be defined as a potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.

**Hazard Assessment:** Identification, study and monitoring of any hazard to determine its potential, origin, characteristics and behaviour.

**Mitigation:** It refers to the structural and non-structural measures undertaken to limit the adverse impact of natural hazards, environmental degradation and technological hazards.

**Preparedness:** It refers to activities and measures taken in advance to ensure effective response to the impact of hazards, including the issuance of timely and effective early warnings and the temporary removal of people and property from threatened locations.

**Reconstruction:** It includes the replacement of buildings, infrastructure and lifeline facilities so that long term development prospects are enhanced.

**Rehabilitation:** It refers to activities that are undertaken to support the victims' return to "normal" life.

**Risk:** The probability of harmful consequences, or expected loss resulting from interactions between natural or human-induced hazards and vulnerable conditions. Thus risk is a consequence of the combination of the three factors – hazard, vulnerability and exposure.

**Risk Assessment:** A methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that could pose a potential threat to people, property, livelihoods and the environment on which they depend.

**Risk Reduction:** It is the conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid

(prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development.

**Vulnerability:** It is a set of conditions and processes resulting from physical, social, economic, and environmental factors, which increase the susceptibility of a community to the impacts of hazards.

**Vulnerability Assessment:** The process of estimating the susceptibility of the elements at risk to various hazards and analyzing the causes which place these elements at risk. There are different categories of vulnerability: physical, social, economic, environmental and technical.



### **Basic concepts**

Risk is the probability of harmful consequences, or expected losses (deaths, injuries, property, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions. Conventionally, risk is expressed by the notation:

$$\frac{\text{Risk} = \text{Hazard} \times \text{Vulnerability}}{\text{Capacity}}$$

Disaster risk reduction (DRR) is the conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development.

### **Hyogo Framework for Action**

Drawing on the conclusions of the review of the Yokohama Strategy, and on the basis of deliberations at the World Conference on Disaster Reduction and especially the agreed

expected outcome and strategic goals, five priorities for action have been adopted for building the resilience of nations and communities to disasters:

1. Ensure that disaster risk reduction is a national and a local priority with a strong institutional basis for implementation.
2. Identify, assess and monitor disaster risks and enhance early warning.
3. Use knowledge, innovation and education to build a culture of safety and resilience at all levels.
4. Reduce the underlying risk factors.
5. Strengthen disaster preparedness for effective response at all levels.

### **“Education for All”**

Myanmar views education as a basic human need, an integral part of the quality of life, a support for moral and social values, and an instrument for economic productivity. Based on the Dakar EFA Framework for Global Action and the Millennium Development Goals, Myanmar has formulated national EFA Goals to be realistic, feasible and achievable in line with Myanmar’s needs and context. Four goal areas and six strategies have been developed:

#### **EFA Goal Areas**

- Access to and quality of basic education
- Early childhood care and education
- Non-formal and continuing education
- Education Management and Information System (EMIS)

Six strategies to achieve these goals by 2015:

- Developing and expanding child friendly schools
- Making basic education more accessible to children
- Increasing retention and crates in schools
- Assisting children to develop to their fullest potential
- Enhancing literacy and continuing education through non-formal education
- Modernizing the Education Management Information System

## **Millennium Development Goals**

The following are the Millennium Development Goals (MDGs) signed by 189 United Nations member states and they are to be achieved by 2015.

1. Eradicate extreme poverty and hunger.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS, malaria, and other diseases.
7. Ensure environmental sustainability.
8. Develop a goal partnership for development.

## **Education in Emergencies and DRR in Education**

Education is a development activity. While education and schooling maybe an important pillar of humanitarian assistance and critical for child and social protection, it is also, from the beginning, a development activity, and should be oriented toward social, economic and political development, and the longer term interests of the learners and the society. The issue of access to education for all children has become a priority for the international community. EFA and MDGs should be applicable during and immediately after emergencies.

Emergencies are viewed broadly to include natural disasters such as floods and earthquakes to human-made crises such as conflicts and war. Persistent poverty, the increasing number of street children, and the HIV/AIDS pandemic are silent, chronic emergencies civil wars and complex chronic conflicts can last for decades. Therefore, a commitment to providing inclusive access to education is just as important in emergencies as during peacetime. Reasons for education in emergency include the psychosocial needs of children and adolescents affected by trauma and displacement, the need to protect them from harm, and the need to maintain and develop study skills and disseminate key messages.

The increasing number of sudden on-set large scale disasters over the past few years and their impact on the children have led to the understanding that it is essential to link Disaster Risk Reduction (DRR) with the broader agenda of 'Education for All'. This is



essential for advancing the Hyogo Framework for Action (HFA) and more importantly in achieving the MDGs.

### **Building the Resilience of the Education Sector to Disasters**

Resilience is the capacity of a system, community or society potentially exposed to hazards to adapt, by resisting or changing in order to reach and maintain an acceptable level of functioning and structure. This is determined by the degree to which the social system is capable of organizing itself to increase its capacity for learning from past disasters for better future protection and to improve risk reduction measures.

Myanmar Education Recovery Programme (MERP) aims to enhance the resilience of the education sector in Myanmar, by addressing both Disaster Risk Reduction and Emergency Preparedness as an integral part of education, particularly during emergency recovery, to ensure a safe future through a community based participatory and multi sector approach that is:

- Process oriented and not event based
- Not limited to schools alone, but extending to local community

MERP focuses on two components:

Component 1: Capacity building of educational administrators in disaster awareness / preparedness through a series of educational planning and training modules

Component 2: Capacity building in community based education in emergencies and DRR education for affected communities by developing training materials and information kits for school principals, teachers, students and Parent Teacher's Association.

### **UNESCO's support for education**

Education is a critical deliverable, even in situations of emergencies and reconstruction. Importantly, at a particular difficult time, education protects the well being of children and youth. It offers stability and structure during a time of crisis and helps to heal bad experiences. Through education we can disseminate key survival messages and build skills. Most importantly, education provides hope for the future and lays the building blocks for economic growth and social stability. Government officials, national and international organizations and agencies, teachers, parents and communities, children

and youth – all play a critical role in the process of building back better. An important aspect of building back better is the reduction of future disaster risks.

UNESCO's mandate covers support to the education system as a whole, from the level of policy making, educational planning and management to curriculum development, teacher training and psychosocial support in the classroom. UNESCO views education broadly and works to support primary, secondary and tertiary education, as well as technical and vocational education, life skills, health and environmental education, literacy training and other non formal education, recreational activities, sports and play.



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### **1. MYANMAR EDUCATION RECOVERY PROGRAMME**

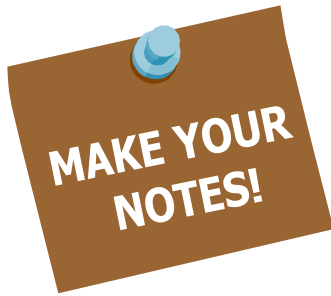
The education system is significantly impacted after any disaster. MERP aims to enhance the resilience of the education sector in Myanmar, by addressing both Disaster Risk Reduction and Emergency Preparedness as an integral part of education

### **2. EDUCATION IN EMERGENCIES AND DRR IN EDUCATION**

Education is a development activity. The increasing number of sudden on-set large scale disasters over the past few years and their impact on children has led to the understanding that it is essential to link Disaster Risk Reduction (DRR) with education.

### **3. HYOGO FRAMEWORK OF ACTION 2005-2015**

Five priorities for action have been adopted for building the resilience of nations and communities to disasters.



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United Nations  
Educational, Scientific and  
Cultural Organization

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

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