Final Report on

ACCU-ARI Joint Workshop for Natural Disaster Preparedness at the Community Level through PLANET 4 Development

Nasushiobara, Japan, 26-27 September 2007
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Natural Disaster Preparedness
at the Community Level
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Asian Rural Institute (ARI)
Asia/Pacific Cultural Centre for UNESCO (ACCU)
Final Report on
ACCU-ARI Joint Workshop for Natural Disaster Preparedness at the
Community Level through PLANET 4 Development

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in cooperation with
Asian Rural Institute (ARI)

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BACKGROUND

Asian Rural Institute (ARI) is a training centre for rural community leaders set on a 6-hectare farm in Tochigi prefecture, Northern Japan. Its training programme focuses on creating a learning environment where these leaders can discover within themselves and within their people a more desirable image of community. ARI works according to the perception that all have within themselves and their communities the capabilities and resources (both human and material) to live a life that is healthy and dignified. To discover these resources and realise these capabilities, its curriculum focuses on sustainable agriculture, leadership, and community development.

Sharing a similar vision with ARI, the Asia/Pacific Cultural Centre for UNESCO (ACCU) is an active advocate of Education for Sustainable Development (ESD) in the Asia-Pacific region, by linking local initiatives to global partnerships, envisioning a society where human beings live in harmony with nature and with each other.

ACCU has been producing the Package Learning Materials on Environment (PLANET) since 1997, in collaboration with UNESCO Bangkok and specialists in education, environment, and animation in Asia and the Pacific. The fourth title of its series, PLANET 4 on “Natural Disaster Preparedness” is in the process of development. After the huge devastation caused by the earthquake and subsequent tsunami waves in the Indian Ocean in December 2004, it is now recognised that there is a great need for such learning materials that encourage people to prepare for the occurrence of disasters at the community level.

Considering that disaster risk management is a critical issue for individuals and communities moving towards sustainable living, ACCU and ARI jointly organised the Workshop for Natural Disaster Preparedness at the Community Level through PLANET 4 Development, to discuss disaster risk management
and identify factors important for teaching-learning materials on natural disaster preparedness at the community level with ARI’s participants by reviewing the draft PLANET 4 materials.
OBJECTIVES

Reviewing the draft teaching-learning materials of PLANET 4 including a picture continuity of the cartoon animation, the booklet and a set of three posters, the workshop aims to discuss natural disaster preparedness at the community level with ARI's participants, focusing on disaster risk management. In doing so, it is also expected that PLANET 4 materials will reflect the real situation of communities in Africa, Asia and the Pacific before their finalisation.

EXPECTED OUTCOMES

(1) ARI participants’ experiences on disaster risk management shared and discussed
(2) Important factors for teaching-learning materials on natural disaster preparedness in rural community identified
(3) Draft PLANET 4 materials reviewed for improvement in light of first-hand experiences of ARI participants community development
(4) Potential utility and possible usage of PLANET 4 materials discussed
PARTICIPANTS – Asia and the Pacific
PARTICIPANTS – Africa

Ghana

Tanzania

Cameroon

Madagascar
<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>Title/Role</th>
<th>Background and Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>Ms. Arati Modhu</td>
<td>STAR – The Society for Training and Rehabilitation Assistant Director</td>
<td>I am the Assistant Director of STAR, a locally founded NGO dedicated to finding new ways to bring our people out of poverty. We train villagers in agriculture and animal husbandry and we work especially closely with a number of women's groups in the region. At ARI I want to study more about fish farming, which I plan to include as a new income generating training program at STAR.</td>
</tr>
<tr>
<td>India</td>
<td>Ms. Toshang Khaling</td>
<td>Dorcas Noble Fund Social Worker and Secretary</td>
<td>As a social worker and secretary my work focuses on vulnerable women and children of my own Khoibu tribal people. I coordinate development efforts, which include arranging workshops in farming and income generation for widows, and conducting fundraising for educational scholarships for women and drop-outs to return to school.</td>
</tr>
<tr>
<td></td>
<td>Ms. Reeta Sinruwng</td>
<td>the Widows Welfare Society Coordinator</td>
<td>I coordinate agricultural training workshops and women's leadership camps that are designed to give widows the skills as well as the confidence to support themselves after the loss of their husbands. Through my organization I also teach weaving and offer nutrition and health classes with a focus on sexually transmitted diseases and rehabilitation from drug addiction.</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Rev. Bahara Sihombing</td>
<td>Huria Kristen Indonesia Pastor</td>
<td>More than 85% of my parishioners make a living from farming. I too grew up as the son of a farmer and this has helped me a great deal in my work as a rural pastor. At ARI I want to learn new farming techniques that I can share with my people. Especially I would like to help them reduce their reliance on chemical fertilizers and pesticides.</td>
</tr>
</tbody>
</table>
Indonesia

Mr. Gede Suarna
Protestant Christian Church in Bali
Consultation Staff

My background is in cattle rearing and business. These experiences directly connect to my current work of teaching animal husbandry and serving as a micro business consultant for farmers. I believe healthy sustainable agriculture should play a more important role in Balinese society as our island is overwhelmingly dependent upon tourism, which lead to economic depression after the 2002 and 2005 bombings.

Ms. Emmy Lasmaria
Rajagukguk
Panti Asuhan Elim, Department Diakonia -HKBP
Field Trainer

I take care of orphans and abandoned children living at the Panti Asuhan Elim orphanage, where I myself grew up from the age of five. We have a four hectare organic farm where we produce food for our consumption and also to sell. In addition to teaching the kids farming I teach handicraft skills such as sewing and flower decoration.

Laos

Ms. Phonesawanh
Dittaphong
Houey Hong Vocational Training Center for Women
Deputy Head of Production

My work centers on teaching women how to make traditional Laotian textiles and how to sell them for a good income. I am always busy finding sources of raw materials for our products as well as good markets for selling them. After ARI I hope to expand our activities to include agricultural training.

Myanmar

Rev. Nang Ngwe Kyi
Shweli Shan Baptist Convention Pastor and Department Director

I am the pastor of a rural congregation, nearly all of whom are farmers and rely on agriculture as their main source of food and income. Often I am asked to lead my community as both a farmer and a minister. I also coordinate community development and social welfare programs through the Christian Social Service and Development Department of MBC.

Rev. U Aung Saik
Church of the Province of Myanmar Parish Priest

I am the parish priest for St. Michael’s Church in the village of Sami, but I also serve 14 adjoining villages. As a priest and community leader I am called upon to serve my people in many diverse ways, which include children’s education, health education, agriculture, and animal husbandry. My work also includes hosting interfaith dialogues with other denominations and religions in the area.
Myanmar

Rev. Tial Chin Thluai
TABC- Thantlang
Association of Baptist Churches
Pastor

My work as a women's secretary in TABC is to coordinate women's groups for social development. As a member of the Chin Tribe, I participate in the Chin Relief and Development Program Plan and I also serve as a pastor of my rural Baptist church. After ARI I would like to teach my people more sustainable farming techniques as an alternative to the slash and burn methods they are using now.

Philippines

Ms. Genalyn Magsigay Oliveros
FRIEND Foundation
Training Officer

My work focuses on training rural women and men in income generating and livelihood projects, such as making and selling food products and handicrafts. I have also started to organise youth camps where we teach young people, the importance of organic farming.

Rev. Fred B. Balintay
Pinatubo Bethel Christian Church
Senior Pastor

My ministry is to help the Aeta, a tribal people of whom I am a member, resettle after we were forced from our homes by the eruption of Mt. Pinatubo in 1991. Our whole way of life has had to change from living off the fruits of the forest to farming the land. Through my church, I have started a training center for leadership and agriculture.

Ms. Jade F. Alipoyo
Local Empowerment Foundation
Coordinator for the WAND initiative

The Water, Agro-Forestry, Nutrition and Development (WAND) initiative promotes low input sustainable farming systems such as home gardening and planting of indigenous and medicinal plants. I lead classes in forestry and agriculture and design programs for water resource development in rural villages that are often only accessible by motorcycle or on foot.

Mr. Dario Telen Lacaya
GUIFAMCO- Guinles Farmers Multi-Purpose Cooperative Teacher

In my area, few of the local farmers own their land, but work on leased land. They need to produce enough food to not only feed their families, but also pay the land rent. Through my cooperative I help them implement effective, low cost, organic methods of raising crops and livestock.
Solomon Islands

Mr. John Mark Male
APSD – Asia Pacific Sustainable Development
Senior Instructor

My work is to train farmers; especially young adults age 15 to 30, in sustainable organic farming so that they may make better use of their natural resources. I also teach forestry and environment courses that demonstrate permaculture techniques and help to form farming cooperatives in the villages on my island.

Sri Lanka

Br. Daminda Chandrasiri Udumulla
Smyrna Church
Brother Priest

I serve as a pastor in the Smyrna Church where I teach agriculture on a demonstration farm to my parish members and young people in a drug rehabilitation program. Smyrna Church has had great success with our counseling program for drug addicts. We have been able to reach over 1,000 young adults.

Mr. Sarath Chandra Pathma
Mallawarachchi
SEWA Lanka Foundation
Deputy District Director

My work is to implement development activities to improve the living conditions of small scale farmers in the "dry zone" in the north central part of Sri Lanka. I give workshops on agricultural techniques, and form community based organizations such as fishing cooperatives, savings and credit societies, water sanitation projects, and disaster rehabilitation planning.

Africa

Cameroon

Mr. Joseph MbahTenjoh
BERDSCO – Benevolent Community Education and Rural Development Society
Project Officer

My work is to provide training in soil fertility and teach local farmers how to diversify their crops and develop small business opportunities. My organisation provides micro-financing to these farmers who would normally not be able to receive a bank loan. We also work to improve health conditions in the community by teaching about sanitation, basic health care, and HIV prevention.

Ms. Mbivka
Jane-Francis
Berinyuy
NAVTI Foundation
Project Coordinator

I am responsible for raising crops and livestock on the Navi Foundation demonstration farm. Additionally, I organise women’s groups for seminars, and training workshops where I help them learn how to better provide for themselves and their families in terms of income, nutrition, and health.
Cameroon

Mr. Eric Dindze Tangka
KUDOC – Kumbo
Development and
Orientation Centre
Extension Staff

My organisation arranges vocational education seminars for the poor and disadvantaged, with special emphasis on reaching women and the disabled. It is my responsibility to conduct these seminars which center on sustainable agriculture and community development. I also assist in other KUDOC projects such as building health centers, schools, and small dams in the region.

Ms. Fomujong Florence
Mah Fon
CEADEV – The Centre for
Environmental and
Agricultural Development
Agricultural Extension
Worker

CEADEV is dedicated to empowering rural women by providing education in food production, health, nutrition, environmental stewardship. I work with school dropouts and widows, teaching them how to raise their own crops in order that they may stand on their own feet. I am especially keen to show my people how to make good use of the many natural resources available in our region.

Ghana

Rev. George Offin
Owusu-Ababio
Kumasi Southwest
Baptist Association
Pastor and Secretary of
Evangelism
Association

I am a minister of a large congregation in Kumasi. In addition to my pastoral duties I organise workshops for local villagers in agriculture and clean water management. I have also assisted my church members with income generating projects such as opening a bakery and marketing traditional tie dye and batik textiles.

Madagascar

Mr. Vincent
Mbolonainaina
Rakotoarisoa
Association VONONA
Agricultural Trainer

At Association VONONA we work closely with farmers, providing them with training in agriculture and animal husbandry. We also facilitate ways for farmers to purchase needed farming equipment and receive veterinary care. Recently I completed training to become a Peer Educator in Adolescent Reproductive Health and started volunteering with the United Nations Population Fund.

Tanzania

Mr. Farid Juma Shariff
MICA – Misali Island
Conservation Association
Field Officer

I provide hands-on workshops for farmers and fishermen on environmental conservation, teaching how to use the limited resources on my small island of Misali efficiently and sustainably. At MICA we also teach how to form savings and credit associations and help farmers organise seed banks.
# PROGRAMME

## DAY 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1400-1405</td>
<td>Workshop Orientation</td>
</tr>
<tr>
<td>1405-1420</td>
<td>Session 1: Self-introduction and Expectation Setting</td>
</tr>
<tr>
<td>1420-1510</td>
<td>Session 2: Experience Sharing and Indicators Identification</td>
</tr>
<tr>
<td>1510-1525</td>
<td>Break</td>
</tr>
<tr>
<td>1525-1600</td>
<td>Session 3: About PLANET</td>
</tr>
<tr>
<td>1600-1615</td>
<td>Session 4: “Mina Smiles” Viewing</td>
</tr>
<tr>
<td>1615-1620</td>
<td>Closing of Day 1</td>
</tr>
</tbody>
</table>

## DAY 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1010</td>
<td>Warming-up, Recap of Day 1</td>
</tr>
<tr>
<td>1010-1040</td>
<td>Session 6: Discussion on PLANET 4 animation 1- Group work</td>
</tr>
<tr>
<td>1040-1100</td>
<td>Session 6: Sharing of Group work Outputs</td>
</tr>
<tr>
<td>1110-1125</td>
<td>Break</td>
</tr>
<tr>
<td>1125-1155</td>
<td>Session 6: Discussion on PLANET 4 animation 2- Group work</td>
</tr>
<tr>
<td>1155-1215</td>
<td>Session 7: Sharing of Group work Outputs</td>
</tr>
<tr>
<td>1215-1220</td>
<td>Closing of the Workshop</td>
</tr>
<tr>
<td>Lunch</td>
<td>Introduction on ACCU materials</td>
</tr>
<tr>
<td></td>
<td>Possible usage of PLANET 4</td>
</tr>
</tbody>
</table>
WORKSHOP ACTIVITIES and OUTPUTS

1) Workshop Orientation

First of all, the workshop orientation was given by Ms. Shibao Tomoko, Director, Education Division, ACCU. Following the Symposium “Peace from the Soil” in early September, it was a great pleasure for ACCU to collaborate once again with ARI to encourage local leaders to take action for disaster preparedness starting from the community level. It was also a good sign of collaboration that a wide variety of teaching-learning posters produced by ACCU were put up on the walls of the classroom.

Having introduced Mr. Suzuki Shinichi, Director of the PLANET 4 animated cartoon, and outlined the workshop contents, the participants moved onto self-introduction and expectation settings.
2) Self Introduction & Expectation Setting

Sitting in a big circle, the individual participants wrote down their names, countries, organisations and what they would like to do in relation to disaster management upon their return home.

Below are some ideas and expectation shared among the participants:

- I am from Bangladesh. My country is a flood-prone country. Every year floods cause lots of problems: people lose many items; houses, roads, and bridges, etc., are broken.

- I am an agricultural extension worker. I would like to know how to manage fire disasters and landslides.

- In my village in the Philippines, almost every year we have to face floods. But I don’t have any idea how to prepare for it.

- In the Philippines, heavy rain and floods are so common. First, I want to plant trees for reforestation, because trees can hold water!

- In Sri Lanka, mostly we face dry weather. We should arrange enough food during dry season.

- Back home in Cameroon, I work with farmers and I will continue upon my return. I don’t have any idea how to deal with natural disasters. No experiences so far.

- I am from Ghana and am a rural community developer. Sometimes we face strong rains, floods, and fire disasters. Very interested in this subject.
• I don't have any plan related to disaster preparedness but I want to learn this issue.

• I have no experience of disaster, but I want to know how we can be prepared for disasters.

• I don't have many ideas, but in my opinion, I would say we should put off the gas stove to prevent fire disasters. We should also plant more trees to prevent floods.

• I am from Madagascar. In my country, sometimes we have heavy rain and cyclones, especially the coastal areas, but I personally have never experienced disasters.
3) Experience Sharing & Indicators Identification

Then, the participants formed four groups, and shared disaster-related experiences in small groups, in line with the three guiding questions. After the group work, each group shared what they had discussed.

Q1. What kind of disasters common in your communities?
   What sort of disasters might happen in your communities?

Q2. What kind of information do you and your community people need to be better prepared for any sort of disasters?

Q3. What do you think are the important factors of teaching-learning materials to help people better prepared for disasters?

GROUP 1:
Q1. What kind of disasters common in your communities?
   What sort of disasters might happen in your communities?
   • Tsunami  • Typhoon
   • Landslide  • Drought
   • Floods  • Earthquake
   • Volcanic Eruption

Q2. What kind of information do you and your community people need to be better prepared for any sort of disasters?
   • Information on evacuation sites
   • Basic needs in evacuation centres
   • Weather forecast awareness
   • Pick-up points
   • Signals (siren, church, bell) and radio
Q3. What do you think are the important factors of teaching-learning materials to help people better prepared for disasters?

- Eye-catching posters
- Booklet
- Short & clear messages
- Pamphlets & comics
- Movie and Slideshows
- Drama

GROUP 2

Q1. What kind of disasters common in your communities?

What sort of disasters might happen in your communities?

- Flood
- Cyclones
- Volcanic Eruption
- Tsunami
- Earthquakes
- Landslide
- Bush fire

Q2. What kind of information do you and your community people need to be better prepared for any sort of disasters?

- Information on shelter, food, clothes, water, medicines, cooking utensils
- Canals lave preventions
- Training and educational workshops
- How to make windbreaks (trees)
- How to build breakwaters (along the coast)

Q3. What do you think are the important factors of teaching-learning materials to help people better prepared for disasters?

- Posters, Pamphlets
- Finance *the key!*
- Documentaries about the previous disasters

GROUP 3:

Q1. What kind of disasters common in your communities?

What sort of disasters might happen in your communities?
Q2. What kind of information do you and your community people need to be better prepared for any sort of disasters?
- Clearing of boundaries
- Fire prevention campaign
- Information about fire extinguisher
- How to take care of electricity
- Proper garbage disposal
- Reforestation
- Water conservation
- Weather forecast
- Emergency signals

Q3. What do you think are the important factors of teaching-learning materials to help people better prepared for disasters?
- Flip chart
- Posters
- Cartoon books, movies
- Media
- Community-based stories
- Transferrable*

*Easily understood by community people

GROUP 4:
Q1. What kind of disasters common in your communities?
What sort of disasters might happen in your communities?
- Flood
- Fire (from cooking gas), petrol, faulty wiring
- Typhoon
- Volcanic eruption
Q2. What kind of information do you and your community people need to be better prepared for any sort of disasters?
- Evacuation information
- Disaster information techniques

Q3. What do you think are the important factors of teaching-learning materials to help people better prepared for disasters?
- Handouts
- Posters
- Animated film show
- Pictures & drawings
- Informative
- Persuasive
- Easy language
- Interesting

Based on the group work outputs shared by all the participants, “Points to Consider for Natural Disaster Preparedness Materials” are discussed in plenary and categorised as follows.

**POINTS TO CONSIDER for Teaching-Learning Materials on Natural Disaster**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>Attractive</td>
</tr>
<tr>
<td>Educational</td>
<td>Interesting</td>
</tr>
<tr>
<td>Persuasive</td>
<td>Eye-catching</td>
</tr>
<tr>
<td>Transferable</td>
<td>Colourful</td>
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</table>

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>CONTEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short, clear messages</td>
<td>Community-based</td>
</tr>
<tr>
<td>Easily understandable</td>
<td>Locally relevant</td>
</tr>
<tr>
<td>Readable</td>
<td>(items, behaviours, scenery)</td>
</tr>
</tbody>
</table>
4) About PLANET

The points to consider for teaching-learning materials on natural disaster provided a good basis for the further discussion during the workshop. Keeping those perspectives in mind, then the participants learned more in depth about the Package Learning Materials on Environment (PLANET) programme, under which the fourth title on natural disaster preparedness was being developed. Ms. Zaha Tamami, Programme Specialist, Education Division, ACCU, gave an overview of PLANET materials.

She also explained why ACCU set about producing this package of teaching-learning materials on natural disaster preparedness, referring to the huge devastation caused by the earthquake and subsequent tsunami waves in the Indian Ocean in 2004. ACCU now makes the best out of its expertise in materials development, in response to the great needs and interests in disaster risk education, especially for those most underprivileged (who are most vulnerable when a disaster strikes).

Please see her presentation from the following pages for details.

"Mina’s Village Weathers the Storm " Story

While Jai, Mina’s husband, is away at his parents’ place, a big storm hits her village. Mina and her family managed to weather the storm by evacuating her neighbour Nora’s house, but Jai’s parents’ village is severally damaged. When Mina and her friends reach the village to help out, it turns out that Zac, Nora’s niece, is missing after the storm...

After a few days, people in Mina’s village start taking action to be better prepared for disasters.
Workshop for Natural Disaster Preparedness at the Community Level

Through PLANET 4 Development

Asia/Pacific Cultural Centre for UNESCO (ACCU)

Objectives

- Objectives
  - To stimulate motivation for improving current environmental conditions for the future
  - To raise environmental awareness and generate a sense of togetherness between nature and human kind

For

- Environmental education programmes
- Participatory community development programmes
- ESD (Education for Sustainable Development) Programmes

Target Learners

- Target Learners
  - Children (school attending & out-of-school)
  - Adult learners (non-literate and 1)
  - People involved in environmental education programmes

@ Formal and Non-formal Settings

- Schools and other educational institutions
- Community Learning Centres (CLCs)
- Fairs, exhibitions, and conferences
- Any other possible occasions

Components

- Poster
  - Motivational, Participational, Instructional

- Animated Cartoon Video (VCD)
  - Motivational, Instructional

- Booklet
  - Instructional, Participational

- Facilitators’ Guide
  - Instructional

Previous Series

- PLANET1: WATER
- PLANET2: FOREST
- PLANET3: WASTE MANAGEMENT

What is PLANET?

PLANET:
Package Learning Materials on Environment

- Designed and launched in 1997
- By ACCU with specialists in
  - Non-formal Education
  - Environment
  - Animated cartoon
  - in Asia and the Pacific

Mr. Suzuki (right, animation director and illustrator, JAPAN)

Datuk LAT (left, animation director and illustrator, MALAYSIA)
PLANT Scheme

Community Empowerment

Local Version

By inviting countries to Produce local versions
- Local versions produced
  in 19 countries (PLANT 1)
  in 21 countries (PLANT 2)
  in 8 countries (PLANT 3)
- No. of local versions produced
  Booklet 200 ~ 10,000
  Poster 500 ~ 50,000
  Video 30 ~ 1,500

Produced in Spanish in Mexico

PLANET 4 Background

The huge devastation caused by the earthquake and subsequent tsunami waves in the Indian Ocean (26/12/2004)

"Urgent Proposals to UNESCO concerning Disaster Prevention" (01/03/2005) by the Japanese National Commission to UNESCO:
Need for mid- & long-term measures for disaster preparedness as well as emergency response
- Disaster Prevention Education
- Disaster Prevention Systems
- Recovery Plans

What can ACCU do?
Strength in ACCU do?
- 59 AJP model materials
- 300 AJP model local versions
- "Mina Smiles" in 30 countries
- PLANET 1 “Water” in 19 countries
- PLANET 2 "Forest" in 21 countries
- PLANET 3 “Waste Management” in 8 countries

PLANT4 Ground Design

Sample Materials

Materials collected from...
- Government of Japan, local governmental bodies in Japan
- APOs, Individuals
- ACCU-LRC Sri Lanka (Savodaya)
- ACCU-LRC Bangladesh (Dhaka Ahsana Mission)
- Asian Disaster Reduction Center, ADRC, Japan
- Asian Disaster Preparedness Center, ADPC, Thailand

Theme
- Natural Community Disaster Preparedness

<table>
<thead>
<tr>
<th>Theme</th>
<th>Natural Community Disaster Preparedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Adult learners in NFE programmes</td>
</tr>
<tr>
<td></td>
<td>School attending and out-of-school children</td>
</tr>
<tr>
<td></td>
<td>Those involved in disaster preparedness education etc.</td>
</tr>
<tr>
<td>Language</td>
<td>Mdt &amp; Self-learning level</td>
</tr>
<tr>
<td>Objectives</td>
<td>To increase people's understanding of why disasters happen and the nature of disasters</td>
</tr>
<tr>
<td></td>
<td>To raise awareness of the importance of community's role in disaster preparedness and management</td>
</tr>
<tr>
<td></td>
<td>To encourage people to protect themselves in case of disasters</td>
</tr>
<tr>
<td></td>
<td>To build capacity of people in planning and preparing to minimize the impact of disasters</td>
</tr>
<tr>
<td></td>
<td>To encourage communities to become more self-reliant</td>
</tr>
<tr>
<td>Format</td>
<td>Poster, booklet, printed material, Customs video, Facilitation Guides, fact sheets, (online), Introduction sheet for RLA, including adaptation guidelines</td>
</tr>
<tr>
<td>Contents</td>
<td>Definition of a disaster, various stages of disasters, causes and effects of disasters, Possible actions, Preparedness, Planning, (online)</td>
</tr>
<tr>
<td>Others</td>
<td>Moving from awareness to action and empowerment, Role of media, Moving from individual action to collective action</td>
</tr>
</tbody>
</table>
Be Aware of Natural Disasters!

Five types of disasters
- Typhoon
- Tsunami
- Earthquake
- Forest Fire
- Landslide

Awareness raising
- Dangers of natural disasters
- Types of natural disasters they might have in their life

Natural Disaster: When it Occurs...What to Do?

Instructional
- How people should act in case of natural disasters
- Five disasters chronologically from left to right

Messages
- Protect yourself and your family first when disaster hits.
- The first evacuation from dangerous place to shelters.
- Help each other at the aid station.
- Temporary schooling and recovery from natural disasters.

Let's Protect Our Village against Natural Disasters!

Participational
Disaster management activities
- Identification of disaster-prone areas
- Reinforcement of buildings
- Necessary storage for emergencies
- Emergency drills

Instructional
- Examples of community and family activities to help them prepare for natural disasters

Disasters in Our World
- What is a disaster (types of disaster, chain of events)
- What can disasters do to me?
- What can disasters do to our community?
- What can we do to be better prepared and reduce the impact?
- What can we do when disaster strikes?
- What can we do after disaster happens?
- What can we do to recover from disaster?

Why Not Begin Now?

1. Mina and the villagers sense a big storm on its way, children are sent back home, villagers evacuate to school/CLC.
2. Villagers listen to weather forecast on radio. Somehow the night passes, people recalling past experiences of disasters.
3. The storm subsides but a few people from the next village come to Mina's, asking for help.
4. Mina and others go and help the village, where they see a terrible post-disaster scene.
5. People from both villages discuss by comparing the two villages and come up with necessary actions to be taken to be better prepared for disasters.
6. The villagers start simple preparation for disasters.

Other Components

- FACILITATORS' GUIDE
  To help facilitators plan and organize learning sessions using PLANET 4 materials
  To provide facilitators with more knowledge on disaster

- FACT SHEET?
- TOOLKITS?
- CHECK LIST?
5) "Mina Smiles" Viewing

Having learned about the PLANET series, the participants then watched "Mina Smiles", animated cartoon film, from which the PLANET series was originated, for them to become more familiar with the backgrounds of "Mina" stories for further discussion on the PLANET 4 development. Moreover, this also served as an example of how to raise awareness among community people through an animated film.

"Mina Smiles" Story
Mina is a 27 year-old illiterate woman who lives in an imaginary rural village in Southeast Asia with her husband, Jai, and their five children. Mina and Jai are poor farmers who never learnt to read and write. Among their five children, Lita, the eldest daughter, and Min, the eldest son, dropped out of primary school in order to help their family on the farm and with household chores.

One day, Jai suddenly falls ill from stomach cramps. Mina tries her best to help him but, because of her illiteracy, she faces many difficulties on her way to the clinic and in the town where it was the first time for her to go by herself.

On her way back home, Mina passes by a literacy class for women in her village. When Mina finally gets back home, Jai has already recovered. Mina tells him what happened in town and expresses her desire to go to the literacy class.

Mina starts going to the literacy class to learn reading and writing. She studies hard in the literacy class and at home with the help of the family. While learning literacy, she gradually gains confidence in herself.

Mina learns a lot from the literacy class, which helps to improve the life of her and her family very much. What is more, a few months later, Mina saves many lives with her newly gained literacy skill...
6) Discussion on PLANET 4

On the second day, the participants started examining the details of the picture continuity of the PLANET materials, after recapping the discussion on the first day.

The outputs from the first day served as wonderful inputs for this activity, now that the participants had reflected types of disasters which had occurred and/or might occur in their communities back home. Also, the indicators for effective teaching-learning materials on natural disaster had also been identified in a participatory manner, as a collective output from lively discussion. Furthermore, the viewing of “Mina Smiles” gave the participants a strong impression of an animated cartoon as an effective teaching-learning aid.

Below: PLANET 4 picture continuity drawn by Mr. Suzuki Shinichi
The Participants again formed small groups and studied the details of the pictures, recalling the realities of people’s everyday life back home. A lot of insightful comments were raised during a series of discussion. Overall, the participants confirmed that the picture continuity well reflected people’s life in a rural village.

In general, the comments can be categorised into 1) scenery; 2) items in the villages; 3) people’s behaviour, which include:

**Scenery**
- Animals such as goats, cows are commonly seen in the village
- Many houses are made of bamboo in villages like Mina’s.

**Items**
- Glass windows are rare
- The frames of window are usually made of wood, not always with such curtains.
- Lamps or lanterns are common in villages like Mina’s, instead of electricity.
- The doctor with his mug in the meeting is not so commonly seen.
- It might look more realistic if Jit puts on a banana leaf as a raincoat, instead of a big plastic bag.

**Behaviour**
- Mina and her children seem intelligent to leave a note for Jai.
- The village chief crossing his legs in the meeting look a little bossy. But in some cultures it is no problem.

Finally, the director of the animated cartoon film Mr. Suzuki Shinichi acknowledged the precious comments and deep insights provided by the participants, and expressed his gratitude for their great contribution to the development of an teaching-learning materials of high quality.
7) Introduction of ACCU materials and Possible Usage of PLANET 4

After a series of ardent discussion on the PLANET 4 picture continuity, the participants gathered once again during lunch time. Here, ACCU’s materials were introduced and its potentiality in their home villages was discussed freely.

ACCU has been producing a wide variety of teaching-learning materials in diverse forms, mainly targeting the most underprivileged populations with little access to education. These materials provide learners with opportunities not only to continue learning after basic literacy courses, but also to acquire skills and knowledge relevant to their daily lives. It was also mentioned that some titles of those materials can be downloaded from the Asia-Pacific Literacy Date Base.

http://www.accu.or.jp/litdbase/

The ARI participants looked at ACCU’s materials with enormous interests and found them very relevant and useful in their activities back home. As for possible usage of the PLANET 4 on natural disaster preparedness, especially the animated cartoon, can be used:

- In the public, inviting many people from the community
- At school
- At a training centre
- Broadcast on TV
REFLECTION

The significance of this workshop lies in a series of lively discussions between the ARI participants, full of experience, knowledge and skills in community development as leaders of respective communities they come from, and ACCU which also has experience and expertise in materials development in the Asia-Pacific Region.

The participants by themselves came up with the important indicators to evaluate the quality of educational materials based on their own experiences. It is hoped that this would serve as a guideline for them to develop, or select teaching-leaning materials for their own activities back home.

Dialogues between the two provided deeper insights and right direction to the on-going production of PLANET 4 “Natural Disaster Preparedness”.

For the ARI participants, this was an opportunity to be part of the production of an animated cartoon film, to be distributed and utilised widely at the grassroots level in the world.

ACCU was especially grateful for each and every ARI participant and staff, and enjoyed such a collaborative workshop to strengthen the partnership between the two parties.

Above all, ARI was the best possible venue to discuss such issues as natural disaster preparedness, all of us being given the blessing of nature in the sustainable, peaceful and beautiful environment.
**ANNEX**

1) List of the Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
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<tbody>
<tr>
<td>Arati Modhu</td>
<td>Bangladesh</td>
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<tr>
<td>Jane M. Berinyuy</td>
<td>Cameroon</td>
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<td>Florence F. M. Fon</td>
<td>Cameroon</td>
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<tr>
<td>Eric Dindze Tangka</td>
<td>Cameroon</td>
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<tr>
<td>Joseph Mba Tenjoh</td>
<td>Cameroon</td>
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<tr>
<td>George Owusu Ababio</td>
<td>Ghana</td>
</tr>
<tr>
<td>Toshang Khaling</td>
<td>India</td>
</tr>
<tr>
<td>Reeta H. Sinruwng</td>
<td>India</td>
</tr>
<tr>
<td>Emmy Lasmaria</td>
<td>Indonesia</td>
</tr>
<tr>
<td>Bahara Sihombing</td>
<td>Indonesia</td>
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<tr>
<td>Drh Gede Suama</td>
<td>Indonesia</td>
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<tr>
<td>Phonesawanh Dittaphong</td>
<td>Laos</td>
</tr>
<tr>
<td>Vincent Mbolaniaina Rakotoariosa</td>
<td>Madagascar</td>
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<tr>
<td>Nang Ngwe Kyi</td>
<td>Myanmar</td>
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<tr>
<td>U Aung Saik</td>
<td>Myanmar</td>
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<tr>
<td>Tial Chin Thluai</td>
<td>Myanmar</td>
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<tr>
<td>Jade Alipoyo</td>
<td>Philippines</td>
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<tr>
<td>Fred Balintay</td>
<td>Philippines</td>
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<tr>
<td>Dario T. Lacaya</td>
<td>Philippines</td>
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<tr>
<td>Genalyn M. Oliveros</td>
<td>Philippines</td>
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<tr>
<td>John Mark Male</td>
<td>Solomon Islands</td>
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<tr>
<td>Sarath C. P. Mallawarachchi</td>
<td>Sri Lanka</td>
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<tr>
<td>Daminda C. Udumulla</td>
<td>Sri Lanka</td>
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<tr>
<td>Farid Juma Shariff</td>
<td>Tanzania</td>
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<tr>
<td>Ms. Arakawa Tomoko</td>
<td></td>
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<tr>
<td>(Associate Director)</td>
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<tr>
<td><strong>SAM</strong></td>
<td>Mr. Suzuki Shinich</td>
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<tr>
<td><strong>ACCU</strong></td>
<td>Ms. Shibao Tomoko</td>
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<td></td>
<td>Ms. Zaha Tamami</td>
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<tr>
<td><strong>ARI: Asian Rural Institute</strong></td>
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<td><strong>SAM: Suginami Animation Museum</strong></td>
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<tr>
<td><strong>ACCU: Asia/Pacific Cultural Centre for UNESCO</strong></td>
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2) About PLANET

PLANET stands for Package Learning Materials on Environment, which is a packaged set of teaching-learning materials including a booklet, a poster, an animated cartoon video and a facilitators’ guide. PLANET was originally designed as post-literacy educational materials for adults learning in non-formal education settings, but it has now been proven as an effective educational toolkit for children and youths as well.

The PLANET materials aim to develop environmental education materials for learners in both formal and non-formal education to generate motivation for improving current environmental conditions for the future. The materials aim at generating a sense of living in harmony with nature and with each other, thereby contributing to the promotion of the Education for Sustainable Development (ESD). The materials are designed for utilisation in programmes such as community development, environment education, ESD in formal, non-formal and informal education settings.

So far, PLANET has three series of packages on the following issues, which have been localised widely beyond Asia and the Pacific:

- Water Pollution (PLANET 1)
- Forest Conservation (PLANET 2)
- Waste Management (PLANET 3)