

Children in disasters- Games and guidelines to engage youth in risk reduction



The International Federation's Global Agenda (2006–2010)

Over the next two years, the collective focus of the Federation will be on achieving the following goals and priorities:

Our goals

Goal 1: Reduce the number of deaths, injuries and impact from disasters.

Goal 2: Reduce the number of deaths, illnesses and impact from diseases and public health emergencies.

Goal 3: Increase local community, civil society and Red Cross Red Crescent capacity to address the most urgent situations of vulnerability.

Goal 4: Promote respect for diversity and human dignity, and reduce intolerance, discrimination and social exclusion.

Our priorities

Improving our local, regional and international capacity to respond to disasters and public health emergencies.

Scaling up our actions with vulnerable communities in health promotion, disease prevention and disaster risk reduction.

Increasing significantly our HIV/AIDS programming and advocacy.

Renewing our advocacy on priority humanitarian issues, especially fighting intolerance, stigma and discrimination, and promoting disaster risk reduction.

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2010

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Abbreviations and acronyms

ADPC	Asian Disaster Preparedness Centre
BNPB	National Disaster Management Agency (Indonesia)
CFSC	Committee for Flood and Storm Control (Viet Nam)
CLDRR	Child- Led Disaster Risk Reduction
CRED	Centre for Research on the Epidemiology of Disasters
DDPM	Department for Disaster Preparedness and Management
DM	Disaster Management
DRR	Disaster Risk Reduction
HFA	Hyogo Framework for Action
HQ	Headquarters
HVCA	Hazard, Vulnerability and Capacity Assessment
IFRC	International Federation of Red Cross and Red Crescent Societies
INGO	International Non- Governmental Organization
ISDR	International Strategy for Disaster Reduction
MDG	Millennium Development Goal
MOET	Ministry of Education and Training
MoU	Memorandum of Understanding
NDMC	National Disaster Management Centre
NGO	Non- Governmental Organization
NS	National Society
OFDA	Office of U.S. Foreign Disaster Assistance
PMI	Indonesia Red Cross
PNS	Partner National Society
RCRC	Red Cross Red Crescent
RCV	Red Cross Red Crescent Volunteers
RCY	Red Cross Youth

Part 1 Informal Education and Disaster Risk Reduction: A Regional Guideline for Effective Engagement

The purpose of this guideline is to provide guidance to Red Cross and Red Crescent National Societies on effectively engaging in informal Disaster Risk Reduction (DRR) educational initiatives. This publication is meant, in relation to DRR and education, to promote relevant initiatives in the region, identify the current roles and responsibilities of National Society at different levels, and encourage the promotion of effective child and youth-centered DRR educational activities. Adult involvement with informal DRR education initiatives can also be encouraged by appropriately adapting guideline content. Informal educational activities can also be used in support of formal activities, such as promoting school safety campaigns.

Section 1: Introduction

Knowledge management and education can help communities located in hazard-prone areas gain a better grasp of the ways to cope with risks. Education has been recognized as an essential element in sustainable development and is entirely linked with disaster risk reduction strategies, since it accelerates the progress of societies toward disaster resilience.

Further more, safe schools and educational buildings, well known as potential “safe havens” against industrial and natural hazards, have proven effective in saving lives; their importance therefore needs to be emphasized in DRR. Even countries with limited financial resources can serve their populations well by providing them with schools that are resistant to natural and technological disasters.

The Bangkok Action Agenda, an outcome of the 2007 Asia Pacific Regional Workshop on School Education and DRR was jointly organized by the International Strategy for Disaster Reduction (ISDR), IFRC, and other partners. The Agenda put forward four priority areas for action:

Teacher plays important roles in delivering key messages and knowledge on DRR to children in Wajo District, South Sulawesi Province - PMI



1. Integrating DRR into school education
2. Strengthening DRR education for community resilience
3. Making schools safer
4. Empowering children for DRR



Through the Snake and Ladder Gamepad, School children learning about hazards and risks in their area in Banjar District, South Kalimantan Province - PMI

While Priorities 1 and 3 call for activities primarily related to formal education, they can support informal educational DRR initiatives which are fundamental to the realization of Priorities 2 and 4. The manner in which the Bangkok Action Agenda covers both curriculum and school safety, and the empowerment of communities and children (including marginalized groups such as special needs children or those not attending school), makes it an inclusive, rights-based approach.

Safety or Prevention?

Disaster dialogues often mention the need to establish a ‘culture of prevention’, meaning that we should ensure that our efforts focus on preventing and mitigating disasters before they occur. This dialogue is meant to move us away from previously established practices of investing only in disaster response and recovery, to not only prepare for events, but also prevent hazards from turning into disasters wherever possible and minimize their impact.

However, in the case of education and DRR, it is also important for us to talk about establishing a ‘culture of safety’. Particularly important when talking about education for youth and children, building a culture of safety ensures that we consider how to make a child’s landscape as safe as possible. In the case of DRR, this means not only including children in dialogues on disaster risk, but also protecting them in their own particular spaces, such as schools and playgrounds. Building a culture of safety ensures that we not only make children aware of risk, but we actively work to protect them.

What is education for disaster risk reduction?

Formal education

Is the formal inclusion in the basic school curriculum of issues and subjects related to (i) identification and understanding of risks and its linkages with sustainable development; (ii) learning of risk reduction measures; and (iii) learning about disaster preparedness and response.

For the purpose of this guideline, the term ‘informal education’ is used, as it generally refers to activities which are highly participatory and involving less prescriptive content and settings than formal education. The term informal education, for this guideline then, covers all organized educational activities outside of formal systems of education, which may be of a flexible nature, including non-formal and participatory educational activities. Informal educational activities can range in nature from closely structured (youth group discussions) to more creative (improvisational drama) activities. Though they may be considered more effective to be sustained (over a duration of time with a set population, such as community disaster management volunteer programs), they may also be comprised of single events (such as a youth-focused workshop on learning about disasters).

Informal education or non- formal education

Is the development of awareness raising campaigns to reach out the public at large (civil society, workers, decision- makers, etc.) with messages related disaster reduction, better understanding of how human activity can link to disaster and what can be done at the individual level to contribute to disaster reduction.

Technical education for local builders (including masons) and construction firms is extremely important to sustain risk reduction initiatives in the community.

The Bangkok Action Agenda provides further momentum to dialogues relating around the particular rights and risks of youth and children, in the face of an increasingly disaster vulnerable environment. Some organizations, including Save the Children, are promoting child-led DRR (CLDRR)¹ activities to entrench the rights and perspectives of children in community risk management. While many countries in South East Asia have begun to pursue DRR initiatives at the national level, and some also are working on implementing child-focused DRR programming, these processes are moving forward slowly while the frequency and severity of disaster risk, worldwide, is increasing (Scheuren 2008, OFDA/CRED 2008).

There is an immediate need to strengthen the capacity of relevant actors, including governments, the International Federation of Red Cross and Red Crescent Societies (the Federation), and National Societies, to promote DRR activities which protect populations of youth and children. In order for actions to be effective, they must be comprised of both formal educational initiatives such as the inclusion of DRR activities in curriculum, and informal actions, such as those involving youth and volunteer networks. Actions must be inclusive, sustainable

¹ Save the Children defines CLDRR as a “child-centered community based framework where children play leading roles in their communities to minimize the negative impacts of disasters” (Save the Children 2008:2). This includes “meaningful and ethical child participation in assessing, planning, implementing, monitoring and evaluating DRR based on the United Nations Convention on the Rights of the Child (UNCRC)” (ibid 2008:2). The CLDRR approach was meant to be applied to activities by all actors involved with DRR, including governments, other NGOs and INGOs, and CBOs, as well as volunteer and youth networks. It can therefore be directly applied to actions of the IFRC and NSs, not only in partnership with, but also independently from, activities of Save the Children.

and cooperative, and not lose sight of the *reduction* component of DRR, to truly bring about long term disaster resiliency to the region. They must be developed in a way that is sensitive to various levels of literacy and knowledge levels as well as languages and customs, particularly amongst ethnic minorities.

Section 2: National Societies, other actors, and Informal DRR Education

National Society HQ and Informal DRR Education

National Societies (NSs) in each country have various departments/divisions established at the Headquarter (HQ) Level. Departments/divisions of , Social Work, Youth/Volunteers, Disaster Management, Organizational Development and Health Care all were identified as playing a role in the DRR efforts of the Red Cross. Each NS should, individually, identify the departments/divisions relevant to the success of their DRR work, and coordinate DRR efforts to be inclusive of these departments/divisions. Methods of coordination include the creation of a board or committee which meets on a regular schedule, to discuss the progress and planning of DRR activities, or the creation of an informal network which shares information on initiatives through an email list serve. Either method requires at least one individual acting as a focal point, or hub, for the sharing of information on DRR-related activities.

The HQ (usually Disaster Management Department/Division) also has a responsibility to coordinate DRR efforts with those of Partner National Societies (PNSs) and local and regional representatives of the Federation, in order to ensure that programming is as sustainable and effective as possible. Where Departments and/or Branches have partnerships in relation to aspects of DRR with networks, organizations and institutions outside of the Red Cross, including Government ministries, they should share information on these linkages with the HQ. The number of actors, from the national to community/commune level, influential in the progress of DRR activities in each country is illustrated in Figure 1. The figure shows how RCRC is integrated into activities involving not only governmental actors, but also other organizations and communities themselves.

With the unique and largest network of volunteers world wide, the NS can play a role in advocating education and DRR, including ensuring that such efforts are sustainable and inclusive. They should pursue this role by engaging in national-level dialogues, networks, working groups, and discussions on policy development, to ensure that DRR education is included in planned activities. Their role in these groups and dialogues can include advocating for DRR education to be recognized on a national level as supporting sustainable development initiatives. NSs can also use this role to highlight how DRR activities can tie into the objectives of the Millennium Development Goals (MDGs), as well as being a key part

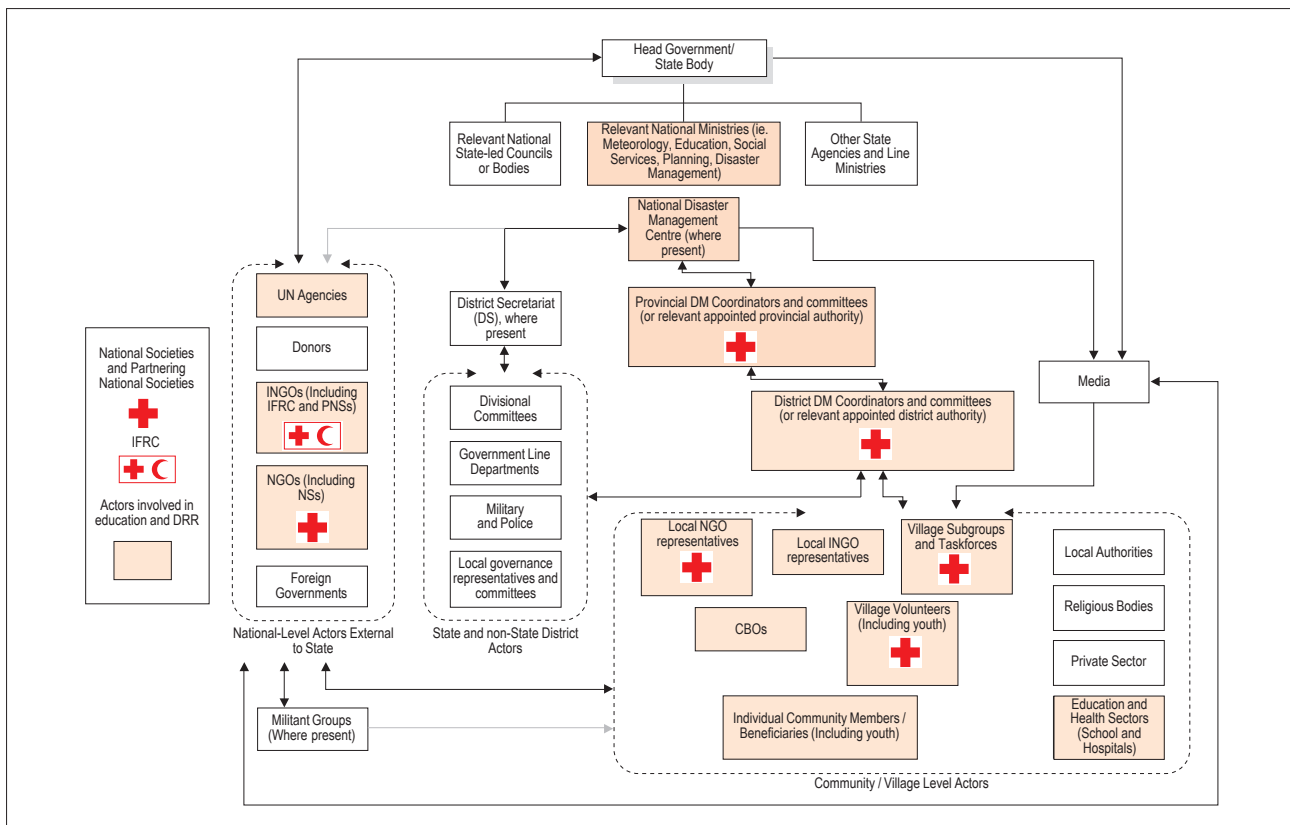


Figure 1: Flow of the influence of actors in DRR-related work on a national level in South East Asia

of national progress towards the goals of the Hyogo Framework for Action.

Suggestions for NS HQ:

1. Identify a focal point representative for DRR education activities at the HQ level. Ensure that each department knows who the focal point is, and that all relevant focal points are aware of each other's roles and responsibilities.
2. Create a board or committee to discuss programming and planning of DRR-related activities on a regular schedule (where the NS is committed to DRR education and has capacity to do so). Include departments involved in youth and volunteer networks, and development.
3. Ensure that the NS is involved with dialogue (networks, working groups, policy development) on DRR education on a national level, including with the National Disaster Management Committee, or similar body (as shown in Figure 1) as well as Ministries of Education.
4. Advocate for DRR education to be considered as a process that support efforts of sustainable development, the MDGs, and the goals of the Hyogo Framework for Action.
5. Focus on informal DRR education activities in cooperation with other organizations working with children and youth both in and out of schools.
6. Where possible, encourage the extension of informal educational activities for children and youth to adults.

National Society Chapters/Branches and Informal DRR Education

RC chapter/branch Branches, at the Provincial, and District level are fundamental to the operationalizing of DRR activities. For the purpose of DRR education activities, this level of actors can assist with the scaling up of community activities, disseminating information on efforts between districts, and feeding up local-level perspectives and experiences into national-level dialogues. Furthermore, many government DRR initiatives in Asia and the Pacific are active in a devolution of power from national to regional levels.

As illustrated in Figure 1, any National Disaster Management Committee will delegate roles and responsibilities to Provincial and District level actors, including RC representatives. RC branches at the community level, with the rise in support for community-based DRR, have become instrumental to the success of DRR and should therefore be consulted by provincial branches as programming is developed, to ensure that activities are appropriate for each local context.

Suggestions for NS Provincial/District Branches:

- 1. Ensure that the DRR education aspects are included in the NS's DRR policy and strategy.*
- 2. Ensure that a clear flow of information relating to current and future DRR and education initiatives occurs between National, Provincial/District branches, and communes/communities.*
- 3. Identify a Provincial/District focal points for DM and Youth Departments, and ensure that these individuals are recognized at the commune/community level.*
- 4. Identify roles in the participation of local authority agencies in charge of disaster management (DDPM/CFSC), and advocate for the participation of youth networks on education and DRR initiatives on a provincial/district level (it is best to have a framework agreement with the NDMC and the education sector to clarify the NS's roles and responsibilities as well as areas of involvement. Financial, technical and administrative arrangements should be included).*

The RC at the Community Level, RCVs and Informal DRR Education

At the community level, the RC often has networks of RC volunteer (RCVs), and representatives of RC youth, who historically have been actively engaged in disaster response. Community or village level subgroups and task forces should be established (where not yet existing), with NS leadership and/or involvement, to assist with the coordination of DRR activities. These subgroups should be closely involved with the development of DRR and education activities, to ensure that efforts are sustainable, coordinated with those of other organizations, have the support of government and local authorities, and have the equitable involvement of youth and children in their own community. This involvement should also be used to ensure that efforts are suitable for each community, from local cultural considerations to differences

in literacy levels and language skills (including languages of ethnic minorities).

The RC representatives in these groups can disseminate knowledge and feedback on local initiatives to provincial level branches. RC representatives at the commune levels can also participate in hazard vulnerability and capacity assessment (VCA) and other DRR and risk mapping activities at the community level. These representatives can also advocate for the involvement of children and youth in these processes, in the form of participation in both formal and informal educational activities. They can also (where possible) include adults from communities in informal DRR educational efforts.

Suggestions for NS Community/Village/Commune Branches:

- 1. Ensure that the RC representative is involved with community /village level subgroups and task forces on DRR.*
- 2. Advocate for DRR informal educational activities to subgroups and other actors, and support the involvement of RC Youth and Volunteer networks.*
- 3. Support the participation of youth and children in community-level VCA and other DRR-related activities, as a component of informal DRR education efforts, and encourage the involvement of community adults in similar activities.*
- 4. Ask for information and guidance from higher levels with regards to informal DRR education.*

National Society at all levels and Informal DRR Education

Activities outlined here can be promoted at all levels of RC involvement. They are therefore highlighted here, rather than duplicated across suggestions for individual levels. There is a broad variety of formal and informal DRR educational approaches being practiced in the Asia and Pacific regions, by the Federation and NSs as well as UN agencies, other NGOs and governments, with the primary goal of ensuring that formal learning environments and communities can become safe places for children. NS at all levels, can identify roles for themselves in informal DRR education initiatives, based on their current programming, skills, and partnerships. Coordination and cooperation with other organizations is essential to avoid duplication and confusion for core groups to education – those of involved volunteers, leaders, teachers and youth. The NS is also strongly positioned with an established reputation and presence from the local to national levels to ensure that informal DRR educational approaches reach beyond schools. Such an approach is necessary in order to extend the coverage of DRR strategies to children who do not attend formal educational institutions, therefore recognizing the risks that these children face outside of their normal learning environment, and also harnessing the power that informal child and youth networks possess.

At all levels of NS branches, the core activities that the Red Cross can undertake to promote informal DRR education are:

- *Training (of trainers, youth leaders, volunteers, and directly with youth)*
- *Leading youth, adults, volunteer, and networks of participants in informal DRR educational programming*
- *Coordination of, and cooperation with, education and DRR partnerships (to learn from past experiences, make the best use of resources and avoid duplication)*
- *Participating in local, national and regional level dialogues on DRR*
- *Including elements of education in DRR assessment activities*
- *Advocate for sustainable formal and informal DRR education at all levels*
- *Support the mainstreaming of DRR curriculum into schools, and extend the reach of these programs by backing them with informal educational DRR engagement with children and youth at the community level*
- *Assessing and monitoring the effectiveness of informal DRR educational activities*
- *Sharing of lessons learnt from the implementation of informal DRR educational activities*

Section 3: Drivers and Challenges for Informal DRR Education

“A culture of safety and resilience calls for risk awareness on the part of citizens and a readiness to take preparatory measures. Education for disaster risk management instills this risk awareness” (GTZ 2007).

Background and drivers

Disasters have physical, educational, economic and psychosocial impacts on children and youth. They can claim lives and destroy infrastructure, disrupt the educational cycle, force children to drop out of school to assist with earning money after an event, and leave children dealing with the long-term psychological difficulties of coping with what they have been through.

According to Briceno (2008), disaster risk education is focused on two core goals:

1. Raising awareness and building knowledge about disaster situations, therefore empowering communities to take informed decisions to reduce their vulnerability to disasters and build a culture of prevention, and;
2. To protect educational assets, including school children, infrastructure, educational materials, and knowledge. To realize these goals, both formal and informal educational initiatives need to be taken.

These goals can be expanded to include protecting those that interact with the children's learning processes, such as teachers, and their specific landscapes, including schools, playgrounds and homes.

Informal activities can be carried out by youth groups, and volunteer networks, with the support of schools or other actors, and can be comprised of activities (i.e. mock

drills, drama skills, DRR days), information dissemination materials (the creation of newsletters, comics, or booklets), and other media (TV and radio broadcasts). They can provide 'rapid entry points' for DRR education, and are valued amongst both agencies and communities as being fun and innovative ways to increase knowledge and participation in DRR efforts at community levels. Informal education also offers ways to integrate indigenous and traditional knowledge (including spiritual stories and values) and ways of learning into DRR efforts, therefore increasing both the reach and effectiveness of risk reduction activities.

Informal educational initiatives are not limited to children attending schools, to school year schedules, or the availability and interest of teachers. They allow children to become excited to participate in DRR activities. As children and youth learn quickly, are keen communicators and avid networkers, they can bring unique perspectives and experiences to DRR dialogues. However, informal DRR and education activities should not only be considered to be those which are aimed directly at only child and youth participants. The participation of these individuals in broader community DRR workshops, such as those aimed at vulnerability mapping, should also be encouraged. The inclusion of children and youth in decision-making processes within their communities, relating to DRR, is also a type of informal education activity in itself.

In Asia, examples are slowly being presented where the participation of children and youth in vulnerability mapping exercises was encouraged, to ensure that their risk perspectives were also included in dialogues. NSs could continue to support the advocacy for the involvement of children and youth in all levels of DRR activities, therefore increasing the capacity of this population to better understand their own risk landscapes. However, NSs also need to recognize that increasing the level of interest and engagement of children and youth in DRR education activities does not only involve children – the entire process has to be not only recognized, but also supported, by relevant adults, including volunteer and community network leaders, trainers, teachers, mentors and parents.



Red Cross Youth facilitate a participatory video to deliver messages about climate change adaptation- Lombok Barat District, Nusa Tenggara Barat Province - PMI

The involvement of children and youth in DRR educational activities needs to be part of a long-term engagement with DRR initiatives, not only a short term process or single event. Where effective, DRR education reduces the vulnerability levels of youth and children and beyond, to increase the resiliency of their communities, therefore supporting progress not only of the Hyogo Framework for Action, but also the Millennium Development Goals (MDGs).

Challenges

A core challenge to the success of informal DRR education is that of making projects and their outcomes sustainable. Sustainability is limited by a lack of:

- long-term funding for educational initiatives, particularly in the same communities over an extended period of time
- information (frequency, duration, levels of participation, involved regions and communities, as well as details on participating youth and children, including their ages and details on their educational and social environments)
- monitoring, feedback and assessment of the effectiveness and outcomes of projects on both risk and knowledge levels
- renewal of activities in communities and with special needs groups (marginalized children) where external engagement has been limited
- long-term commitment to DRR education within NSs and other organizations (due to a lack of continuing vision within the organization, or high workloads of staff and DRR being an 'additional' responsibility)
- coordination of programming with other relevant actors, including PNSs, governments (including Ministries of Education), INGOs, NGOs, and civil society (including youth networks)
- continued engagement of trained and knowledgeable staff (due to changes in volunteers, staff, and contacts within the NS and partner organizations)

Lead by Consortium for Disaster Education, PMI and NGOs, INGOs and UN Agencies, support the DRR Education by conducting the School Road Show - PMI



The core drivers of existing and planned DRR informal educational activities were identified for this guideline by NSs and partnering organizations as:

- *Reducing levels of disaster risk amongst youth, children and their communities*
- *Building skills of communication, leadership, and engagement with DRR to create future champions of risk management in at-risk communities*
- *Recognizing the special risks, capacities and resiliencies that youth and children possess*
- *Advocating for the rights of children and youth to live and be educated in a safe environment, and give these populations a voice to advocate for themselves in higher level dialogues*
- *Involve marginalized young populations in DRR dialogues, including children who work, do not attend school, or are disabled*

Each of these barriers to sustainability need to be met with a combination of social, knowledge, and financial resources. However, most DRR and educational initiatives have a limited amount of funding for each project, and as such, are limited in both scale and duration. Investment in educational initiatives needs to be secured for activities beyond those directly involving youth, to allow for the building of capacity of those who are to lead these educational activities. Trainers, youth leaders, and other involved guides for these initiatives have possessed, in some cases, limited knowledge on DRR, which in turn has limited both their interest and capacity to pass on correct and relevant information to communities. In order to be sustainable, DRR education initiatives need to include a consideration of the ‘before and after’ of activities, building capacity of trainers, and conducting ‘follow up’ feedbacks and assessments to determine how efforts were pursued by youth and communities after projects were completed, and to identify how projects impacted the risk vulnerabilities of participants over an extended timescale.

A second core challenge to informal DRR education is that of inclusiveness. Care needs to be taken to ensure that educational and DRR initiatives are not only sustainable, but are also inclusive. Regions of Asia and the Pacific include the presence of ethnic minorities, communities located in rural, often remote or mountainous areas, and sometimes displaced and/or migratory populations. Some children and youth do not attend school, are disabled, or are already undertaking employment. Youth in these more marginalized situations should be included in DRR programming, in spite of challenges of access, due to their particular risks and vulnerabilities. DRR educational activities therefore cannot be homogenous in nature – they have to be adaptable to diverse needs and environments.

A third challenge to the effectiveness of informal DRR educational efforts is ensuring that activities are coordinated. DRR and informal educational initiatives should not only involve

those individuals holding profiles relating to disaster management. Rather, staff which work on the coordinating of the RC volunteers, development, education, and other relevant sectors should also be included in the development of this type of programming. Not only will the establishing of these cross-sector dialogues increase the effectiveness of DRR and education activities, but it will also enhance the sustainability, knowledge and funding resource available for projects.

Furthermore, links should be made between those working on formal education (including those involved in school safety campaigns, disaster curriculum mainstreaming) and informal education initiatives, to ensure that these activities support each other and that the information given to youth and children within each community is coordinated. This is of particular importance in relating to ensuring that planning for not only risk reduction, but also disaster response occurs in a harmonized manner. Where NS have been involved in mainstreaming DRR into formal educational processes, lessons should be shared with communities working on informal educational activities.

Tying Educational DRR Activities Together: From the Formal to Informal

Informal educational activities for DRR can directly link to formal initiatives. For example, themes for informal activities can be linked to school safety campaigns, with dramas being conducted on the need for safe buildings, or games focusing on how to create effective evacuation plans. Institutional capacity for schools can directly be supported by informal community engagement, from the building of capacity for students and parents at home to increasing respectful understandings of the importance of providing teachers with the knowledge and resources they need to ensure that DRR curriculum is created and used in a sustainable way.

Informal activities can be a core part of the development of school-level disaster management plans, playing a part in education of their importance and providing opportunities to regularly practice drills and games relating to disaster response. They can also play a large part in public awareness on DRR, targeting children, their families, and other members of the community. Awareness can be raised on broader efforts of risk reduction, how to react when disasters happen, and the commitments which are necessary to be secured from governmental officials on the building and maintenance of safe schools. Since public awareness on DRR should be an ongoing process, it fits well with the adaptable nature of informal education.

Recommendations of this guideline can therefore be used to support formal education activities that all branches of the NS are involved in. They can also be used to identify new opportunities for engagement in formal educational activities, such as using informal methods to teach communities about risks associated to schools with unsafe infrastructure.

A further challenge to informal DRR initiatives is that of ensuring cooperation amongst all levels of actors working on DRR. A core difficulty relating to effective NS engagement in DRR echoes the broader difficulties of pursuing DRR and education activities on a national, and even regional, level. The lack of one established path which not only allows for the sharing of information, but also discussions on how to cooperate amongst agencies to increase the resiliency of children and youth to disaster risk, is lacking.

There is therefore a clear lack of effective mechanisms for NSs to share information on activities, approaches and lessons learned from educational DRR activities both with other NSs and also external actors. Where similar mechanisms do exist, in the form of relevant networks or working groups, they generically serve only to share information rather than to allow for the coordination of efforts and establishing of new partnerships. The cooperation of the sheer number of agencies working on education and DRR can only effectively occur with the leadership of an established and respected organization, which understands the national arena of risk from the national to community and commune levels. In some countries, this leadership is lacking due to either a lack of incentives to participate in light of the necessary time commitment and lack of financial compensation, but in others it is missing due to competition between organizations to ‘take the lead’ on DRR education. Any form of a co-operative initiative should then be established and supported by NSs in a democratic manner, under the umbrella of existing DRR networks or working groups, thus promoting the involvement of already-recognized organizations, and encouraging cooperation for the benefit of at-risk communities rather than involved organizations.

Section 4: Stories From the Field: Focus on Vietnam and Indonesia

At various levels across Asia and the Pacific region, partner organizations, with the support and participation of relevant NSs, already have activities underway for DRR educational activities, including mainstreaming DRR into curriculums and promoting informal learning opportunities such as community awareness raising initiatives. Various activities categorized by NSs as informal DRR education are also currently occurring at the discretion of teachers in various schools in both Cambodia and Vietnam. Similar activities are occurring in the Philippines and Indonesia as well as other countries in the region, and it is hoped that lessons learned from current initiatives will soon be shared for the benefit of other NSs. Stories for this guideline highlight activities and networks in Indonesia and Vietnam, as both countries offer lessons learned from experiences of NSs and possibilities for new areas of engagement to be explored. It is hoped that other NSs will come forward to share stories of their experiences and programming as their DRR efforts develop.

Indonesia

Indonesia is vulnerable to volcanic eruptions, landslides, tsunamis, flooding and earthquakes, thus in order for DRR education to be effective, it needs to cover risks of multiple hazards. This means that materials used with youth, children, teachers and trainers need to be comprehensive yet clear.



Youth could play role as a peer educator, by using a flipchart, they give explanation to their school friends about hazard, its impact and what youth can do to avoid the disaster risk - PMI

Due to the varied geographic landscape of Indonesia, materials also need to be disseminated to both urban and rural areas, and to fixed as well as migratory or displaced communities. Government actors in Indonesia have already promoted the participation of children in local disaster planning activities. Children of some areas have been invited to participate in hazard mapping and provide their input on contingency and evacuation plans.

The Indonesia Red Cross (known as Palang Merah Indonesia, or PMI) has primarily been working on DRR education focusing on preparedness in a formalized setting, within schools. The core project on Disaster Preparedness in Schools is being undertaken with the support of the German Red Cross at 30 schools, and is hoped to eventually be expanded to all parts of Indonesia. The project involves the Red Cross Youth (RCY) and provides them with training and resources to allow them to lead activities in sharing information on disasters and identifying risks around schools. It encourages youth to disseminate information about the project with other community members. While the initiative is predominately based around formal education, elements from the project are supportive of informal DRR educational initiatives, and could be strengthened by the RCY and PMI.

Focus on Indonesia:

Scaling up Efforts and Expanding to Informal Activities

In Indonesia, some INGOs have already taken a strong lead on child-led disaster risk reduction (CLDRR) activities, such as Save the Children, whose aim in promoting CLDRR is increasing the overall resilience levels of communities. While the Save the Children programming focused on the involvement of schools, it highlighted the need to train local partners and teachers on DRR, and took a strong advocacy approach to the involvement of children in reducing their own risk. They noted challenges that were relevant to other organizations, including the NS, in increasing participation in DRR and education activities, having more regular interaction with communities, convincing parents to allow children to participate and moving understandings of DRR beyond those of emergency

response. Not yet fully explored is the option of increasing the role of the Scout movement (a youth-focused initiative) in promoting informal DRR educational activities.

The National Disaster Management Agency (BNPB) is the newly developed Government body for DRR activities in Indonesia. The BNPM will oversee disaster programming, but for DRR integration into school curriculum, as well as using formal channels of education, the Ministry of Education must be involved. UNDP is currently supporting the Ministry in developing a strategy for the mainstreaming of DRR into national education systems (with a project entitled Safer Community through DRR). Many other NGOs and government agencies are involved with DRR educational activities, for different target groups, however most are focusing on developing DRR activities for school curriculum. The PMI has linked their educational DRR programming with activities of the RCY in schools.

PMI is a member of a consortium for education, and as such, has the potential to facilitate the process of advocacy for DRR integration not only into school curriculum, but also into broader, informal networks. PMI has already been recognized by children as being active in promoting games relating to DRR— a practice that has been welcomed by communities and considered successful to date. Wherever possible, these efforts should be scaled up to more schools and communities through RC units and within networks of the RCY. Activities already used to promote DRR education in formal channels can be adapted for informal use to include those youth and children not attending school, and allow for the broader dissemination of information back into communities.

Viet Nam

Viet Nam Red Cross (VNRC) already has a history of supporting and championing educational DRR activities. The NS has prepared various activities for education and DRR initiatives, including published curriculum such as the Introduction to Disaster Preparedness for Primary School Children. This publication features content on multiple relevant hazards, including flooding, typhoons, landslides and drought. It is meant to be used in a school environment, and was initially introduced in three provinces of Vietnam in 1999. The booklet was subsequently updated, and again circulated in 2000. It contained information not only on what to do in the event of a disaster, but also on preparedness, and provided information on the role that the VNRC held in regards to disaster preparedness. It encouraged schools to create Red Cross Pioneer Units.

Challenges with the booklet echoed difficulties that other organizations have had with educational DRR activities, including gathering information on the number of schools where they were used, gaining support (financial) for teachers to use the material, and identifying how useful the lesson plans were. It was known that the booklet had been adopted for use by other organizations, but the scale of this usage was also unclear.



Pencil drawing on “Mangrove plantation” as part of DRR measure in Hai Phong city, Viet Nam - IFRC

Overall, the existing DRR structures and activities of the VNRC have been identified as being centered on response, and programming as focusing on training and actions primarily at the commune level. Existing initiatives on informal education and DRR have received good support and feedback, but are in need of more funding in order to continue the same efforts. Education and DRR initiatives are still occurring in a limited number of communes (6 this year, and 20 last year), but more information is needed on how previous activities (including the booklet) have been adopted in new areas by different actors.

The VNRC was identified as having strong potential to participate in and lead informal DRR educational activities. While there was limited information available on how many schools had Red Cross Pioneer Units, this initiative was perceived as an excellent networking opportunity for youth and children to be directly involved in DM and DRR activities in a more informal manner. Existing partnerships with relevant ministries and youth groups outside of the RC also have strong potential for fostering long-term informal DRR educational engagement with youth across Vietnam.

Focus on Viet Nam: Challenges and Opportunities

Existing structures for education and DRR face difficulties with a lack of coordination, particularly between partners external to the NS, in spite of common networks. At the national level, educational initiatives are hoped to be undertaken with the support of the Ministry of Education and Training (MOET), but this relationship currently appears to be limited. At the local, or commune, level, both teachers and children have been perceived as being interested in carrying on current initiatives, and the program is considered to be highly valued also by provincial-level actors.

Challenges to the effective involvement of the VNRC on informal education initiatives were also identified as difficulties with the sustainability and continuity of activities, primarily due to a lack of long term vision and funding. In order to ensure that activities are effective, they need to be continued in a long term manner, or incorporated into program-

ming beyond the reach of individual short-term projects. Difficulties in forging longer-term visions for NS initiatives stemmed from a lack of a central view and strategies from key partners, including ministries, as well as a lack of clarification of roles in government-based agreements. There is a need for a stronger understanding to be developed both within and between the NS and relevant partnering PNSs and ministries, in relation to current roles and responsibilities in existing agreements and guidelines, in relation to DRR education. In particular, there was concern on how to better engage the MOET in DRR activities.

To harness the strength of existing efforts, current initiatives could be built upon to increase the effectiveness of NS programming, including the integration of DRR education modules into the curriculum of the new RC university. Opportunities exist for the promotion of both existing efforts in DRR and educational initiatives (if funding can be secured) within current partnerships with interested organizations and ministries. Existing partnerships include a current tripartite agreement between the MOET, Youth Union and the VNRC on the organizational development and strengthening of Red Cross Youth and children for 2006-2010, which can serve as a legal background for further cooperation and acknowledges the commitment of all three groups in fostering effective DRR educational initiatives across Vietnam. The agreement is the strategic guideline for the Students' Affairs Department of the MOET to engage in joint activities with the NS in regards to youth involvement. The Youth Union already possess a strong capacity for youth engagement, some curriculum on safety and hazards, access to multiple forms of media, a network with strong leadership and outreach programs, established MOUs with various ministries, and focal points in schools, and has experience in volunteering in disaster response efforts, and orchestrating creative curriculum and certificate programs for youth interested in different activities.

Opportunities were also identified in working more effectively from the national to the local levels. A lack of information on which communes are receiving DRR and education training and the quality of any activities that were being conducted could be supported by national-level assessments. However, such a move required two resources which were noted as lacking by the NS- funding, and sustained staff training on DRR. The will exists both within the VNRC and related actors to move DRR efforts forward; now this will requires the political, economic and social support necessary to make activities effective.



“Introduction to Disaster Preparedness for Primary School Children” curriculum developed by VNRC

Stages of Involvement	Core Components	Activities	
Knowing the DRR arena of the country	Hazard risks	Conduct risk analysis or obtain data on risk at commune / community, provincial/district/regional, national level to identify regions prone to risk	
		Identify ways in which children and youth are particularly vulnerable to these risks	
	Existing agreements, legislation and policies	Identify existing agreements, legislation, policies and preparedness and response (and other DRR-themed) action plans (from government, other INGOs and NGOs and relevant actors, i.e.. youth unions, groups and networks) Identify, where possible, the effectiveness, duration, sustainability, scale and length of previous, current and future agreements, legislation, policies and action plans	
Coordinating activities and actors	Partnerships	Create and support partnerships with relevant government and other actors to promote DRR and educational DRR initiatives Create and support partnerships with relevant government and other actors to promote an understanding of the rights of children and their particular vulnerabilities and capacities in relation to disasters	
		Relevant networks	Lead or participate in, and create where necessary, networks with relevant government and other actors to promote DRR and educational DRR initiatives Lead or participate in, and create where necessary, networks with relevant government and other actors to promote the consideration of risk and youth and children in their activities* Liaising with relevant actors on progress of activities
	Capacity building and training	Good practice guidelines for educational DRR activities	Identify good practice guidelines for working with children and youth on education and DRR Create and then disseminate, with the participation of children and youth, good practice guidelines to be followed by relevant actors
Capacity building and training	Capacity of trainers	Build capacity for effective and sustainable DRR trainers programming Create training modules and content particular to the needs of DRR education (Formal and informal) for youth and children	
	Capacity of training of trainers	Create a database of trainers and monitor and evaluate the quality of trainers and teachers in educational DRR activities Build capacity for training of trainers at below-national levels Train trainers and teachers for DRR using standardized content and methods	
		Capacity of youth and volunteer networks	Advocate for the creation of safe spaces of engagement for youth and young volunteers to participate in educational DRR activities Support the creation and programming of youth and volunteer networks participating in DRR educational activities Incorporate leadership and networking activities into educational DRR activities, in order to support the development of new leaders of DRR at the community level
	Support of Government and other actors	Support of Government and other actors	Advocate, with youth and volunteer networks, to secure support of the Government and other actors for DRR educational activities Advocate for child-focused DRR activities, including educational programming, at the national to community levels Support the inclusion of educational DRR activities in the development of DRR programming at the national level Support the mainstreaming of child-focused DRR activities into national strategies and policy
		Support capacity within communities	Advocate for the creation of capacity and safe spaces of engagement for youth to participate in DRR educational activities within their communities Support the creation and programming of youth and volunteer networks participating in DRR educational activities Liaise with other actors to ensure that the maximum support possible is secured for educational DRR activities
			Program Activities and Implementation
	Monitoring and Evaluation	Indicators for successful DRR educational activities	Develop and test indicators for successful education and DRR activities
		Baseline risk data for DRR educational programming analysis	Compile relevant baseline data on hazard risk Conduct monitoring to identify trends and possible effects of DRR efforts at a commune / community level, then up to a national level
		Youth monitoring of DRR in communities	Identify entry points for educational DRR initiatives to use risk monitoring tools such as HVCAs to involve children and youth in community-level activities Include elements of EWS in DRR educational activities
		Youth participating in district / provincial / national DRR educational dialogues	Share outcomes of DRR educational activities with broader dialogues, particularly collected baseline data, assessments of the progress of activities, and chosen impact indicators Share results of long-term, educational DRR-based monitoring and evaluation activities with relevant actors and networks, with an inclusion of the perspectives of involved youth and children
	Advocacy and awareness raising	Advocacy on youth, education and DRR	Identify advocacy issues surrounding the rights of children and youth to be involved in DRR efforts Identify advocacy issues surrounding DRR and the protection of the right to education, and right to live and study in a safe environment Raise awareness on, and advocate for the rights of youth and children to be protected through effective DRR activities, including their right to be participants, rather than receivers, in DRR efforts
			DRR education included in relevant national-level dialogues

Figure 2: Stages of involvement, core components, and activities, for informal DRR education

Section 5: Actions – Informal Education and DRR

Six stages of involvement in effective informal educational DRR initiatives can be identified as:

1. Knowing the DRR arena of the country
2. Coordinating activities and partnerships
3. Capacity building and training
4. Program activities and implementation
5. Monitoring and evaluation
6. Advocacy and awareness raising

Figure 2 (page 20) identifies the six stages, core components, and activities to be undertaken by the NS for each goal. The activities outlined should be considered as guidelines for ways in which an NS can move forward. They can be undertaken by different departments, and at various levels, from the HQ to commune and communities.

Section 6: Effective Participation of Youth

Informal DRR educational initiatives need the effective participation of youth, if they are to be successful. Roger Hart's Ladder of Young People's Participation (Figure 3, adapted here by Save the Children, from Hart 1992), is a foundational tool to identify ways in which children and youth can be effective leaders and partners in DRR education processes. The stages of participation begin from Rungs 1 – 3, where youth are manipulated, used as 'decoration', or 'tokenized'. These stages demonstrate ways in which youth are seen to be participating in dialogues and activities, but are not given a real voice.

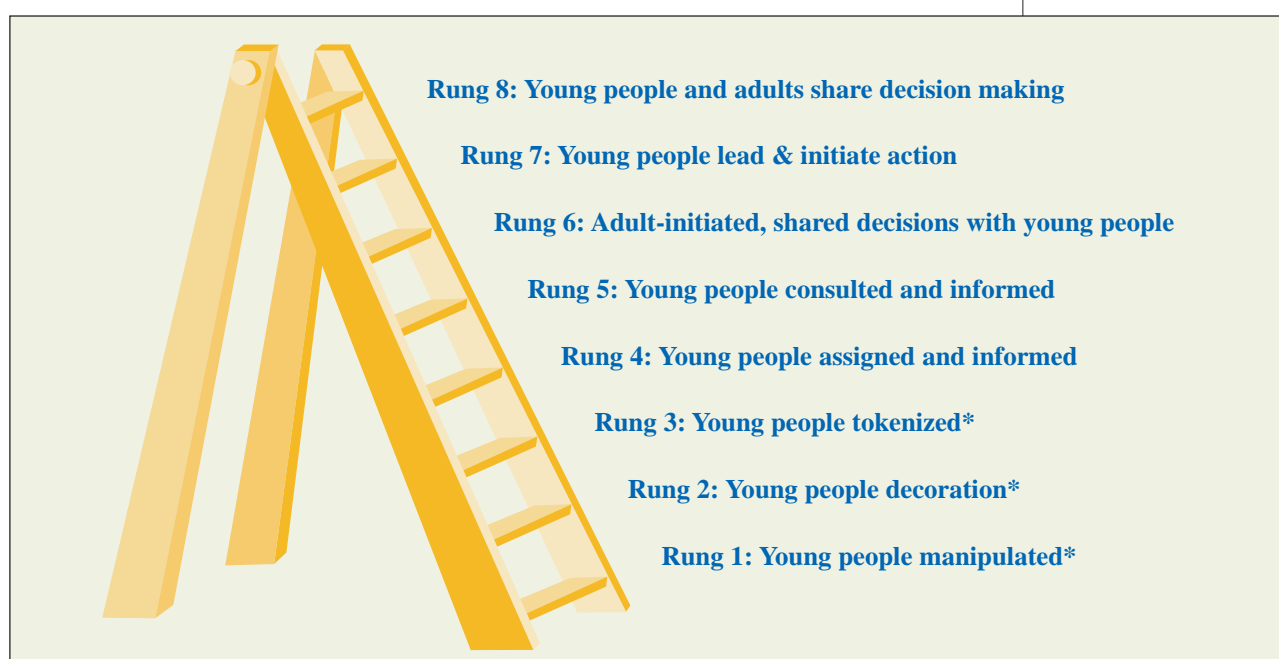


Figure 3: Roger Hart's Ladder of Young People's Participation

Rungs 4 to 8 include ways in which youth participate in activities and dialogues in effective manners. In regards to DRR educational activities, these rungs would allow youth to not only participate in formal and informal DRR educational programming, but also lead and initiate these activities, be involved in broader level DRR dialogues, such as risk mapping and VCAs in their communities, and be consulted in relation to decisions that are being made which might affect their vulnerability and capacity levels.

The ladder can be used as a tool to identify ways in which informal DRR educational activities are involving youth. Indicators can be created by NSs for each rung, to monitor youth involvement and ensure that it is not only effective, but truly participatory in nature (and not merely in name).

Emergency drills in school in Aceh province - PMI

Section 7: Informal DRR Education for Adults



According to UNESCO, non-formal education is defined as “Any organized and sustained educational activities that do not correspond exactly to the definition of formal education. Non-formal education may therefore take place both within and outside educational institutions, and cater to persons of all ages” (1997:41). While this guideline is primarily aimed at the development of informal DRR educational activities for youth and children, content may be adapted to suit informal educational efforts for adults as well (including elderly populations). Just as youth and child-centered activities need a consideration of the local socio-cultural context to be effective, so do adult-focused initiatives. Particular consideration should be paid to ensuring that activities are catered to varying levels of literacy and knowledge levels as well as languages, particularly amongst ethnic minorities.

The promotion of informal DRR education for adults can strongly support similar engagement of children and youth. The process of learning about risk and disasters is dynamic, and not limited to traditional school years, therefore adults can be encouraged to also participate in learning activities within their communities. Activities that are organized to increase awareness about risk, share experiences, and participate in dialogues on community-based disaster assessment and risk reduction can take advantage of the interest of adults as well as children and youth to learn through informal education.

Informal adult engagement can be organized through more active and direct DRR activities, such as drills and community risk assessments, as well as through creative projects such as the documenting of stories of past events or the sharing of information through cultural arts. Activities can also be adapted to have one portion completed by children or youth, and an accompanying educational activity for adults. For example, children can be encouraged to interview and document stories from different adults in the community on local coping strategies or memories of past disasters, therefore encouraging the involvement of all ages in each activity. Promoting informal educational DRR activities which involve both adults and youth increases the effectiveness of the task by spreading messages and learning experiences more widely as well as increasing levels of respect of the particular levels of knowledge and creativity of different age groups.

Section 8: National Societies, the HFA, and Informal DRR Education

Anywhere that the RCRC Movement has already identified an opportunity for an initiative under an HFA Priority, there is an entry point for the introduction of informal DRR educational activities. RCRC Movement Roles, as well as the HFA priorities for action, are outlined in Figure 4 (page 24). The roles outlined in the table should be assigned, at the NS HQ level, to departments and branches as they suit current initiatives and programming. For example, advocacy can be undertaken by NS at the HQ level, but also at the community branch levels. The table also offers examples of corresponding informal educational activities for each role. The table is adapted from the Federation and HFA 2008.

HFA Priorities for Action	RC Movement Role	Examples of corresponding informal educational activities
Disaster risk reduction is a national & local priority with a strong institutional	Advocate to include DRR in national development plans	Promote youth involvement in advocacy within their communities to raise awareness on the importance of DRR and the vulnerability and capacity of children
	Advocate for, & play role in, national platforms	Support representatives from youth networks (for example, in Viet Nam, the Red Cross Pioneers) to provide input on the rights and risks of youth to national platforms
	Support community based initiatives/ programmes through local RC network	Use Youth Red Cross movements to support CBDRM initiatives
Identify, assess & monitor disaster risks & enhance early warning	Contribute to monitoring disaster data locally & globally	Providing training for, and assign roles to youth in communities to assist in the monitoring and collection of disaster data
	Assist in national level risk assessments	Train youth to evaluate DRR efforts in their own communities, with a focus on the vulnerability levels of children, and offer a feedback mechanism of their input to national level assessments
	Implement hazard, vulnerability & capacity assessment at local level	Guide youth, through informal networks, event days, and involvement in broader HVCA exercises, to assist with assessments and explain their goals and outcomes to other community members
	Facilitate local level multi-hazard early warning	Involve youth in chains of information sharing, where safe and possible, particularly in spaces of their own landscapes i.e. School drills
Use knowledge, innovation & education to build culture of safety & resilience	Support local level awareness raising through RC youth, schools & volunteers	Carry out activities, in the form of games, arts, media, training, or drills, relating to mapping disaster risk, understanding disaster vulnerability, and ways in which communities can advocate for, and build on a local level, resiliency, by encouraging the participation of RC volunteers, youth groups, and schools
	Share good practice locally & globally	Disseminate information on youth and child informal education DRR activities, within communities and relevant DRR actors on a national level, and encourage the support of national networks and dialogues to share information on initiatives with global networks
	Engage in national, regional and global policy forums	Create a space for youth and child engagement in forums, including allowing the presentation of informal DRR educational initiative outcomes engaged in on a community level
	Partner with UN, INGOs, governments & civil society	Ensure that all educational DRR initiatives, formal and informal, occur in a cooperative manner with other actors, including governments, partner NGOs and PNSs, and civil society, by creating policy and public spaces for the inclusion of perspectives from youth and child-led activities
Reduce the underlying risk factors	Support non-structural small-scale risk reduction projects	Engage in informal educational DRR activities on risk mitigation, particularly in relation to human and environment interaction, and support discussions on possible projects for risk mitigation at the community level that children and youth could participate in
Strengthen disaster preparedness for effective response at all levels	Build preparedness for response capacity at local level with national, regional & global support	Ensure that all youth and child DRR informal educational programming is linked to community or commune, regional, and then national DRR efforts, in the form of giving youth a voice, sharing information gathered from youth-led VCAs which highlight risks to children, and demonstrate to youth how activities at their community level feed into efforts at different scales

Figure 4: RC Movement Roles and the Hyogo Framework Priorities for Action

Section 9: Taking it forward – Key Messages for NSs

NSs are well placed to support DRR in their countries through the promoting of effective informal DRR educational activities. NSs have a long standing presence and history of engagement with DRR that is recognized by actors at all levels, from government partners to communities and communes. As such, they can be leaders in ensuring that DRR informal educational initiatives are sustainable, coordinated, and can be scaled up and across within each relevant country and the region.

NSs should develop indicators for each key message outlined here, relating to their individual programming. Indicators can be shared and tested with other organizations involved in educational DRR, to ensure that efforts are both supportive and comprehensive.

Key message 1: Make informal DRR educational activities sustainable

NSs should ensure that they have a long-term vision for their society, and that promoting DRR is a core part of long-term goals. To support extended programming, NSs need the support of other actors and donors to secure funding and partnerships to sustain activities over time. Care should be taken to ensure that staffs working on DRR are not involved in DRR activities as an added task, but rather, that DRR programming is a central, and not peripheral, responsibility of their position.

NSs can use a ‘lens tool’ such as those developed to promote the mainstreaming of rights or gender into programming. An ‘education lens’ can be applied to current and future DRR, and related sectoral initiatives to determine how these activities could support or include DRR educational activities. Such an approach should be used creatively, to foster new collaborations within existing departments, as well as supporting the continuation of existing educational activities. Care needs to be taken to ensure that DRR is mainstreamed into other relevant programming (such as health and community development activities) and does not remain a separate field of its own.

Each NS needs an appointed focal person, who can follow up on all activities related to the development of DRR and educational initiatives. The focal person needs the support of other relevant

Campaign “Begins with me” whereas health issues are integrated in DRR education - Lombok Barat District, Nusa Tenggara Barat Province - PMI



parties to ensure that this role is not an added task, but rather complements ongoing programming. NSs, and particularly Red Cross district committees and volunteer networks are also well placed to play a key role in the monitoring, feedback and assessment of the effectiveness and outcomes of projects. It is also essential to coordinate of programming with other relevant actors, including PNSs, governments, INGOs, NGOs, and civil society

NSs need to gather information on educational DRR activities, including their frequency, duration, levels of participation and involved regions and communities, as well as details on participating youth and children, including their ages and details on their educational and social environments. This information can then be disseminated to relevant partners and networks, to be used to ensure that programming from the community level and up is effective, not redundant, and targets relevant areas and communities.

The NS, with their strong training resources and history, is well placed to train those involved with DRR informal education activities, as well as monitor how this knowledge is passed to others. The NS should thus foster a continued engagement with trained and knowledgeable staff, through networking and focus groups, to ensure that changes in volunteers, staff, and contacts within the NS and partner organizations are monitored.

Key Message 2: Support DRR informal education with advocacy and scaling up of initiatives

Informal DRR and education activities need to be advocated for and guided through the scaling up process. NSs can play a core role in these processes, from advocating for youth and child involvement in DRR processes at a local, district, and national level to advocating for the monitoring and tackling of challenges to access of these activities, in order to ensure that they are made available to marginalized and special needs groups.

NSs can build capacities of both youth groups embedded within civil society and government actors to engage in lasting partnerships and coordinate efforts with other actors to allow for DRR educational programming to be as sustainable and effective as possible. They can build capacity at the local level, through volunteer and child and youth networks, on leadership and DRR, and follow up on programming and activities, to ensure that plans are effective and the involvement of children and youth is sustained.

NSs can ensure the quality of DRR informal education programming by advocating for the monitoring activities involving DRR and training, to ensure that those involved in the implementation of education and DRR initiatives are qualified and have enough support and resources available to them from the NS as well as other actors. They can also hold governments accountable to their DRR commitments, particularly at local and district levels, where the devolution of responsibilities may not have been successfully carried out.



DRR education in some primary school is part of the Thai Red Cross's CBDRR programme - the Thai Red Cross

Key Message 3: Lead or participate in coordinating activities

Due to the number of agencies working on education and DRR, there is a clear need for a mechanism to share information on activities, approaches, and lessons learned. In some countries, such a tool already exists, in the form of relevant networks, either related specifically to education, or more broadly to disaster management and DRR. For example, in Vietnam, the DM Network, of which the NS, PNSs, and the IFRC are participants, circulates information on current projects, meetings, and publications relating to education and DRR.

In most cases, existing mechanisms serve only as a venue to share information, rather than to coordinate efforts and establish new partnerships to increase the effectiveness of overall education and DRR activities in each country. There is an evident opportunity for an organization to establish and coordinate a network specifically relating to education and DRR in each country. The NS would be in a strong position to coordinate such an initiative, due to pre-existing partnerships with government agencies, as well as district and local offices and the RC volunteer networks. The network could be established under the umbrella of existing DRR associations or partnerships, thus harnessing the involvement of already-identified organizations, and not demanding further resources other than the interest and time of the NS.

Key Message 4: Don't forget the reduction

The NS has a strong history in supporting and leading disaster response activities, from the HQ down to volunteer involvement. While this experience is vital to understanding the cycle of risk and disasters, this established role needs to be supported by activities in risk reduction.

DRR educational activities often focus on drills, preparedness measures, and ways in which youth and children should respond to risks.

However, more emphasis needs to be placed on ways in which DRR education can involve



youth in reducing risk, from being involved in community-level risk mapping, to engaging in informal education activities on identifying ways to enhance the resiliency levels of their own living, educational and social spaces. The NS should ensure that informal DRR educational activities cover all aspects of engaging in risk reduction, from mitigation and preparedness, right through to response and recovery efforts.

Children left behind during flood is a big concern for individual family, community and all stakeholders- Phong Dien district, Hue province, Viet Nam - IFRC

Key Message 5: Link Formal and Informal Activities

Informal educational activities should not be undertaken apart from other DRR activities. Instead, wherever possible, campaigns and formal actions should be supported by informal actions. This is particularly important to the success of large-scale campaigns which require not only the support of students and teachers, but also their families, communities, and relevant authorities, such as those involving school safety.

NSs are well placed to promote both formal education involvement, such as the use of DRR curriculum in schools, and informal involvement, through their networks of volunteers and established relationships within communities. They are often already perceived as key partners to others involved in both formal and informal DRR activities. NSs therefore already hold the potential to increase the effectiveness of both DRR awareness campaigns and programming from national to local levels.

Part 2 Games and guidelines for Education and Disaster Risk Reduction

The purpose of this guideline is to provide suggestions for games and activities relating to education and disaster risk reduction (DRR), as well as background information on using games for DRR learning. Activities and games outlined here can be used by a variety of age groups, but best fit into the learning environments of Grades 6-8. All suggestions can be adapted for local language and cultural considerations. Links are also provided to further resources which can be accessed online or through relevant organizations.

Section 1: Guidelines on using games and activities for DRR

Education and DRR – Why do we use games?

Disaster Risk Reduction can seem like an abstract concept to children until it is put directly in context with their day to day experiences. Learning about hazards, definitions, and participating in community risk management processes can be supported by activities such as games which allow children to interact with risk discussions in a way that is both fun and useful. Games can be used for a variety of goals. Those outlined here have the potential to:

- Teach children about disasters
 - ◆ Vocabulary
 - ◆ DRR components
 - ◆ Activities involving:
 - ◇ Prevention
 - ◇ Risk Identification
 - ◇ Preparedness
 - ◇ Response
 - ◇ Recovery
- Make children feel relaxed and comfortable in a group
- Identify children's perceptions of risks, as well as their particular concerns and capacities
- Bring energy, humour and enthusiasm into a group



photo by Kyaw Kyaw Win

When to use DRR games?

Games can be used both formally and informally, during school hours or after hours with youth groups. They can be used as short activities during community risk assessments or as



Getting children involve in planting and caring mangrove trees in Viet Nam - IFRC

longer sessions focusing on children and DRR. Short activities, for example, can be used by youth groups, teachers, or other planners to fill gaps of time, such as an extra ten minutes between lessons or at the beginning of a community meeting. They can be used to simply get children thinking about disasters before they become involved in other lessons or activities. Youth leaders, teachers, or relevant community groups can keep this list of activities, or adapt it as necessary, to use when an opportunity arises.

Longer exercises can be used as stand-alone activities. They can be part of day-long sessions on DRR, or even scripted and replicated in the form of drama skits for larger audiences. Some activities can be used in a community setting, to allow the children to share information on their knowledge and interests with their families and other community members.

Can they be flexible?

These activities are meant to be fun and creative; if children come up with a new way to engage with the tasks or materials, encourage this rather than trying to 'keep on track'. Each activity can be concluded with a short 'follow up' to highlight concepts, therefore bringing the children back to the original purpose of the activity.

How many children can participate?

Some of these activities are good for large groups (over 10 children) but most are appropriate for smaller groups (5-6 children). Where large groups are present, discuss the activities with the entire group, then break the group into teams to conduct the activity. After the game is done, bring the entire group (all teams) back together to talk about outcomes (for long games – shorter games may not require this debriefing).

What grade levels or ages of children can participate?

These activities, particularly those associated with word games, are suitable for Grades 5 and upwards. They can be made more complicated, particularly with role playing activities, for older children, particularly those in Grades 6 to 8. Younger children can be incorporated into role playing games by being assigned roles by older children, and guided on how to interact.

What resources are needed for these activities?

All of these activities require children to receive some educational instruction on disasters. However, the actual games themselves all require minimal additional resources. Where noted, some games require children to have access to paper and pens. Activities such as disaster

board games, which require printed materials or online resources, are included in the section on Additional Resources at the end of this guideline.

How can these activities be adapted for different languages or cultural contexts?

This basic games guide has been prepared in English. However, the games themselves are meant to be played in the languages used by each community, which is why they require little or no printed materials to use. Games which are based on language and vocabulary can be adapted to use words that teachers and instructors would teach in lessons on disasters and hazards. Some printed materials including board games, as outlined in the Additional Resources section of this guideline, are being developed into multiple languages. You are encouraged to request games to be made available in the languages you need (for example, ISDR is accepting proposals for translations of their Risk land board game).

Where can the instructors, leaders, or teachers get background information on disasters to support or lead up to these activities?

Additional sources of information, including booklets on DRR and education, are outlined in the Additional Resources section of this guideline. It is encouraged to use existing materials on DRR (for example, curriculum modules, volunteer handbooks) to develop local worksheets on hazard risk. Many Red Cross National Societies have already developed materials on DRR that can be used at the community level. Examples of booklets or guidelines on DRR information geared towards youth are the Masters of Disaster modules created by the American Red Cross and background resources available through the website of ISDR Stop Disasters!

What type of introduction and follow-up discussion are needed to ensure that these activities are effective?

Depending on the age group involved, and the activity chosen, information needed before the activity ranges from basic knowledge on types of hazards to understanding the components of the DRR cycle. Each activity can be adapted to be basic or more advanced, but the longer-term projects such as the Once Upon a Time game requires a broader understanding of vulnerability and resiliency.

Before each activity is undertaken, it is important that children understand what the purpose is for each game (other than to enjoy themselves). For example, if children are playing a game which requires them to work with DRR vocabulary, the goal might be to better familiarize themselves with specific terms. If the game's aim is to increase an understanding of the interaction of different hazards, they will be able to pay attention to this theme.

After each activity, unless it is being undertaken as just a short game before an event or between lessons, the purpose for each game should be revisited. Discussions should occur on

what children learned from the event, and possibly what this means in how they perceive risk in their community. While short games may not require a ‘debriefing’, longer role playing activities can have a follow up of suggestions for where outcomes could be presented to other groups or the community as a whole. For example, outcomes from the Once Upon a Time activity could be recorded and shared as drama skits to be performed in different schools or villages.

Section 2: Fast games and activities for DRR education

Use Me Up!

Children are given the suggestion of an object (i.e. a brick, a broom, a radio) and they have to come up with as many ways as possible that it could be used in disaster risk reduction. Encourage children to be creative! Could they dig a well with a broom handle? Could they make a radio program on risk?

Hazard Bingo

The game starts with children being asked to suggest words that they have learned on disasters (this can include words like risk, reduction, prevention and also types of hazards). The words are written down by the group leader.

*Children with
emergency evacuation
drill - The Thai Red
Cross*



Children then each draw a grid (size can depend on the time available but 4x4 works well) on a piece of paper, and then write the suggested words in the boxes in random order.

One child then calls out the words in random order, and the other children have to cross them off their grid as they are called. The first person to cross out at least one line of their words shouts out 'hazard bingo' and is the winner.

Hazard Categories

Split groups into teams. Each team has to brainstorm and write down all words connected with a theme, such as flood. Give them a time limit, and see who comes up with the most words.

Back to the class

One child sits with his back to the class. Another child is picked to write a recently learned word (or draw a symbol for a word) associated with a disaster or hazard, i.e. Tsunami, earthquake, flood, school, hospital so that everyone on the team, except for the first child, can see it. The team has to give clues to the first child (without saying the word) so that they can guess what clue has been written or drawn.

Disaster Association

Go around the group, and each child has to give a different word connected with the previous one given. For example, earthquake – warning – temple – evacuation – tsunami – water – flooding, etc.

Chain Reaction

Each child must say a word, relating to DRR, that begins with the last letter of the previous word. For example, Fire – Earthquake – Evacuation – Natural – Landslide – Eruption... Where language is phonetic, each word must begin with the sound that the previous word ended with. Try to keep the game moving fast!

Add An Action

Have children form a circle. Each child, in turn, has to say their name and then do an action that has something to do with DRR (wave hands to be wind, run on the spot for evacuation). They need to say each person's name, and do the action of everyone who came before them, then say their own. If they forget, the game has to start again, until all children are able to go around in the circle saying the names and doing the actions.

Hazard Race

This is a great game to get children moving around, and thinking about linkages between different types of hazards. Choose four types of hazards that might affect somewhere in your

country. For example, in Indonesia, children could choose tsunami, earthquakes, volcanic eruptions and flooding. Assign each hazard a direction and place in the room (for example, tsunami could be the top of the room, earthquakes the bottom, eruptions the left, and flooding to the right).

Have all children stand in the centre of the room, and have one leader call out words relating to a hazard (for example, waves coming for tsunamis, or lava for volcanoes). Children need to think about what hazard the word applies to, and run to that area of the room. When a word applies to more than one type of hazard (i.e. Generic words like preparedness), they can stay in the middle of the room. If a word applies to two types of hazards, they can stand in between the areas of these two hazards.

Section 3: Longer games and activities for DRR education

DRR Role Plays by Theme

Children can face challenges due to disasters, besides the risk of hazards themselves. They can face difficulties in assuming responsibilities to help their families which might threaten their basic rights, or in getting others to listen to them. These role plays are examples of situations that children might find themselves in. Children should be encouraged to talk about challenging scenarios that they have experienced or heard about, and develop role plays around these issues.

Divide children into groups to practice role plays individually, or do them in front of the group. Encourage participants to be creative in their dialogues. The roles of the child and other community members can be played individually, or many children can take on different roles in each scenario. For example, the first example might have a few children who are asked to work, and a few children acting as family members who are trying to convince the children to leave school.

Examples of Role Play Themes:

- ***Children, livelihoods and disasters***

Child: You want to go to school, but have been asked by your family to work to make money, since flooding has hurt your family's crops

Adult: You want your child to work and make money because flooding has hurt your crops.

- ***Children, governance and disasters***

Child: You want to attend a community meeting about DRR, to talk about how disasters affect you

Adult: You don't think children belong in a community meeting – this is a space for adults.

- ***Children and information dissemination***

Child: You want to tell other people about what you learned in school about disasters, but they're not interested.

Other: You don't want to listen to the school child. You're not interested in hearing about 'boring' lessons.

- ***Children, disasters and health***

Child: You know that certain types of water are unsafe to drink, particularly after flooding. You need to convince your friends of this.

Friends: You're thirsty and don't want to go find another water source. You just want to drink water like you always have.



Children are suffering from no shelter as the result of typhoon Durian late 2006 in Ben Tre province, Viet Nam - IFRC

Survivor!

Children are asked to come up with a list of 6 to 10 professions or roles that they might know from their village (teacher, chief, government official, police officer, doctor, farmer, etc.). They write the names down on separate pieces of paper, and then mix up and choose a slip of paper (if paper is not available, children can assign each other with a role). Each child represents the picked role for the entire game.

Children are then told that they are in a lifeboat, and they have to choose one person to jump overboard, to keep the boat from collapsing. Each child then has 2 minutes to give reasons why they should be kept on board, to help the community once they reach land again!

This game can be adapted to the number of children that are in a group (i.e. 5 roles for 5 children). The game can end when each participant votes on who they think should jump out of the boat!

Once Upon a Time...

In a group, children are encouraged to tell a story using role playing, about DRR in their communities. Children are told to think about all elements of a landscape affected by a disaster, from the people (families, children, elders, Red Cross volunteers) to infrastructure (houses, roads, hospitals, schools), resources (trees, livestock, crops, rivers, lakes) and processes (rain,

heat, winds). They are then told to think about how this element plays a role in the disaster process. For example, a house might stand still until affected by a tsunami. A crop may grow then be impacted by a flood, and have to be replanted, or it might be picked and sold. Rain may come and force the swelling of a river, the evacuation of families, and the flooding of roads.

Children can undertake the Once Upon a Time activity in a scripted way, through writing a story together then acting it out, or an improvised way, with the story developing as it is told. Before the activity begins, each child takes on a role of something from their landscape, i.e. a specific person, element of infrastructure, resource or process. They then play this part through the entire process of telling a story of a disaster.

One or multiple children play the role of narrator, telling the story either from a script, or taking turns with each child adding a sentence as to how the story progresses. The story should simply be based around the occurrence of a disaster. Therefore, the first line of each story would begin with Once Upon a Time... Depending on the disaster, and interest of the children, the story could begin at the hazard event and then talk about recovery (i.e. once upon a time there was a flood), or could begin at a specific point in time (i.e. once upon a time there was a farmer harvesting rice)...

The purpose of the activity is for experiential learning as well as highlighting different perceptions of vulnerability and capacity. As the children taken on their role of each element, they have to individually think about how they should react as the story progresses. They have to look at each other, and see how different elements interact. Both children and observers to the activity can see perceptions of what elements are vulnerable or strong in different events. The elements that children choose to include also highlights what they consider to be significant in their community.

The presentation of stories can be shared with other youth and community members, or even recorded as plays and acted out by a variety of different groups. When preparing the activity, time needs to be budgeted for brainstorming and the assignment of roles of different elements to each child, as well as a follow-up debriefing and discussion of how the story evolved. Children should be given the opportunity to explain why they reacted the way they did for each role, and possibly what lessons could be taken from this activity and applied in their own community.

Section 4: Additional Resources

This section includes information on DRR-related board games, online activities, printable educational kits and worksheets, as well as supporting material for teachers, instructors and youth leaders. Child or youth-centred organizations, such as Save the Children and UNESCO often have materials which they have developed to use in specific countries. Some organizations (including ADPC) and Red Cross National Societies have developed curriculum on DRR that can also be used to support games and activities. These organizations should be approached directly to see what information can be made available to communities, or where necessary, assist in the translation of their materials for local use (such as the Risk land board game developed by ISDR).

Stop Disasters!

Available at: <http://www.stopdisastersgame.org/en/home.html>

Description:

The Stop Disasters! website, developed by ISDR, includes both an online game as well as teacher's resources such as curriculum modules, information sheets and suggested activities, and related media.

The teachers resources can be used for a variety of ages, but the online game is best for older children (Grades 6 and upwards).



The Stop Disasters! online game encourages participants to read learning modules on various forms of disasters, and then engage in a simulation of an event. Users can choose from various hazards, including tsunamis, floods, wildfires, earthquakes and hurricanes. They then go through stages of their 'mission' to protect a virtual population from their chosen hazard.

FEMA For Kids

Available at: <http://www.fema.gov/kids/games1.htm> and <http://www.fema.gov/kids/games/board/>

Description:

The FEMA For Kids website includes a variety of games and activities, to be played online (such as their Tornado Alley Game) or printed to use in a group or individually. Including a board game, the site has activities for a wide variety of ages. Colouring sheets can be used for primary grades, and more advances



word searches, quizzes and puzzles are suitable up to approximately Grades 6 to 8. Games cover a wide variety of hazards, from tsunamis to earthquakes.

World Vision Management of Risk, Booklet Series

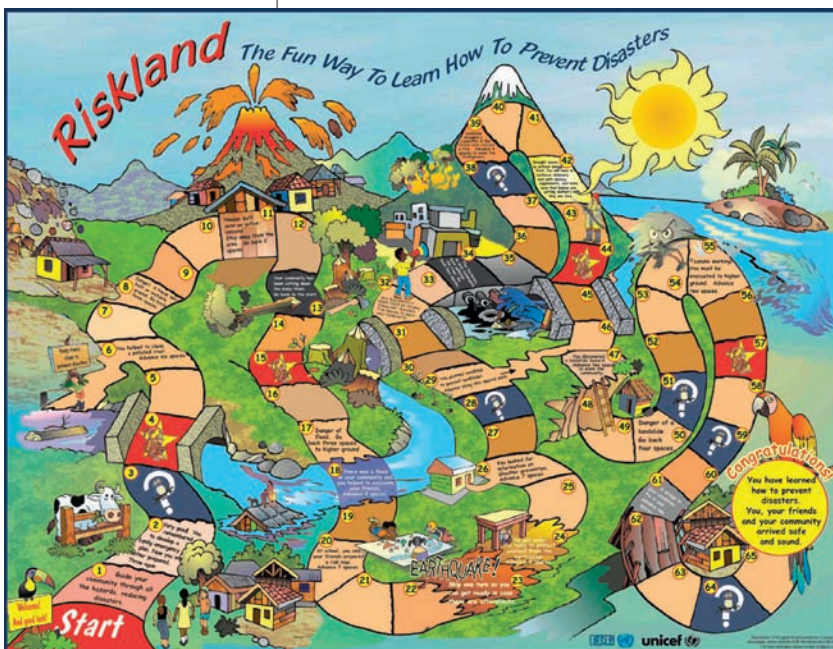
Available at: <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=8243>

Description:

World Vision has published a series of booklets that follow a family as they learn about disaster risk. Including information on preparedness, response, recovery and risk reduction, as well as suggested activities, the booklets are aimed at Secondary level readers. They can be used as a starting off point for children and youth to be encouraged to write and share their own similar stories. They also include detailed information on how to create a local emergency management committee, how to do risk mapping within communities, and how to conduct a basic impact and needs assessment.

Let's Learn To Prevent Disasters: Educational Kit and Riskland Board Game

Available at: http://www.unisdr.org/eng/public_aware/world_camp/2004/pa-camp04-riskland-eng.htm



Description:

Developed in collaboration by ISDR and UNICEF, both the educational kit and Riskland games are being translated into multiple languages. The educational kit includes lessons on disasters, games ranging from cross-words to word associations, and lessons on involving children in awareness raising activities, family planning for disasters, and community risk mapping. There is also an activity module on expression through art.

The Riskland game can be printed out and adapted to local contexts. Some Red Cross NSs in Southeast Asia have already used the game, and it is popular among youth groups. The website includes guidance for using the game, as well as links to other educational resources.

Risk Red School Safety and Educational Material

Available at: <http://www.riskred.org/schools.html>

Description:

Risk Red has compiled information on school safety and educational materials on disasters, available through their website. Programming has been developed for authorities and teachers, as well as children. The website includes suggested activities such as the 'Go-bag' scavenger hunt to teach children about preparedness, as well as information on how to conduct drills and checklists relating to risk in schools.

Masters of Disaster

Available at: <http://www.redcross.org/preparedness/educatorsmodule/ed-cd-6-8-be-disaster-11.html>

Description:

The Masters of Disasters program was developed by the American Red Cross for children in Grades 6-8. It includes worksheets, lesson plans and activities that can be used in a classroom or more informal environment. Modules cover the disaster cycle, and emergency management and preparedness both in the school and in the community. Also included is a module on risk reduction, and planning (including creating emergency kits).



American Red Cross Community Disaster Education

Available at: <http://www.njredcross.org/programs/communityDisasterEd.asp>

Description:

The American Red Cross has developed a variety of materials for community disaster education, including school curriculum (such as the Master of Disasters activities), child-centred activities for a variety of grade levels, and general preparedness guidelines. The website holds links to materials including posters and workbooks. Most activities include supplementary information sheets or booklets for teachers and instructors.

Disaster Role-Play Games

Available at: <http://www.negotiatorpro.com/disasterrole.html>

Description:

This site outlines five different ideas for role-playing games, using disasters as a central theme. The 'Escaping an Earthquake' and 'Fleeing the Great Flood' games focus on disaster response. 'Surviving a Plane Crash' includes elements of response. 'Stopping the Fighting' and 'Lords of the Islands' focus on conflict resolution, community approaches to disasters and problem-solving, and governance, all relevant learning exercises that are often left out of disaster education.

*All activities should be undertaken with full consideration
of the Federation Code of Conduct
and the Fundamental Principles of the Red Cross.*

The Fundamental Principles of the International Red Cross and Red Crescent Movement

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all societies have equal status and share equal responsibilities and duties in helping each other, is worldwide



The *International Federation of Red Cross and Red Crescent Societies* promotes the humanitarian activities of National Societies among vulnerable people.

By coordinating international disaster relief and encouraging development support it seeks to prevent and alleviate human suffering.

The International Federation, the National Societies and the International Committee of the Red Cross together constitute the International Red Cross and Red Crescent Movement.



Building safer and more resilient communities
in Southeast Asia