

## **Concurrent Facilitated Sessions: Communications, Training, and Education Strategies to Reduce Risk**

**DISCUSSION NOTES: Working Group 2**

**Saramanok Room**

**9:00 am – 12:00 pm**

**Team Leaders: Elina Palm and Dawn Paleso'o**

**Facilitator: Christina Higa and Ed Young**

**Recorder: Emily Sjostrom**

**Participants: Claire Reiss, Kelva Perez, Monowar Akhand, Armi Mikayelyan, Anja Reissberg, Margery Webster, Nazette Rydell, Maryl, Sharon Meilbrecht,**

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### **1<sup>st</sup> Presentation—Dawn Paleso'o *Pacific Islands Context***

- I. Background of Pacific Islands—thousands of small islands geographically spaced across thousands of miles with over 1000 different languages spoken and a diversity of hazards experienced with a strong ancestral ties to the lands, over-exploitation of natural resources and need to educate people on disaster reduction**
- II. Communication**
  - a. Difficulties include immediate relief response, ineffective communication tools and strategies, MAINTENANCE of tools and communication strategies**
  - b. Simple problems (ie. Took 1 whole week to respond to cyclone Zoe due to simple malfunction of equipment) have serious ramifications**
- III. Community Training**
  - a. FSPI mission is to promote and facilitate communities to take ownership for making themselves more resilient**
  - b. Promote and incorporate traditional practices**
- IV. The Process**
  - a. National workshops—identify problem areas and framework plan to deal**
  - b. Selection of Facilitating Team**
  - c. Local Facilitators Workshop**
  - d. Translation of Materials**
  - e. Pilot Community—test materials for community on main island**
  - f. Review of Pilot**
  - g. Target Community workshop**
- V. Vulnerability Capacity Planning Steps**
  - a. Develop vision for the future—what are the values, what works in the community, where do we want to be?**

- b. Assess your community's situation—gender analysis, history, baseline data, seasonal activities, food, building and construction, community and environment, etc
  - c. Define needs—interpretation of all info. from step “b”
  - d. Identify possible solutions
  - e. Put an action plan together
  - f. Carry out your plan
  - g. Evaluate your plan
- VI. Conclusion
- a. Knowledge management is an issue...who will take responsibility for keeping the records
  - b. Unique vulnerability of small islands
  - c. Need to improve distribution of information across geog. Space/ culture/ and languages

**2<sup>nd</sup> Presentation—Elina Palm *Latin American Context***

- I. “Radio Soap Opera” an Interagency experience
  - a. Goal—how to reach those w/o modern-communication technology
  - b. Project strategy
    - i. Multi-agency approach (approx. 7 agencies involved)
    - ii. Topics—disaster reduction, health, migration, and gender analysis
    - iii. Radio was seen as best vehicle b/c easily accessible, culturally accepted, cost effective, and “environmentally friendly”
    - iv. Innovative approach
      - 1. Educational messages and recommendations were hidden in dialogues
      - 2. Stories based on real life experiences before, during and after disaster
      - 3. 4 independent stories, 5 episodes, 25 minutes each
      - 4. Included gender equality component with characters
    - v. Up to local organizes to decide how to use it w/community groups...organize community gatherings to meet, listen, and discuss after program
  - c. Results
    - i. Several natl’ disaster agencies incorporated in their training activities, and natl’ official radio stations to broadcast
    - ii. Widely broadcast through central America
    - iii. Has been adapted for other countries, cultures and other languages (ie. Mozambique, and Caribbean)

- II. Education—"Riskland Education Kit"
    - a. Board-game and workbook
    - b. Concept—children will learn by playing, what actions will reduce or increase vulnerability
    - c. Flexible questions that can be adapted to local needs or conditions
    - d. Has successfully been translated into at least 6 languages and is currently being used in at least 20 different countries
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1) Are the experiences and lessons learned described by the leaders applicable in my country/region/organization

- A. Appreciated the "game board" to target youth
  - 1. Also need to target older kids, such as "sim city", maybe computer game?
  - 2. Nicaragua, focus on young people and women's rights, central plank is TV soap sort of like "Friends" supplemented by nightly call-in, youth camp, women's leadership camp, feminist magazine, campaigns, billboards, bumper stickers, rock concert
  - 3. Effectiveness may differ from one cultural context and age group to the next, but can adapt for each country, culture and age
- B. Additional Education issues
  - 1. India—at the community level learning centers...responding to safety in schools
    - a. Select local volunteers
    - b. Tool for training the community, able to unite across cultures/religions
    - c. Has developed between 18-20 disaster management training programs—for school teachers, course curriculum
  - 2. Australia—develop training programs to meet competency standards for emergency managers
    - a. Develop graduate certificates
    - b. Programs run by residential, people learn from each other
    - c. Go into states and territories to deliver programs there
    - d. All agency/all state approach representation—ea. program receives representative quota from each state and agency
    - e. Would like to move towards graduate program/masters program

4. **Hawaii—schools have been successful approach, limited exposure to community aside from men**
5. **Bangladesh—encourage school attendance with monetary funding, special tuition waivers for girls and incorporate disaster management syllabus education in the schools; religious leaders, local elites and teachers in the education program in community centers, female participation is a must; observing ISDR's Day and National Disaster Preparedness Day to focus on disaster management**
6. **Armenia—formal school curriculum in geography for 5<sup>th</sup> graders, uses mass media to broadcast programs about disaster risk reduction; go directly to schools and work directly with children & teachers and invite children & teachers to disaster management center; every year celebrate ISDR's National Disaster Day, annually organize exhibition (1x month open door to invite public to the center); women's program in 40 rural villages include disaster education**

**2) What would have to be done differently to make this work?**

- A. Challenges**
  1. **Curriculum development to include risk reduction and disaster management**
  2. **Transfer training immediately into their work environment**
  3. **Need for crisis response targeted to diverse groups (ie. Workers, employers, etc.)**
  4. **When dealing with gender mainstreaming, must not forget to work with the people in the current positions**
  5. **Encourage women in the communities to get involved in the disaster reduction field**

**3) What are the policy needs in this area?**

- a. **Pacific Islands—need for top-level approach (ie. Couldn't apply educational approaches from Australia to Fiji); policy issue with competency standards doesn't always transfer across nations**
- b. **Getting workplace and educational facilities up to standard**
- c. **Bridging the needs of different sectors**

**4) What changes need to be made in practice?**

- A. Improve basic management skills**
- B. Professionalize disaster management through introducing accredited courses, this will raise profile of disaster management with governmental priorities in terms of funding**

## **Conclusions:**

- **Integrate curriculum across disciplinary lines and establish disaster management curriculum standards at all academic levels, for adoption at the appropriate gov't levels**
- **Expand education and training efforts beyond response, recover, and preparedness elements of emergency management to support implementation of risk reduction strategies (i.e. enforce building codes through training of inspectors, planners, builders)**
- **Improve basic management skills**
- **Increase education of gender equity, disaster management**
- **Using appropriate media to educate public on disaster risk reduction in the context of sustainable development**
- **Reach the religious leaders/institutions in the community to facilitate education of disaster issues**
- **Using women and youth organizations at both the national and community level to educate disaster issues**
- **Establish and strengthen cross-cutting partnerships with private sectors and NGOs and government structures**
- **Engage communities to take ownership of future mitigation plans, and encourage sustainable development in established easily accessed community and learning centers**
- **Ensure equal access for women and men to information related to disaster risk reduction issues**
- **Encourage women to enter disaster management field through equal access to training and education**
- **Establish national training advisories to influence policy development**