

# **Disaster Risk Reduction Education: Beyond Resilience and Adaptation**

**Kominkan-CLC International Conference**

October 9, 2014 Okayama, Japan

**Ramon G. Mapa**

People's Initiative for Learning and Community Development (PILCD)

[www.pilcd.org](http://www.pilcd.org)

[info@pilcd.org](mailto:info@pilcd.org)



# People's Initiative for Learning and Community Development (PILCD)

## Adult Education and Community Development Education for Sustainable Development (ESD)

*“education is a cornerstone of human development ...  
it has the power to transform and effect meaningful change”*

### FUNCTIONAL LITERACY



### DISASTER RISK REDUCTION



### CAPACITY DEVELOPMENT



### SUSTAINABLE AGRICULTURE



# Education and Resilience

---

“Use knowledge, innovation and education to build a culture of safety and resilience at all levels”

Disasters can be substantially reduced if people are well informed and motivated towards a culture of disaster prevention and resilience...

Hyogo Framework Priority for Action 3

---

**Education and Literacy is a poverty centered approach to adaptation.**

# Disaster Risk Reduction (DRR) Functional Literacy Project

2010-2011: supported by Philippine Australian Community Assistance Program (PACAP)

- Community-based DRR Education in two remote villages in Atok, Benguet
- Classroom-based learning sessions thru the Alternative Learning System (ALS) program in two schools in La Trinidad and Buguias, Benguet
- 257 out of school youths and adults
- 95 community members
- 40 ALS mobile teachers
- Development of supplementary learning materials for the ALS



# Mainstreaming DRR Education in Schools

2012-2013: supported by Canada Fund for Local Initiatives (CFLI) - Philippines

- 80 teachers, school heads including ALS mobile teachers in DRR Education from 53 schools in Benguet
- School-based Hazard Risk Assessment and Contingency Planning in 4 schools
- Advocacy forum on DRR in education with teachers, school heads and members of local school boards
- Learning and Teaching materials distribution consisting of the PLANET 4 booklet, posters, videos and facilitators guide



# Strengthening Environmental Education in Schools and the ALS

2012-2014: supported by the Foundation for the Philippine Environment (FPE)

- Teachers training on Education for Sustainable Development (ESD) and environmental education – integrating environmental topics in their lessons
- Classroom and Community-based practicum of trained teachers
- 117 Teachers , school heads and principals from Zambales and Benguet; 41 ALS teachers
- School exchange visits
- Filipino adaptation of the 4 PLANET materials, reproduced and distributed to participating schools



# Strengthening Community Participation in DRR

2014- current: supported by the UN-World Food Program (UN-WFP) Philippines

- Community-based Disaster Risk Reduction and Management Training and Education
- Community members, local civil society and people's organizations, and officials of local government units (LGU)
- 14 villages in Buguias, Benguet
- Multi agency partnerships including schools and higher education institutions
- Development of local education materials





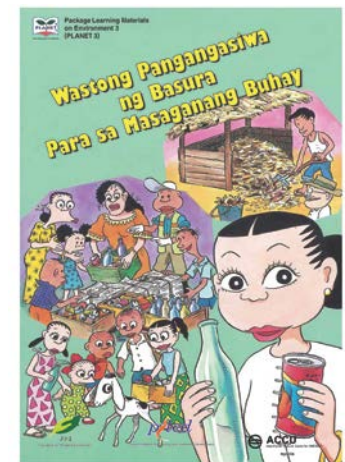
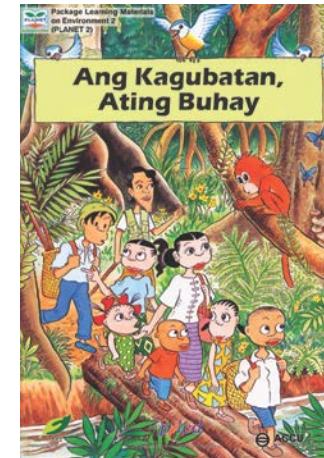
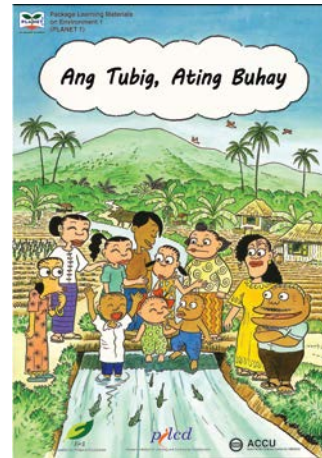
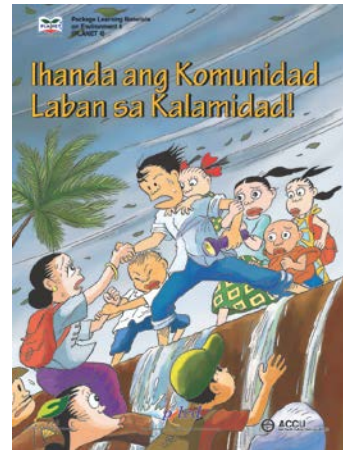
# Teachers and Facilitators Training



# Community and Classroom-based Learning



# Materials Development, Adaptation and Distribution



# Advocacy and Partnerships

## What is DRR in education?

DRR in education involves:

- The promotion of DRR in teaching and learning
- The provision of school safety and disaster management
- The provision of safe school environments

DRR in education also:

- Saves lives and prevents injuries
- Ensures no learner misses out on education
- Builds people's resilience to hazards

**Why invest in DRR in education?**

**Investing 1, saves 7**  
Every peso invested in risk reduction saves seven peso in recovery efforts.<sup>1</sup>

**13,155 casualties and 51 million families affected**  
Between 1997 to 2007, 84 tropical cyclones hit the Philippines with 13,155 human casualties and 51 million families affected; economic losses amounted to more than P158 billion.<sup>2</sup>

**8 million children affected**  
In 2006, Philippine typhoons damaged 5,600 schools in Southern Luzon alone costing up to P3.1 billion and affecting 8 million children.<sup>3</sup>

**Safeguarding development**  
Areas experiencing extensive disasters can see decreased school enrollment rates and increased dropout rates. Investing in DRR in education is necessary to safeguard and sustain valuable gains made towards development goals such as EFA and MDGs.

1. PICTD (2008) 'Investing in Disaster Risk Reduction in Education: A Guide for Policy Makers and Practitioners'. 2. PICTD (2008) 'Disaster Risk Reduction in Education: A Guide for Policy Makers and Practitioners'. 3. PICTD (2008) 'Disaster Risk Reduction in Education: A Guide for Policy Makers and Practitioners'.

## Strengthening DRR in EDUCATION

**What people know is more important than what they have when it comes to saving lives and reducing loss**



# Significant lessons and insights

- DRR education encompasses economic, cultural, political, social and environmental dimensions that is consistent with ESD;
- Facilitates reflection of our behaviors and lifestyles and its impact to the environment;
- Linking Knowledge to Values and Change
- It can be taught across the curriculum

# Challenges

Teachers “resistance” to innovation and creative approaches in teaching and learning

**SCALING UP**

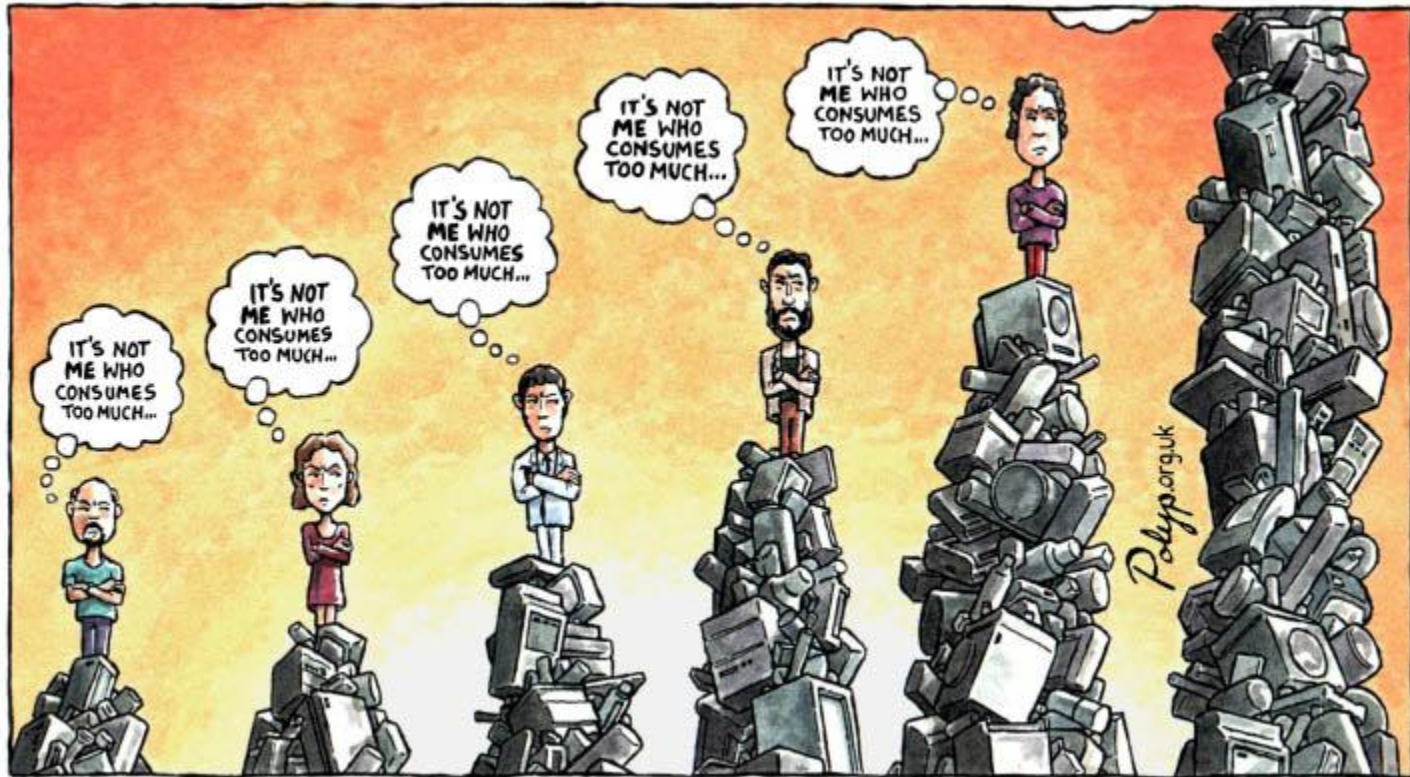
# Beyond resilience and reducing vulnerability

Understanding causes and impacts of environmental problems and the realities of climate change



building social and individual capacities and attitudes  
for **adaptation** and **mitigation**

# VALUES and PERSPECTIVES for Sustainable Development



**CAPACITIES to ACT UPON these values**



# Climate Change magnify the RISKS of natural disasters



Measured against the agenda of human survival,  
how might we **rethink education**?

# Is Re-orienting Education Enough?



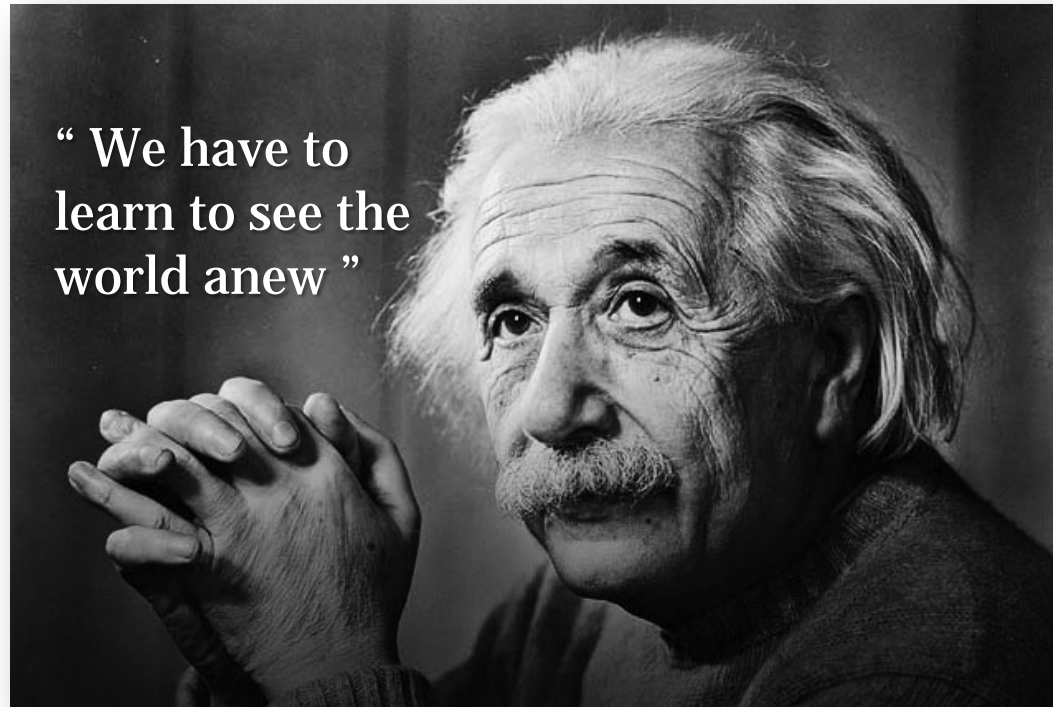
*It is worth noting that this is not the work of ignorant people. It is, rather, largely the result of work by people with BAs, BSs, LLBs, MBAs, and PhDs.*

*---- David Orr*

How do we move from a **community of practice** ...



...to a **system of education** that brings about **sustainable development** ?



**maraming salamat!**  
**Thank you!**