

**Education for Natural Disaster Preparedness in
Asia-Pacific within the context of Education for
Sustainable Development**

Funding Proposal
Japanese Funds in Trust

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Education for Natural Disaster Preparedness in Asia-Pacific

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1. PROJECT BRIEF

<i>Project Title:</i>	Education for Natural Disaster Preparedness in Asia-Pacific
<i>Duration Scenario:</i>	April – December, 2005
<i>Primary Function:</i>	To gather, develop, publish and disseminate educational materials for disaster prevention, recognition and preparedness, within the framework of Education for Sustainable Development (ESD), designed for key stakeholder groups in selected countries of South and Southeast Asia.
<i>Executing Agency:</i>	UNESCO Asia and Pacific Regional Bureau for Education
<i>Funding Agency:</i>	Japanese Funds in Trust (UNESCO Bangkok)
<i>Project Budget:</i>	USD100,000

2. INTRODUCTION

2.1 Defining Education for Sustainable Development (ESD)

The term *Education for Sustainable Development* (ESD) has different meanings for different people and an ongoing debate exists as to the accepted definition of the term. In addition, the term *Environmental Education* is sometimes used interchangeably with *ESD*. For these reasons, it is important to clarify the terminology used in this proposal. UNESCO uses the term *ESD* to signify,

“a new vision of education, a vision that helps people of all ages better understand the world in which they live, addressing the complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, health, conflict and the violation of human rights that threaten our future. This vision of education emphasizes a holistic, interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles. This requires us to reorient education systems, policies and practices in order to empower everyone, young and old, to make decisions and act in culturally appropriate and locally relevant ways to redress the problems that threaten our common future”.¹

It is also important to clarify that there is no universal model of ESD. While there will be overall agreement on the concept, there will be nuanced differences according to local contexts, priorities and approaches. The goals, emphases and processes must, therefore, be locally defined to meet the local environmental, social and economic conditions in culturally appropriate ways.

2.2 Disaster preparedness with the framework of ESD

Sustainable development is undermined by the occurrence or threat of disasters. The Director General of UNESCO, Mr. Koïchiro Matsuura, recently highlighted the significant role of education in improving the capacity of individuals and communities to reduce the risk of disasters; “anticipating, educating and informing are the keys to reducing the deadly effect of such natural disasters” (3 January, 2005).

Furthermore, UNESCO has identified disaster preparedness as core environmental issues in the Draft International Implementation Scheme (IIS) for the Decade of Education for Sustainable Development (DESD). ESD is a most appropriate framework for disaster preparedness in three important ways:

- ESD is interdisciplinary and holistic. Therefore, important consideration is given to the impacts on, and relationship between, society, the environment, economy and culture;
- ESD promotes critical thinking and problem solving that is essential to the empowerment of stakeholder groups threatened or affected by disasters; and

¹ UNESCO (2004). *United Nations Decade of Education for Sustainable Development - Framework for a Draft International Implementation Scheme*, p.4.

- ESD seeks to be locally relevant, acknowledging that languages and cultures say and understand things differently, and addresses both local as well as global issues.

2.3 Mandates for Action

There is one key mandate for action that has been established at the international policy level, which directly involves and informs this project proposal. The World Summit on Sustainable Development recommended to the United Nations General Assembly that “it consider adopting a Decade of Education for Sustainable Development starting in 2005”. In December 2002, resolution 57/254 on the Decade beginning 1 January 2005 was adopted by consensus. The resolution was introduced by Japan and co-sponsored by 46 countries.

Furthermore, a collaborative programme between UNESCO, the Global Alliance for Disaster Reduction (GADR) and the International Strategy for Disaster Reduction (ISDR) is being developed as a contribution to the DESD. At the recent World Conference on Disaster Reduction in Kobe (18 - 22 January 2005), UNESCO also entered into a Memorandum of Understanding with the Urban Disaster Research Institute to cooperate in the area of natural disaster reduction.

Finally, the UNESCO *Task Force on Emergency Response to the Tsunami Crisis* recently defined Disaster Prevention as one of five clusters around which UNESCO projects should be articulated. Within this cluster are included educational materials in disaster prevention and preparedness and communication and dissemination of information towards education for disaster preparedness. Specifically these are:

- Awareness and Education, Coastal planning and Services – Capacity building
- Communication and dissemination of information towards disaster preparedness
- Educational material in disaster preparedness
- Developing communication and information policies in disaster preparedness and training
- Reform of curriculum, post tsunami, to take into account disaster prevention, recognition and preparedness

3. PROJECT OVERVIEW

3.1 Goal

The goal of this project is to develop the preparedness of local stakeholder groups towards disaster prevention, recognition and preparedness. UNESCO Bangkok aims to employ ESD as a framework to facilitate holistic and critical thinking as well as problem-solving in local communities threatened or affected by disasters. The project will focus on improving planning for relief and recovery using a bottom up approach that highlights the importance of coordination and communication among stakeholder groups at all levels.

3.2 Objectives

The principle objectives of this initiative are:

1. Communication and dissemination of information to inform education and policy formulation for disaster prevention, recognition and preparedness and
2. Production of locally relevant educational materials in disaster prevention, recognition and preparedness that integrate important principles of ESD and are adaptable to different sectors and stakeholders.

The proposed educational materials will be informed by existing material and be developed within the framework of ESD in order to highlight the relationship between social, environmental and economic issues in a culturally appropriate and locally relevant way. Most importantly, the materials will benefit from local traditional indigenous knowledge and specifically target different stakeholder groups to enhance relevance and sustainability.

3.3 Project relevance to other initiatives in the region

The proposed project is regional and will focus on gathering, developing and disseminating information from key stakeholders in the Asia-Pacific countries most affected by the Indian Ocean tsunami. This will include briefings in Bangkok, Jakarta and New Delhi with staff from UNESCO and UN partner agencies as well as key stakeholders in Indonesia, India, the Maldives, Sri Lanka and Thailand. Stakeholders will include organisations that are already involved in post-tsunami assessment and management, such as the Thailand Environment Institute (Thailand) and the Centre for Environmental Education (India). Consultation with GADR and ISDR, through the Asian Disaster Reduction Centre in Japan and the Asian Disaster Preparedness Centre in Thailand, with whom UNESCO has already made agreements regarding disaster preparedness and/or management, will also be undertaken.

4. DETAILED PROJECT PROPOSAL

4.1 Background and context

The earthquake and subsequent tsunami waves on 26 December, 2004 devastated communities in coastal regions, primarily in Indonesia, the Maldives, Sri Lanka, India and Thailand, although many other countries suffered considerable loss of human life.

Numerous assessment missions have gathered initial information and released reports outlining the affect of the tsunami. In Thailand these include:

- UNDP/World Bank/FAO joint assessment mission (4 – 8 January 2005)
- Three United Nations Disaster Assistance Centre (UNDAC) official missions Forensics, Livelihoods and Fisheries, and Shelter and Environment. Mr. Derek Elias, ESD Coordinator, represented UNESCO on the third UNDAC mission.

4.2 Problems to be addressed

In the wake of the tsunami, numerous assessment teams have already begun gathering information on its impact on communities and the environment. The current focus of activity in Thailand and other countries is naturally on relief. However, the implementation of many activities has been undertaken only with short-term needs in mind while problems of longer-term social, environmental and economic unsustainability are already becoming evident.

Education, coupled with sustainable management and planning, remains the only effective long-term solutions to the potential for future tsunamis and other disasters. However, much of the existing educational material is either too dry and academic and/or targets a limited audience. This project will focus on vulnerable populations and the key sectors that suffer as a result of disasters and include, but are not limited to, education, agriculture, tourism, environment, fisheries, transport, communication and the private sector.

Significantly, the disaster has served to highlight the importance of local and traditional knowledge in the region. There are accounts in Thailand, for example, of sea gypsy communities that escaped the tsunami based on such knowledge. These and other traditional approaches should be seriously considered and utilized in future education initiatives for disaster preparedness.

By providing experts from Indonesia, India, the Maldives, Sri Lanka and Thailand with the opportunity to gather existing materials and exchange information, better educational materials and campaigns can be developed and disseminated.

4.3 Strategy and project activities

The proposed project recommends that tsunami education be developed as an initiative under the Decade of Education for Sustainable Development (2005 – 2014). Such education needs to introduce sustainable development concepts to all key stakeholders across all sectors through formal, informal and non-formal education. Forming new partnerships to ensure delivery of such information will be a considerable challenge throughout the region, and

ownership of such initiatives needs to be spread as broadly as possible in a coordinated manner in order to be successful.

The research methodology used to conduct the analysis of existing materials will include consultation both with Ministries of Education and with carefully selected key environmental organizations with knowledge and expertise in education for sustainable development in Indonesia, India, the Maldives, Sri Lanka, and Thailand as well as in other disaster prone countries of the region such as Japan and the Philippines. Organizations and individuals selected will already be involved in disaster reduction education and in post-tsunami management and/or assessment at the local level and will be the position to identify what potential natural disaster could occur (e.g., floods, tsunamis, earthquakes, fires, typhoons etc), what effect they have and how damage can be minimized.

The final materials will be published and disseminated in appropriate formats to maximise usage by the targeted stakeholder groups. This will include the use of Information Communication Technologies (ICTs), and may involve different media including but not limited to CD's, radio, internet and community announcements (e.g. Mosque announcements). It is essential for the effectiveness of learning and capacity building of local communities that materials produced are appropriate to local needs.

Beneficiaries of this project include:

- Schools and all other teaching and learning institutions
- Coastal communities
- Environmental agencies
- Local administrative authorities
- Other key stakeholders (such as tourism operators, relief agencies)

The project activities are grouped into four major stages. Interim project reviews will be conducted by UNESCO Bangkok at the end of Stages 1 and 2. Revision of materials developed will be undertaken midway through Stage 3 and all experts involved in the project will be asked to provide critical feedback at this time.

Suitable indicators for measuring the long-term impact of the project must be identified and may be distinctive to particular stakeholder groups targeted in the project. The impact of this project will be evident from the extent to which disaster prevention, recognition and preparedness within the framework of ESD are integrated into the policies and practices of targeted stakeholder groups. Guidelines and recommendations for the evaluation of ESD projects are contained within UNESCO's IIS for the Decade, which will be used to inform the long-term evaluation of this project.

Stage 1: Gather and exchange information

Activity 1.1: Identification of experts

In cooperation with relevant UNESCO Field Offices, UNESCO Bangkok will conduct research to identify those organisations and individuals currently involved in disaster reduction education and post-tsunami assessment and management.

Activity 1.2: Local information exchange

The identified organisations and individuals will be invited to attend local workshops to be held in Bangkok, Jakarta and New Delhi for the purpose of coordination and exchanging information between key stakeholders involved in disaster reduction education and post-tsunami assessment and management.

Activity 1.3: Literature review

Concurrent with activities 1.1 and 1.2, UNESCO Bangkok will conduct a literature review of existing educational materials for disaster preparedness. Multi-hazard prevention materials and information that have emerged from recent disasters as well as the Indian Ocean tsunami crisis will be included in this activity. Existing materials already identified include those produced by the Red Cross and the Focusing Resources on Effective School Health (FRESH) programme implemented as part of the global Education for All (EFA) initiative.

Activity 1.4: Interim project review

An interim evaluation of the project will be conducted. This will focus on the results of activities 1.1, 1.2 and 1.3 and identify the organisation or individual from each workshop (a total of 3 individuals or organisations) best suited to collate and prepare guidelines and recommendations for the educational materials to share at the regional level.

Stage 2: Share information at the Regional Level*Activity 2.1: Preparation of guidelines and recommendations*

The three individuals or organisations identified in activity 1.4 will be invited to collate the information exchanged at their respective local workshop and prepare guidelines and recommendations for the educational materials. Contracts with these individuals and/or organisations (hereafter referred to as “sub-contractors”) will be created to ensure that the work will be conducted according to UNESCO standards and within the project deadlines.

Activity 2.2: Regional information sharing

Sub-contractors will participate in a regional information sharing workshop. At the workshop, guidelines and recommendations will be presented and UNESCO Bangkok will share the results of the literature review undertaken as activity 1.3. Discussion at the workshop will further develop both the guidelines and recommendations as well as the literature review.

Activity 2.3: Interim project review

A second, interim evaluation of the project will be conducted. This activity will focus on the results of activities 2.1 and 2.2 and identify the one organisation or individual from the regional workshop best suited to developing generic educational materials for disaster preparedness in the region that integrate important principles of ESD.

Stage 3: Develop and adapt educational materials*Activity 3.1: Development of draft educational materials*

The individual or organisation identified in activity 2.3 will be invited to develop generic educational materials for disaster preparedness in the region that integrate important principles of ESD. A contract with this individual and/or organisation (hereafter referred to as “regional sub-contractor”) will be created to ensure that the work will be conducted according to UNESCO standards and within the project deadlines. The materials will be

tailored to key stakeholder groups and will be informed by existing information identified in UNESCO Bangkok's literature review as well as the guidelines and recommendations shared and discussed at the regional workshop.

Activity 3.2: Revision of draft materials

The draft materials produced by the regional sub-contractor will be submitted to UNESCO Bangkok and distributed to relevant Field Offices and UN partner agencies as well as the sub-contractors identified in activity 1.4 for comment and revision.

Activity 3.3: Adaptation and translation

The revised materials will be adapted to ensure that they are culturally appropriate and locally relevant. This task will be undertaken by sub-contractors prior to translation and sub-contractors will liaise with translators to enhance the value of materials for local stakeholder groups. Materials will be translated at least into Bahasa Indonesia, Hindi, Sinhalese, Tamil and Thai. Whilst outside the scope of this particular project, there is potential that the generic materials may be suitable for adaptation and translation for use by groups outside of the targeted countries.

Stage 4: Publish and disseminate educational materials

Activity 4.1: Publication

The final materials will be published in simple and attractive formats and target key stakeholder groups so that the usage and impact of materials are maximised.

Activity 4.2: Dissemination

It is proposed that dissemination of tailored materials to different stakeholder groups will add value by maximising the beneficial outcomes of the project. Dissemination of the materials to the targeted stakeholder groups will be accompanied by any necessary training for users, and a strategy for dissemination will be developed during the course of the project in consultation with sub-contractors. This strategy will also consider access to, and availability of, the materials after this project has ended and will be dependent on the type of formats that are deemed most suitable for different stakeholder groups.

4.4 Expected outputs

Output 1: Generic educational materials for disaster preparedness that target key stakeholder groups and integrates ESD principles and strategies.

Output 2: Culturally appropriate and locally relevant adaptations of generic materials, translated into Bahasa Indonesia, Hindi, Sinhalese, Tamil and Thai.

Output 3: Development and strengthening of a regional network to implement and further ESD initiatives throughout the region.

Output 4: Increased awareness of disaster reduction and management as well as ESD at the local level in Indonesia, India, the Maldives, Sri Lanka and Thailand.

4.5 Partnerships/Coordination of the project

The project will be implemented by the UNESCO Bangkok Asia and Pacific Regional Bureau for Education in close consultation with the UNESCO Jakarta and New Delhi offices. Other key UN partners will include UNDP and UNDAC teams.

The project has been discussed briefly with Ms. Joana Merlin Scholtes, UNDP Resident Representative in Thailand. Further discussions, particularly with UNDP and the various UNDAC mission teams, will be undertaken in the coming weeks.

5. TIMING AND MODALITIES FOR PROJECT REVIEW, REPORTING AND EVALUATION

Activity	April	May	June	July	August	September	October	November	December
Stage 1: Gather and exchange information									
<i>1.1: Identification of experts</i>									
<i>1.2: Local information exchange</i>									
<i>1.3: Literature review</i>									
<i>1.4: Interim project review</i>									
Stage 2: Share information at the Regional Level									
<i>2.1: Preparation of guidelines and recommendations</i>									
<i>2.2: Regional information sharing</i>									
<i>2.3: Interim project review</i>									
Stage 3: Develop and adapt educational materials									
<i>3.1: Development of draft educational materials</i>									
<i>3.2: Revision of draft materials</i>									
<i>3.3: Adaptation and translation</i>									
Stage 4: Publish and disseminate educational materials									
<i>4.1: Publication</i>									
<i>4.2: Dissemination</i>									

ANNEX 1**Project Budget Breakdown**

COMPONENT 20 – SUB-CONTRACTS	
Fee contracts	70,000
Sub-total, BL 20	70,000
COMPONENT 30 - TRAINING	
34 Seminar Meetings, Workshops	10,000
Sub-total, BL 30	10,000
COMPONENT 40 - EQUIPMENT	
44 Publications	8,500
Sub-total, BL 40	8,500
TOTAL, Project cost	USD88,500
COMPONENT 80 – PROGRAMME SUPPORT COST	
- for other components 13%	11,500
Sub-total, BL 80	11,500
GRAND TOTAL	USD100,000