Mainstreaming Disaster Risk Reduction into Education

DRR Good Practices in Myanmar

ยุทธศาสตร์การจัดการความเสี่ยงภัยด้วยวิถีการเรียนรู้

မြန်မာနိုင်ငံတွင် DRR များကို ကျင်းပစရာအချစ်
United Nations Development Programme (UNDP) – Myanmar is pleased to present a compilation of "Good Practices on Disaster Risk Reduction in Myanmar". This publication has been developed under “Strengthening Disaster Risk Reduction Practice in Myanmar through Research and Enhanced Inter-agency Coordination Project" supported by the European Commission’s Humanitarian Aid and Civil Protection Department through its Disaster Preparedness Programme (DIPECHO) of the Seventh DIPECHO Action Plan for South East Asia. The case studies presented in this publication encapsulates the innovative work conducted by a number of agencies, UN, international and national, for integrating disaster risk reduction perspectives into development programmes.

UNDP Myanmar would like to express its gratitude to the various agencies who contributed their time in the guidance, development and submission of the case studies; a special thanks to the Disaster Risk Reduction Working Group members for their support in reviewing case studies and most importantly to the communities and field staff, who gave their time and shared their stories; without them these case studies could not have been completed.
ကြိယိုးစိတ်ဖြစ်သော်လည်း (ပြောင်မြောက်) နိုင်ငံတော် ဆိုင်ရာဦးစီးချုပ် အချက် အချက် အား “သင်အလွန်ပြောင်းလဲပါ။မိုးသော ကြိယိုးစိတ်သင်ကြား လူမှုအဖွဲ့အစည်းများသည်နိုင်ငံတော်အဖွဲ့အစည်းများကို ခိုက်ခံရရှိသည်။”ကျွန်တော်တို့ သင်္ကေတရေးလူမှုအဖွဲ့အစည်းများသည် အုပ်ချုပ်ရေး လူမှုတို့ရှိတ်လျော်စွာဖြစ်စေရန် ပြည်သူများကို သင်္ကေတရေးလူမှုအဖွဲ့အစည်းများပြုလုပ်ပေး၍ “သင်္ကေတရေး ပြုလုပ်ပုံသည် အုပ်ချုပ်ရေးလူမှုအဖွဲ့အစည်းများကို ရေးထိုးခြင်းဖြစ်သည်။” မိုးသောကြိယိုးစိတ်ကို သင်္ကေတရေးလူမှုအဖွဲ့အစည်းများသည် အုပ်ချုပ်ရေးလူမှုအဖွဲ့အစည်းများသည် ပြည်သူများကို သင်္ကေတရေးလူမှုအဖွဲ့အစည်းများပြုလုပ်ပေး၍ (ကြိယိုးစိတ်ဖြစ်သော်လည်း သင်္ကေတရေးလူမှုအဖွဲ့အစည်းများပြုလုပ်ပေး၍) အုပ်ချုပ်ရေး ပြုလုပ်ထားသည်။

အောက်ပါသို့မဟုတ် သင်္ကေတရေးလူမှုအဖွဲ့အစည်းများသည် ပြည်သူများ သိရှိနေသည်။ စိတ်ဝင်စားသူများကို ပေးထားသည်။ ကြိယိုးစိတ်လူမှုအဖွဲ့အစည်းကို ပြည်သူများ သိရှိနေသည်။ သင်္ကေတရေးလူမှုအဖွဲ့အစည်းကို ပြည်သူများ သိရှိနေသည်။

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INTRODUCTION

This compilation of Good Practices is an initiative aiming to explore and document programs which mainstream disaster risk reduction in various development sectors. The production of this document is supported by the VIIth DIPECHO\textsuperscript{1} Action Plan for South-East Asia, and is a part of a series of publications being produced by other DIPECHO implementing partners, which include – Malteser International, ActionAid Myanmar and UNDP Myanmar.

Even though humanitarian principles and human rights conventions ensure, in most instances, that children and other vulnerable sections of the community are given special protection during emergencies, the child’s right to participate remains largely unrecognized. Children are more than often perceived as victims of disasters rather than active agents of change who can contribute to increasing awareness and knowledge on disaster preparedness.

The case studies, in this section, provide examples where inclusion of disaster risk reduction information in schools and the active participation of children have increased the capacity and knowledge base of the larger community. Involving children and school participation is one of the most sustainable and progressive strategies for dissemination of knowledge.

The following case studies reflect work conducted on DRR from three different perspectives a) raising awareness with school communities; b) building a culture of preparedness; and c) integration of DRR in the education related institutional arrangements. All these case studies involve children – both school and non-school going, teachers and non-academic staff as well as surrounding community members.

These case studies highlight the role of children and the education sector in general can make in ensuring that communities are resilient to future natural hazards and it is hoped that this will encourage all current and potential stakeholders to replicate such interventions.

\textsuperscript{1}The European Commission Humanitarian Aid Department’s Disaster Preparedness Programme
မြန်မာအမျိုးသားများအတွက် အသင်းအဖွဲ့အစည်းများက အထူးအခြေခံသည်များဖြစ်သည်။ ကမ္ဘာ့အဆင့်မဲ့အကျဉ်းအကားအတွက် အထောက်အကူအောင် လေ့လာသည်ကိုလည်း ပြုလုပ်နေသည်။ အထောက်အကူအောင် လေ့လာသည်ကိုလည်း ပြုလုပ်နေသည်။

Malteser International | ActionAid
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TRAINING TEACHERS TO HELP MAINSTREAM DISASTER RISK REDUCTION INTO SCHOOLS

UNESCO AND MINISTRY OF EDUCATION
INTRODUCTION

Despite the fact that Myanmar is one of the hazard-prone countries in South-East Asia, many educational personnel in the country have limited knowledge and awareness of disaster risk reduction (DRR) education. Cyclone Nargis, which struck Myanmar in May 2008, brought attention to the fact that there was a need to strengthen capacities of education personnel in DRR who would effectively mitigate impact of disasters through the education sector.

The UNESCO Myanmar Education Recovery Program (MERP), which was part of the humanitarian response to Cyclone Nargis, was planned after the cyclone to meet the needs highlighted in the Post-Nargis Joint Assessment\(^1\). MERP aimed to build capacities of educational personnel on DRR through awareness raising, development and use of training/learning modules and educational materials.

REDUCING VULNERABILITIES

UNESCO conducted preliminary consultations and detailed discussions with the Ministry of Education (MoE) to strategize and design the DRR in education program under MERP. Once finalized, UNESCO started the implementation of the program from February 2009 in collaboration with MoE and Plan International’s Asia Regional Office. The MoE provided assistance in organizing

\(^1\) 2008 Report prepared by the Tripartite Group comprised of representatives from the Union Government of Myanmar, ASEAN and UN.
trainings and technical support from their departments.

The strategy consisted of reducing vulnerability of the education sector through capacity building on disaster awareness, preparedness and response for educational personnel, including education administrators. Capacity building was done through two methods: (1) through training/learning materials development and (2) a series of educational planning and management trainings.

Training/teaching modules, in line with the five Priorities for Action of the Hyogo Framework for Action, were developed through a series of consultative workshops by the MoE, with teachers from cyclone affected townships and other humanitarian agencies working in the education sector. These workshops were able to bring in the contextual realities and issues into the development of the modules. A package of seven modules were developed consisting of topics such as DRR concepts; education in emergencies; localizing DRR in education; identifying, assessing and monitoring risks in the education sector and building a culture of safety through education.
A training of master trainers (ToMT) was conducted with officials from the MoE, Department of Educational Planning and Training (DEPT), Departments of Basic Education 1, 2 and 3, and teachers from the eight targeted townships. In this ToMT, the participants were guided through the training modules in a systematic manner. The main implementing partners at the township/field level were the Department of Educational Planning and Training (DEPT) and the Departments of Basic Education 1 and 3 under the MoE. UNESCO provided technical support to planning and implementation of project activities.

The ToMT was followed by training of township education officers (TEOs), principals and teachers from 2,000 schools in Bogale, Dedaye, Kyaiklat, Laputta, Mawlamyinegyun, Ngapudaw, Pyapon (Ayeyarwady Region) and Kungyangon townships (Yangon Region). For the 3-day training facilitated by master trainers, one teacher per school from each township was selected and thus each training had a maximum of 30 participants. A total of 2,102 educational personnel were trained through 76 workshops which covered all basic education (primary, middle and high) schools in the eight targeted townships. Out of the 2,102 participants, 74.4% were women. These
workshops have been able to increase the knowledge and confidence of educational personnel on DRR. They were now able to introduce DRR related information in conjunction with other subjects such as life skills education, geography and science. This has also helped students learn about preparedness for various hazards.

Trained teachers conducted mock drills, developed school disaster management and evacuation plans with children during the co-curricular period. This proved a successful strategy in making better use of the period and was also supported by the Township Education Officer (TEO). The TEO would also visit schools to support and monitor the integration of DRR education in the daily routine.

Apart from training teachers, the MERP has also been able to conduct these workshops with 100 teacher educators from 20 Education Colleges located in five states (Kachin, Kayin, Mon, Rakhine and Shan) and seven regions (Ayeyarwady, Bago, Magway, Mandalay, Sagaing, Tanintharyi, and Yangon). Having these workshops done for teacher
educators enable them to strategically introduce DRR at the key training institutions, impart DRR knowledge to student teachers who are going to be appointed as primary and secondary school teachers, and advocate for mainstreaming DRR into the educational system.

UNESCO also prepared supplementary IEC materials such as a set of nine posters on various natural hazards including road safety and climate change; interactive activity books for children and communities, for distribution in these eight townships.

GOOD PRACTICES

- Participatory approaches in development of training modules and educational materials proved to be a good practice in strengthening project implementation. Not only concerned officials from MoE but also end-users, that is, principals and teachers were invited and consulted in the development of training modules, learning materials and workshop procedures to make them more relevant to the local context and user-friendly.
Facilitators were teachers who were involved in the activities carried out by Disaster Preparedness and Response in Education (DPRE) Working Group and had experienced cyclone Nargis. This enabled them to share their own experiences and enriched the content of training.

A pre and post training questionnaire was designed to measure the effectiveness of training. Findings from the statistical analysis of data showed that the project significantly increased the participants’ knowledge about DRR. The results reflected the effectiveness of the training curriculum and methodology.

Collaboration with the Ministry of Education and related departments helped in them experiencing the effectiveness of introducing DRR into education and would provide a firm foundation for future advocacy initiatives.

**CHALLENGES**

- The number of days for each workshop to train the participants on several topics posed a challenge. It was difficult for the education administration at the township level to increase the number of days for each workshop.

- It was not always possible for officials from the Township Education Department to conduct frequent monitoring visits and provide support to school level trainings due to their busy schedules and limited financial resources.

- Due to limited funding of the project, it covered only eight affected townships in Ayeyarwaddy and Yangon Regions, whereas it is required for the entire country.

- Even though mainstreaming DRR into school curricula was not completely achieved, this initiative
brought Myanmar a great deal closer in reaching the goal through inclusion of DRR education into the education mechanisms and support from the Ministry of Education.

**SUSTAINING GAINS MADE AND REPLICATION**

- It is now easier to replicate this model and trainings in other areas as training module and well trained and experienced resource pool of teachers exists to support future trainings. For example, Terre Des Hommes Italia, an INGO in Myanmar, provided similar DRR trainings to teachers of 25 schools in Twantay Township, Yangon Region in 2011 with the same master trainers and DRR in Education training module.

- It is expected that with the supervision of TEOs, leadership of school principals and teachers who received training, schools will be better resourced to conduct trainings by themselves in other townships.

- Acceptance and support from Ministry of Education could ensure that this initiative is institutionalized in the country thereby sustaining it.
ပြုလုပ်သူ (UNESCO) ရဲ့ ပေးပေါ်ခြင်းကိုသာ အခြေခံပြုသည်။
Mainstreaming Disaster Risk Reduction into Education

 foto

Mainstreaming Disaster Risk Reduction into Education: A Strategy for Achieving Sustainable Development

...
မြန်မာနိုင်ငံတွင် DRR Good Practices in Myanmar အကြောင်းအရာများကို ဖော်ပြသည်။

မြန်မာနိုင်ငံရေးဦးစီးချုပ်အုပ်စု (MoE)တွင် ပြုပြင်ထားသည့် MERP အစိုးရအဖွဲ့အစည်းကို အသုံးပြု၍ မြန်မာနိုင်ငံတွင် အောင်မြင်သော DRR အခြေမှ ဖော်ပြသည်။

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Mainstreaming Disaster Risk Reduction into Education

Mainstreaming Disaster Risk Reduction into Education

1. **Hyogo Framework**
   - The Hyogo Framework (Hyogo Framework) was agreed upon in 2005 and is based on the understanding that disaster risk reduction can be achieved through education. The framework emphasizes the role of education in disaster risk reduction and outlines the actions needed to implement this approach.

2. **Implementation of the Hyogo Framework**
   - The implementation of the Hyogo Framework requires a comprehensive approach that involves all levels of education, from primary to tertiary, as well as community-based education. The framework includes guidelines for educators, policymakers, and other stakeholders to ensure that disaster risk reduction is integrated into the educational curriculum.

3. **Education for Disaster Risk Reduction**
   - Education for disaster risk reduction involves teaching students about the different types of disasters, their causes, and their impacts. This includes teaching students how to prepare for disasters, how to respond in the event of a disaster, and how to recover afterward. The framework also emphasizes the importance of involving students in disaster risk reduction activities.

4. **Involving Students in Disaster Risk Reduction**
   - Students can be involved in disaster risk reduction activities in various ways, such as through homework assignments, group projects, and community service. This can help students develop a greater understanding of disaster risk reduction and become more resilient in the face of future disasters.

5. **Community-Based Education**
   - Community-based education is an important aspect of disaster risk reduction. This involves involving community members in the education process, including students, teachers, parents, and other stakeholders. This can help ensure that education is relevant to the needs of the community and that disaster risk reduction is integrated into all aspects of community life.

6. **Disaster Risk Reduction and Sustainable Development**
   - Disaster risk reduction is closely linked to sustainable development. By integrating disaster risk reduction into the educational curriculum, educators can help students develop the skills and knowledge needed to achieve sustainable development goals. This can also help communities become more resilient in the face of future disasters.

7. **Conclusion**
   - Overall, the Hyogo Framework provides a comprehensive approach to mainstreaming disaster risk reduction into education. By implementing this framework, educators can help students develop the skills and knowledge needed to become more resilient in the face of future disasters. This can also help communities become more resilient in the face of future disasters.

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**Note:** The text is in a non-Latin script, possibly Burmese, indicating the importance of disaster risk reduction in the context of the Myanmar region.
သူတို့ ကိုယ်စားပြုရန် အမြင်ဆောင်ရန် အတွက် အစိုးရနှင့် ပြည်သူရေးအဖွဲ့များအား အရေးကြီးကြသော အချက်အလက်များ အားလုံးကို ဖော်ပြပါသည်။

(၁) အစိုးရနှင့် ပြည်သူရေးအဖွဲ့များ အားလုံးကို ဖော်ပြပါသည်။

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Mainstreaming Disaster Risk Reduction into Education
Dr. Aung et al. report that uncertainty is an inherent aspect of humanitarian assistance. This uncertainty stems from the complex and dynamic nature of disaster response, which includes a wide range of factors such as climate, topography, and human behavior. As a result, humanitarian agencies often face difficulties in planning and executing their activities effectively.

One of the challenges faced by humanitarian agencies is the need to adjust their response strategies in real-time, based on the evolving situation. This requires a high level of adaptability and flexibility, which can be difficult to achieve in practice. Additionally, the uncertainty in disaster risk assessments can lead to underestimation or overestimation of the needs of affected populations, which can have serious consequences for the effectiveness of humanitarian interventions.

To address these challenges, humanitarian agencies are increasingly adopting a more flexible and adaptive approach to planning and response. This approach involves using a range of tools and techniques to improve the accuracy of risk assessments and to enhance the resilience of affected communities. For example, the MERP (Myanmar Earthquake Resilience Program) has implemented a number of innovative strategies to improve the resilience of communities to earthquakes.

These strategies include the provision of early warning systems, the promotion of disaster risk reduction awareness, and the strengthening of local governance systems. By adopting a more adaptive and flexible approach, humanitarian agencies are better equipped to respond effectively to the complex and dynamic nature of disaster response.

In conclusion, humanitarian agencies must continue to adapt and evolve their approaches to response planning in order to effectively address the challenges of uncertainty. By doing so, they can improve the resilience of affected communities and ensure that humanitarian interventions are more effective and efficient.
Mainstreaming Disaster Risk Reduction into Education

- Implement disaster risk reduction into educational curricula at all levels of education.
- Develop and disseminate educational materials and tools for disaster risk reduction.
- Train educators and school staff in disaster risk reduction.
- Foster a culture of resilience and preparedness among students.

(Disaster Preparedness and Response in Education - DPRE)
Mainstreaming Disaster Risk Reduction into Education

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• Monsoon floods during August and
September lead to additional
flood-affected communities.

• Emergency shelter and temporary
housing is required for the
affected households.

• The Myanmar Red Cross Society
and Terre Des Hommes Italy (TDS)
are providing temporary shelters
for the affected communities.

• Terre Des Hommes Italy is also
supporting the affected
communities with food aid and
financial assistance.

• The affected communities are
being provided with
non-food items such as
blankets, mattresses, and
mosquito nets.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with psychological
support and mental health
services.

• The Myanmar Red Cross Society
is also supporting the affected
communities with water hygiene
and sanitation services.

• The affected communities are
being provided with basic
health services and medical
aid.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with
education support and
learning materials.

• The Myanmar Red Cross Society
is also supporting the affected
communities with
environmental protection and
conservation services.

• The affected communities are
being provided with
livelihood support and
economic assistance.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with
safe and secure housing
options.

• The Myanmar Red Cross Society
is also supporting the affected
communities with
reintegration and
recovery services.

• The affected communities are
being provided with
employment opportunities
and job training services.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with
emergency assistance and
emergency aid.

• The Myanmar Red Cross Society
is also supporting the affected
communities with
emergency shelter and
temporary housing.

• The affected communities are
being provided with
emergency supplies and
equipment.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with
economic support and
income generation services.

• The Myanmar Red Cross Society
is also supporting the affected
communities with
economic development and
government support services.

• The affected communities are
being provided with
environmental protection
and conservation support.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with
economic support and
income generation services.

• The Myanmar Red Cross Society
is also supporting the affected
communities with
economic development and
government support services.

• The affected communities are
being provided with
environmental protection
and conservation support.

• The Myanmar Red Cross Society
is working closely with local
authorities to ensure that the
needs of the affected
communities are met.

• The affected communities are
being provided with
economic support and
income generation services.
Reaching the Unreachable

SEEDS ASIA
AND
MYANMAR ENGINEERING SOCIETY
INTRODUCTION

SEEDS Asia is a non-governmental organization based in Kobe, Japan. Its vision is to improve the environment, and strengthen communities facing natural disasters in order to ensure sustainable development and human security of people and communities in the Asia and the Pacific region. Like many international humanitarian agencies, SEEDS Asia started work in Myanmar through its response to Cyclone Nargis in 2008. SEEDS established a partnership with Myanmar Engineering Society (MES) for implementing a disaster risk reduction (DRR) program in cyclone affected areas. Myanmar Engineering Society is a Myanmar based non-profit organization formed to enable engineers and architects from all over the country to disseminate their engineering knowledge for the development of the national economy and to participate in nation-building tasks. The DRR program implemented by SEEDS and MES have different components, which were supported by a number of agencies, including the Japan Platform, Action for Churches Together (ACT) Alliance and Ministry of Foreign Affairs, Government of Japan.

REDUCING VULNERABILITIES

In the aftermath of Cyclone Nargis, it became clear that there was a lack of information and awareness on DRR among communities which was accentuated by their remote locations. SEEDS Asia and MES developed a project called ‘Mobile
Knowledge Resource Centre (MKRC) and Water Knowledge Resource Centre (WKRC) to reach out to these unreachable communities and build their capacities on DRR. The MKRC was modeled as a colorful and attractive truck, while the WKRC was taken the form of a ship. The MKRC applies the KIDA (Knowledge-Interest-Desire-Action) tree model\textsuperscript{1}. The KIDA model emphasizes knowledge building that generates interest and desire to promote action for DRR and these actions are significant outputs of disaster education. KIDA is based on the AIDMA (Attention-Interest-Desire-Memory-Action) model, which is used in the field of advertising to consider the process of consumer’s attraction to, and purchasing of a product.

The goal of MKRC/WKRC is to make communities aware of disaster risk, and to enhance individual, family or neighborhood level preparedness through

\textsuperscript{1}1-2-3 Disaster Education (Rajib Shaw and members in Kyoto University, 2009)
working with school teachers and children. Thus, disaster educational materials of different topics such as floods, and earthquakes are placed in MKRC and WKRC. Through these two mobile units, SEEDS is able to move into various villages and share knowledge on DRR.

These mobile units with their colorful appearance are able to attract communities from even the most remote households of the village. The team in the mobile units explained about DRR in a creative manner using different demonstrations.

The collaboration of SEEDS Asia and MES was vital for the initiative apart from sharing their knowledge of the construction practices of the region. They also provided technical support, customizing different tools and approaches to local tradition, rules, culture and context in Myanmar.

MKRC was launched on 17th November, 2009 and WKRC on 2nd May, 2010 on the occasion of the second anniversary of Cyclone Nargis. By 15th December, 2010, these mobile projects had reached 8,893 direct beneficiaries covering 72 villages in 10 townships of Yangon and Ayeyarwaddy Region. In 2011, an additional 121 sites and 8 townships are scheduled to be visited which includes...
additional Cyclone Nargis affected areas and Rakhine State.

As the goal was to enhance knowledge of children, schools were used as the strategy for intervention in villages. Through improving knowledge of students and teachers on DRR, it can be diffused to parents, family members and finally, the community. SEEDS Asia and MES involved the Township Education Officer and other government officials in the implementation strategy thus ensuring the government’s involvement in taking the project forward to village schools.

When the MKRC or WKRC goes to a village, it usually conducts a two-day program. On the 1st day, a Training of Trainers (ToT) is conducted with the participation of teachers from surrounding schools. They are trained on issues such as impact of hazards, safety tips, how to develop hazard/resource map, etc. The simulation models on the mobile units showing how hazards create disasters were also explained. This process promotes the involvement of teachers and further reinforces their understanding and knowledge when they share this information and knowledge to students. On the second day, the students are invited to board the ship or truck and learn more about DRR. The students are able to better understand hazards and its impact through the simulation models. The trained teachers with the support of SEEDS and MES staff impart DRR related information to the students. A pre and post test is done with the students at the start and end of the program. In most cases, it has been observed that students scored higher in the post-test which reflect knowledge gained through the training.
The MKRC and WKRC provide opportunities not only to increase knowledge on disaster management but could empower communities to take action for the future disasters by learning practical ways of disaster preparedness and response.

**GOOD PRACTICES**

- The mobile educational tools, MKRC and WKRC, was able to reach communities in most remote geographical location or poverty which leads to higher exposure levels to disaster risks.

- Visual representations made it easier for students to understand and remember DRR concepts and preparedness measures.

- Involvement of township education institutions demonstrated a strong government will in promoting DRR in the education sector.

- Having teachers explain disaster preparedness to communities to take action for the future disasters by learning practical ways of disaster preparedness and response.
students not only gave them confidence on the issues but also reinforced their knowledge on it.

**CHALLENGES**

- The operational and maintenance cost of the truck and boats were quite high thus requiring substantial funding to run the initiative. This operational cost also has bearing on the sustainability of the initiative where funding support is necessary.

- The initiative only targeted school-going children. As a result children who were unable to go to school could not benefit from this initiative. SEEDS plans to broaden the scope of its target group in the future.

- With its popularity and demand of the initiative, it is felt that two days is not enough for a visit. Financial implications would need to be considered for extending the number of days per visit.
Even though the operational cost of the mobile units is high, this has been offset by its popularity and effectiveness. This has led to other agencies wanting to bring the units to their project location. SEEDS Asia is planning to rent the units with resource persons at a nominal fee to other agencies.

This initiative helps in ensuring that knowledge is diffused and multiplied to the entire community.

The simulation models on these mobile units are not expensive and it can be used for explaining disaster concepts in a more demonstrative manner. It is not also mandatory to use the simulation models with the mobile unit.

The simulation models can support and better explain theoretical topics of school curriculum thus creating a need have these introduced in the teaching tool at school.
Mainstreaming Disaster Risk Reduction into Education

SEEDS ASIA အားလုံးသည် မြန်မာနိုင်ငံ နည်းတွေ့ရေးနှင့် အလုပ်များကို အလွန်ကြီးွဲခဲ့သော သွားဝင်အဖြစ် ပြုလုပ်ရာတွင် အဓိကနေရာများဖြစ်စေသည်။ ဗိုလ်ချုပ်မှ အဓိကဖျင်စေရန် ဖျင်စေသည်။ အောက်ဖော်ပြထားသော စာရင်းများဖြင့် ထိုစာရင်းများကို ဖျင်စေသည်။

(Myanmar Engineering Society - MES) နိုင်ငံတကာစက်မှု
စီးပွားရေး တွင် မြန်မာနိုင်ငံ အနေဖြင့် အားဖိုးကို စီမံခန်းများ၊ စစ်သင်ကြားများနှင့် အလုပ်များကို ပြုလုပ်ရန် ဖျင်စေသည်။

ဗိုလ်ချုပ်၏ အောက်ပါအတိုင်း အနေဖြင့် မြန်မာနိုင်ငံမှ အားဖိုးကို စီးပွားရေးစနစ်တစ်ခု ဖျင်စေသည်။

SEEDS ASIA နိုင်ငံတကာစက်မှု
စီးပွားရေး တွင် မြန်မာနိုင်ငံ အနေဖြင့် အားဖိုးကို စီမံခန်းများ၊ စစ်သင်ကြားများနှင့် အလုပ်များကို ပြုလုပ်ရန် ဖျင်စေသည်။

Japan Platform Action for Churches Together (ACT) Alliance

မြန်မာနိုင်ငံမှ အားဖိုးကို စီးပွားရေးစနစ်တစ်ခု ဖျင်စေသည်။

မြန်မာနိုင်ငံမှ အားဖိုးကို စီးပွားရေးစနစ်တစ်ခု ဖျင်စေသည်။

မြန်မာနိုင်ငံမှ အားဖိုးကို စီးပွားရေးစနစ်တစ်ခု ဖျင်စေသည်။

မြန်မာနိုင်ငံမှ အားဖိုးကို စီးပွားရေးစနစ်တစ်ခု ဖျင်စေသည်။

မြန်မာနိုင်ငံမှ အားဖိုးကို စီးပွားရေးစနစ်တစ်ခု ဖျင်စေသည်။
SEEDS ASIA သည် MES များကို အလိုအလျောက် ပေးဆောင်ရွက်ပါသည်။ သို့သော် သူတို့၏ အခြေခံဆိုင်ရာ လုပ်ငန်းအနေဖြင့် အခြေခံဆိုင်ရာ လုပ်ငန်းများကို ရှာဖွေနိုင်ရန် အားလုံးကို စစ်ဆေးပေးနိုင်သည်။ အောက်ပါအတိုင်း သူတို့၏ လုပ်ငန်းအနေဖြင့် ကြိုးစားနိုင်သည်။

MKRC သည် KIDA (အာရှ ဒီမိုကရေစီ) ပျံ့နှံ့မှတ်တမ်းသော လုပ်ငန်းများကို စစ်ဆေးပေးနိုင်သည်။ KIDA နှင့် အတွက် အကြံခံဆောင်ရွက်ခြင်း များကို စစ်ဆေးပေးနိုင်သည်။ MKRC သည် အလိုအလျောက် အခြေခံဆိုင်ရာ လုပ်ငန်းများကို စစ်ဆေးပေးနိုင်သည်။
Mainstreaming Disaster Risk Reduction into Education
Mainstreaming Disaster Risk Reduction into Education

MKRC

WKRC

MKRC

MKRC

MKRC
ပြောင်းလဲ ကြုံတို့အကြောင်းအရင်းများကို အထူးသိရာ ယှဉ်လိုက်ကြရောက်ရန် အောက်ကို လိုအပ်သည်။ စာအုပ်ရိုးရိုးလေးကို အနေဖြင့် အခြေခံသော အခြေခံမှတ်တမ်းတင်ခြင်းဖြင့် ဗိုလ်ချုပ်၏ ဗိုလ်ချုပ်အဖြစ်သို့ ပြောင်းလဲခြင်းကို စိတ်လှုပ်ရာတွင် သတ်မှတ်ချက်ထားပါသည်။

SEEDS ASIA အိမ် MES သို့ ပြောင်းလဲခြင်းကို အထူးသိရာ လိုအပ်သည်။ အောက်ကို ပြောင်းလဲခြင်းကို အထူးသိရာ လိုအပ်သည်။
Mainstreaming Disaster Risk Reduction into Education

MKRC ဗိုလ်လိုဏ် ကျပ်သစ်ပြုတည်းပါသည်။ MKRC ကို WKRC အောက်ကျပ်သစ်ပြုတည်းပါသည်။ MKRC ကို WKRC အောက်ကျပ်သစ်ပြုတည်းပါသည်။

ရော်ရွေးချယ်ခြင်း

♦ အကြောင်းဖော်ပြချက်မှာ MKRC ကို WKRC အောက်ကျပ်သစ်ပြုတည်းပါသည်။ MKRC ကို WKRC အောက်ကျပ်သစ်ပြုတည်းပါသည်။

ပြသ်သည်တာတွင် ကျောင်းသားများ အကြံပြုသည်။ ကျောင်းသားများ အကြံပြုသည်။
တိုးတက်ခြင်း အခြေခံဆောင်ရွက်လာမည်
သို့မဟုတ် ပြချက်ဖော်ထားမည်။
အကြောင်းပြုပြင်ခြင်းအတွက် အခြေခံဝင်း ရှိသည်။
အခြေခံဝင်း အလိုအပေါ်မှာ ရှိသည်။

♦ သို့မဟုတ် အလုပ်အကိုင်များ ရှိသည်။
 အသုံးပြုချက်ဖော်ထားသည်။
SEEDS ASIAမှတစ်ဆိုခြင်းမှ သို့မဟုတ်
မေးရှားချက်မှတစ်ဆိုခြင်းမှ ကျော်လွန်ပြီးနောက်

♦ ကျော်ထားလို့ လူ့အခွင့်အရေင်း နှင့် သို့မဟုတ်
အကြောင်းပြုလုပ်ခြင်းများကို မျှဝေခြင်းမှ
အလုပ်အကိုင်များကို ရှိနေသည်။
Mainstreaming Disaster Risk Reduction into Education

SEEDS ASIA

A young boy stands in front of a group of schoolchildren, holding a red tool and troweling soil into bags.
GIVING CHILDREN THE LEAD – CHILD LED DISASTER RISK REDUCTION

SAVE THE CHILDREN MYANMAR
Mainstreaming Disaster Risk Reduction into Education

INTRODUCTION

Save the Children (SC) believes that children must be involved in programs to reduce risks of disasters and its negative impact on communities. Children bring a unique perspective to DRR preparations and have the right to play a part in making themselves and their communities safer. Save the Children defines Child Led DRR (CLDRR) as a child-centered community based framework where children play leading roles in their communities to minimize the negative impacts of disasters. This will include meaningful and ethical child participation in assessing, planning, implementing, monitoring and evaluating DRR initiatives based on the United Nations Convention on the Rights of the Child (UNCRC). Whilst children will play leading roles with the support of adults in their communities, the responsibility and accountability for preparedness, mitigation and response still lies with adult stakeholders and duty bearers¹.

In Myanmar, Save the Children initially integrated DRR through its Child Protection and Education (Early Childhood Care and Development) program but they found that this was inadequate in addressing risk reduction in a comprehensive manner. In response to this, Save the Children initiated its CLDRR program in Dec. 2008. Currently, the program covers more than a 100 villages in the Ayeyarwaddy Region.

¹ Child-led Disaster Risk Reduction: A Practical Guide – Save the Children
To initiate this process, SC provided training of trainers for its project officers and coordinators at Yangon level which introduced the concept of CLDRR, program framework and related processes. These trained members in turn built the capacities of field level staff. Once trained on concepts and strategies for implementation, the field staff conducted a one-day workshop at a village supported by trainers from Yangon. This helped in building confidence of the field level staff and replicating it in other villages.

To implement the CLDRR process at the community level, SC organizes a group of 20 persons having an equal number of men and women where 16 are children (two age groups: 8-12 and 13-18 years) and remaining adults. These persons are selected through their Education and Child Protection programs which are implemented in same villages. Attention is given that this group represents diverse sections of the community such as students, non-school going children, and disabled. This group is then
trained on DRR, participatory tools, mobilization strategies and planning. Also important in the training is sensitizing adults on recognizing and respecting the role of children as well as supporting their decisions. Once trained, this group becomes the CLDRR Task Group where a child is selected as its leader. Within the CLDRR Task Group, other sub-groups are formed such as fund raising, search and rescue, first aid and mitigation.

Subsequently, the CLDRR Task Group reaches out to other children, (both school and non-school going) and adults separately to develop various participatory tools such as resource and risk maps and, seasonal map. This strategy helps to bring observations and risk analysis of various sections of the community. Children not only raised disaster risks, but also protection and health risks such as the dangers of alcohol consumption, gambling and the negative impact of adults’ behavior on children and families. Once completed, members return with their respective maps and share it with the entire group for consolidation into one complete and comprehensive map that highlighting risks, vulnerabilities and available resources. This step contributes to the community based risk mitigation action plan which addresses children’s vulnerabilities as a priority. The village map is displayed at a common village place for everyone to gain information of their village and safe places. They also provide an amount of USD 300 to the CLDRR Task Group as a grant for implementation of the Plan. Children and adults decide
on how the grant be utilized with the objective of reducing disaster risks. Once decided, adult members manage the grant and share the statement of accounts among all members for maintaining transparency.

The use of different IEC materials is an important strategy in raising awareness of the community on disaster preparedness. Save the Children conducts a variety of child-friendly games, songs, village theatre and video shows to mobilize and prepare the communities to face future natural hazards so that all members of the community can understand and participate in DRR.

It is seen that the abilities of children have made adults (parents, care-givers, teachers, village officials, religious leaders like monks) have increased belief in children’s potential. They recognized the benefits of listening to children’s voices and increased their support for children’s participation.

OUR PRIORITIES FIRST!
In a village of Pyapon Township, the CLDRR was to decide how the grant should be spent for reducing disaster risks. Adults felt that a road was necessary which would help in evacuation but children stated the lack of a village early warning system impeded them to evacuate in advance. Through discussions, the children’s decision was accepted and the grant was spent on the purchase of megaphones for information and warning dissemination.
The focus was on making children participate throughout the process of carrying out DRR initiatives in the village which in turn raised their knowledge on DRR. The project staff facilitated and encouraged children to come forward and participate actively through the process, from planning to monitoring and evaluation.

Children were mobilized using innovative and interesting methods which targeted both children in and out of school. The use of theatre, songs, stories, video shows and interactive games was able to bring all children together irrespective of education levels.

The role of adults was also important in process. At the start of the project, adults were sensitized on giving space and encouraging children to take the
initiative. The participation of adults as support to children ensured the process was community-based.

- The community grant to the Task Group, even though relatively small, makes the CLDRR process more effective and raise sense of ownership and responsibilities. It helped the Task Group to identify, plan and execute smaller project working together. It also attracted communities to keep supporting the children’s suggestions.

**CHALLENGES**

- During the initial phases of the CLDRR process, especially while developing the comprehensive community risk and resource map, some adults found it difficult to let children play a leading role. Many adults were not used to listening to children or take their views seriously. However, with time most became more receptive to children’s voices.

- Time constraints were faced while working with
children, as children were busy with attending classes or at work. Many school children also had work responsibilities before or after school hours. Flexible working hours were made for project staff to work with children at suitable times, particularly during the weekends when children were available.

- Traditional roles and relationship between adults and children is a challenge to participation and decision making by children. In the Myanmar context, it is customary for children to listen and respect the advice and decisions made by adults and not to override it. The process of children deciding can come in conflict with traditional norms.

- In some communities, children and adults focused more on repairing infrastructure, such as bridges, and focused less on developing early warning systems and/or emergency preparedness initiatives. Also, the community grant of USD 300 was not sufficient to address all of the priority risks or risk mitigation plans developed by community.

**SUSTAINING THE GAINS MADE AND REPLICATION**

- It is necessary to advocate with local authorities to support children and this process contributes significantly to community wellbeing and self-protection in the face of potential and actual disasters.

- The CLDRR process can be linked to other development initiatives or processes at the village such as the ECCD program and Parent – Teacher Associations.

- There needs to be increased opportunities for adults and children to interact more often, so that adults realize the potential of children for sustaining the process.
Girls, boys, women and men in communities have been empowered with skills, knowledge, tools and confidence to identify and address risks affecting them, and to prepare for emergencies.

This intervention builds on the existing potentials of the children in the communities.

The strategies applied and activities implemented are low-cost and replicable anywhere.

It would be now easier to replicate this model as there is a training manual and guidelines available on how to implement CLDRR process.
Save the Children ကို သို့မဟုတ် အသစ်မှ မေးခွန်းစွာ ပြိုင်ပွဲတစ်ခုကို လေ့လာခြင်း ဖြစ်သည်။ ကိုယ်စားလှယ်များစလုံး ၊ လူသိုလှောင်မှုများစွာ ကြားနွေးဝင်ခြင်း ဖြစ်သည်။ အသိပေးချက်များကိုသာ သယူသယ်ရာတွင် ဦးစွာ ဆက်စပ်ခြင်း ဖြစ်သည်။ ကိုယ်စားလှယ်များစလုံးကို စိတ်ချရာ သိမ်းဆည်းခြင်း ဖြစ်သည်။ တရားဝင်လုပ်ငန်းများ ကို အသိသိမ်းဆည်းခြင်း ဖြစ်သည်။ Save the Children အား

(Child Led DRR - CLDRR) ကို ဆောင်ရွက်ခြင်း ဖြစ်သည်။ အသိပေးချက်များကို သိမ်းဆည်းခြင်း ဖြစ်သည်။ ကိုယ်စားလှယ်များစလုံးကို စိတ်ချရာ သိမ်းဆည်းခြင်း ဖြစ်သည်။ တရားဝင်လုပ်ငန်းများ ကို အသိသိမ်းဆည်းခြင်း ဖြစ်သည်။ နိုင်ငံတော်၏ အခမ်းအနားအချင်းချင်း (The United Nations Convention on the Rights of the Child - UNCRC) ရှိသည်။ မှ ကိုယ်စားလှယ်များစလုံးသည် ကျောက်ဗျားများကို အသိပေးချက်များ ကို သိမ်းဆည်းခြင်း ဖြစ်သည်။ တရားဝင်လုပ်ငန်းများ ကို အသိသိမ်းဆည်းခြင်း ဖြစ်သည်။ နိုင်ငံတော်၏ အခမ်းအနားအချင်းချင်း
Save the Children ကို ၂၀၀၈ ခုနှစ်တွင် CLDRR ရှင်သို့ အခြေခံခဲ့ရာ ကာလအတွင်း စာဖတ်သူများကို အခြေခံနိုင်စေချိန်အတွင်း အဖြစ်အပေါ် လိုက်နှံနိုင်မည်။ အကြောင်းကြားရေးအတွက် လှုပ်ပြောင်မှုကို အစီအစဉ်နှင့် ရှုပ်ထောင်ရန် အသွေးအမှန်အနေဖြင့် အားထုတ်မည်။
Mainstreaming Disaster Risk Reduction into Education

Save the Children (20)
CLDRR Good Practices in Myanmar
Mainstreaming Disaster Risk Reduction into Education
Save the Children အတွက် ကျန်ရှိသော သိပ္ပံသီးသန့်မှုများကို တွေ့ရစေရန် ထိန်းသိမ်းခြင်း

Save the Children သည် မြန်မာနိုင်ငံ ပြည်ထောင်စု လက်ရာ ကျောင်းသို့ တွေ့ရစေရန် ထိန်းသိမ်းခြင်း ဆောင်ရွက်နေသည်။ အထောက်အထားတော်လာနေသော ပြည်ထောင်စု လက်ရာ ကျောင်းများတွင် သိသိသာသကြား မှုများကို တွေ့ရစေရန် ထိန်းသိမ်းခြင်း ဆောင်ရွက်နေသည်။
Mainstreaming Disaster Risk Reduction into Education

♦ လိုအပ်ပါသည်မှာ လူ့အနေဖြင့် အခြေခံသောအချက်အလက်များကို အလိုအလျောက် ပြုလုပ်ခြင်းဖြင့် အထောက်အပံ့ ပူးပေါင်းဆောင်ရွက်ပါသည်။ အခြေခံသောအချက်အလက်များကို အလိုအလျောက် ပြုလုပ်ခြင်းဖြင့် အထောက်အပံ့ ပူးပေါင်းဆောင်ရွက်ပါသည်။

♦ လိုအပ်ပါသည်မှာ လူ့အနေဖြင့် အခြေခံသောအချက်အလက်များကို အလိုအလျောက် ပြုလုပ်ခြင်းဖြင့် အထောက်အပံ့ ပူးပေါင်းဆောင်ရွက်ပါသည်။ အခြေခံသောအချက်အလက်များကို အလိုအလျောက် ပြုလုပ်ခြင်းဖြင့် အထောက်အပံ့ ပူးပေါင်းဆောင်ရွက်ပါသည်။
ရွေးချယ်ချိန်မှာ တစ်ခါတစ်ရက်တွင် ပြင်သောစဉ်များကို襄阳ပchest ၀ိုင်စားသောအချိန်များကို သိမ်းဆည်းခြင်းဖြစ်သည်။ အခြားသောစဉ်များလည်း တစ်ခါတစ်ရက်တွင်သိမ်းဆည်းနိုင်သည်။

♦ CLDRR စိုးစွဲခြင်းများ: စိုးစွဲမှုများကို အဆင့်များနှင့်ဆက်စပ်ထားသောစဉ်များကို ပတ်သတ်ပြီးသို့ ရှိနေသည်။ အခြားစဉ်များကိုလည်း တစ်ခါတစ်ရက်တွင်သိမ်းဆည်းနိုင်သည်။
Mainstreaming Disaster Risk Reduction into Education

♦ ပြိုင်ပွဲများ လုံခြုံရေးအသင်း အဝေးဖူးသော အရာအားဖြင့် ပြိုင်ပွဲများကို လက်ခံရွတ်သော စိုက်ပျိုးမှုများ ပြုလုပ်ပေးစေရန် လိုအပ်သည်။

♦ သင်္ချောင်းများ လုံခြုံရေးအသင်း အဝေးဖူးသော စိုက်ပျိုးမှုများ ကြီးမားသော အချက်အလက်များ ပြုလုပ်ပေးစေရန် လိုအပ်သည်။

ပြိုင်ပွဲများကို လုံခြုံရေးအသင်း အဝေးဖူးသော စိုက်ပျိုးမှုများ ကြီးမားသော အချက်အလက်များ ပြုလုပ်ပေးစေရန် လိုအပ်သည်။

ပြိုင်ပွဲများကို လုံခြုံရေးအသင်း အဝေးဖူးသော စိုက်ပျိုးမှုများ ကြီးမားသော အချက်အလက်များ ပြုလုပ်ပေးစေရန် လိုအပ်သည်။
နိုင်ငံတော်အတွက် အထက်ပါအရေးကြီးများ အဖြစ်အပြောင်းများ

- ကြည့်ရှုရန် လိုအပ်ခြင်း
- အခြေခံအရေးကြီးများ
- စီးပွားရေးရာ အဖြစ်အပြောင်းများ
- အလိုအလျောက် အခြေခံအရေးကြီးများ

ယုံကြည်ရန် လိုအပ်ခြင်း

အကြံပြုအရေးကြီးများ အဖြစ်အပြောင်းများ

- စီးပွားရေးရာ အဖြစ်အပြောင်းများ
- ကြည့်ရှုရန် လိုအပ်ခြင်း
- အရေးကြီးများ
- အလိုအလျောက် အခြေခံအရေးကြီးများ
Mainstreaming Disaster Risk Reduction into Education

- CLDRR ပေးထားသည့်အချက်အလက်များကို ပြင်ဆင်ထားသည်။
  အချိန်မှာတစ်နှစ်မျိုးအတွင်း ပါဝင်သူများအားလုံး ရေးသားချက်များကို အခြေခံထားသည်။

- အချင်းအလက်များကို ပြင်ဆင်ထားသည်။

- CLDRR ဖျင်ဆိုသည်။ အချင်းအလက်များကို ပြင်ဆင်ထားသည်။
  အချိန်များအတွင်း ပါဝင်သူများအားလုံး ရေးသားချက်များကို အခြေခံထားသည်။

ပြုစုမှုများ သို့အကြောင်းအရင်းများ၊ အချိန်မှာ ပါဝင်သူများအားလုံး ရေးသားချက်များကို အခြေခံထားသည်။
Strengthening Disaster Risk Reduction Practice in Myanmar through Research and Enhanced Inter-agency Coordination

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