

From Victims to Victors

Education: Key towards Disaster Resilient Communities

- Presentation to the High Level Round Table Discussion 2 (Learning to Live with Risks)

By Ms. Corazon Alma G. De Leon, MSW, MPH

Vice Chair, Board of Trustees, Asian Disaster Preparedness Center

I. The School as Community Focus: Mobilizing Community Capabilities While Protecting Children

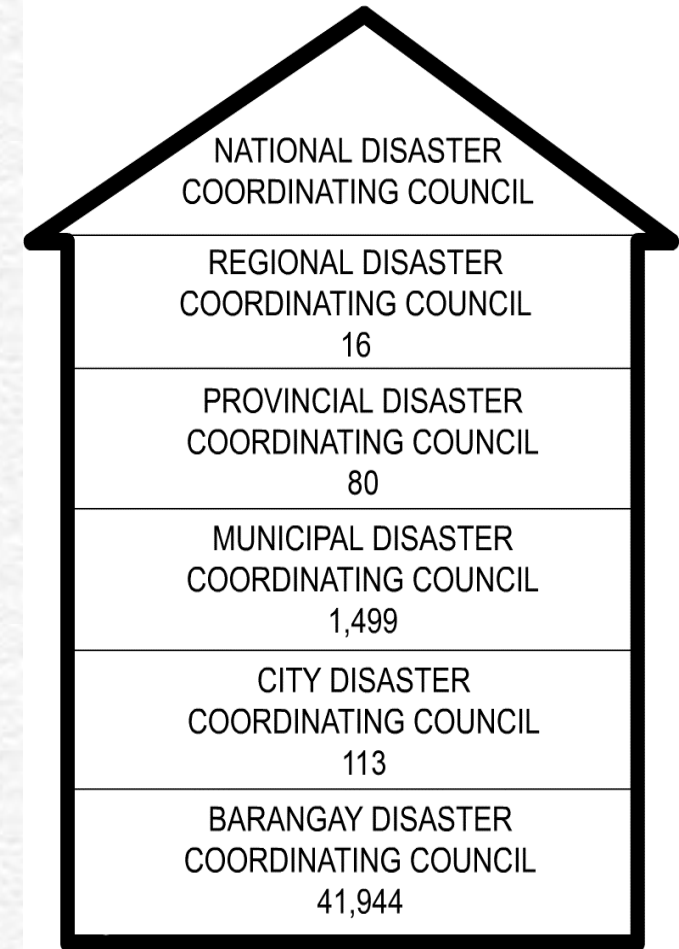


This presentation showcases the involvement of school children in reducing earthquake risk through the Crustal Stress Community Awareness Network, a pilot project supported by the United Nations, Phivolcs and Local Government Units in 10 sites in Luzon island in the Philippines.



As part of the National Disaster Coordinating Council, the Department of Education undertakes public information and education campaign on disaster preparedness and makes available school buildings as evacuation centers in times of disaster.

DCC ORGANIZATIONAL NETWORK



- **250 pilot schools have integrated earthquake hazard awareness & preparedness in the science & health curriculum.**
- **Instructional materials have been developed to support curriculum integration**
- **Training of school teachers**



- **Earthquake drills among school children**
- * **Memo circulars issued by DEPED mandated all schools to conduct drills for the protection of school children during emergencies**
- * **Puppet shows dramatize various earthquake damages if early warning is not heeded and organized evacuation & rescue systems are not followed.**

Note: No major damage involving school children has occurred since 1990



School Children volunteer during emergency operations when the schools are used as temporary evacuation centers

With the CSCAN and other relevant technologies which involve the local and communities, earthquake risk can be reduced



The case of schools as focal point in community mobilization for earthquake risk reduction underscores the importance of Public Awareness. Before the community can be mobilized, they must first be aware of their hazard & risks exposure. The following are important to an effective Public Awareness Program.

PROCESS - Public awareness is an on-going process, not simply a set of products such as posters, brochures etc.

PARTICIPATORY - Target population are active participants in program design and implementation phases, in partnership with individuals having the necessary technical skills

3. **COMMUNITY SPECIFIC**

4. **HAZARD SPECIFIC** - an assessment of specific hazards is the essential basis for developing public awareness program

5. **TARGET POPULATION SPECIFIC** - must be based on need of specific group for information essential for them

6. **INTEGRAL PART OF LOCAL WARNING AND RESPONSE SYSTEM**

Therefore, we must communicate to the school children at the level to which they can understand.

WHEN SCHOOL CHILDREN ARE AWARE, PREPARED AND INVOLVED, HOW CAN THEY LOSE?

WHEN SCHOOL CHILDREN ARE NOT AWARE, PREPARED AND INVOLVED, HOW CAN THEY WIN?

II. Community Education Through Community Based Disaster Preparedness



- The decisions the community will make not the conditions they are in will determine their destiny- an important principle in community education

There is an important rationale for community education. The production of knowledge in community development context means leadership skills, communication skills and management skills, etc.



- Being knowledgeable on the realities in situations of a vulnerabilities the people can govern their communities themselves. They can decide and design their own concept of development.



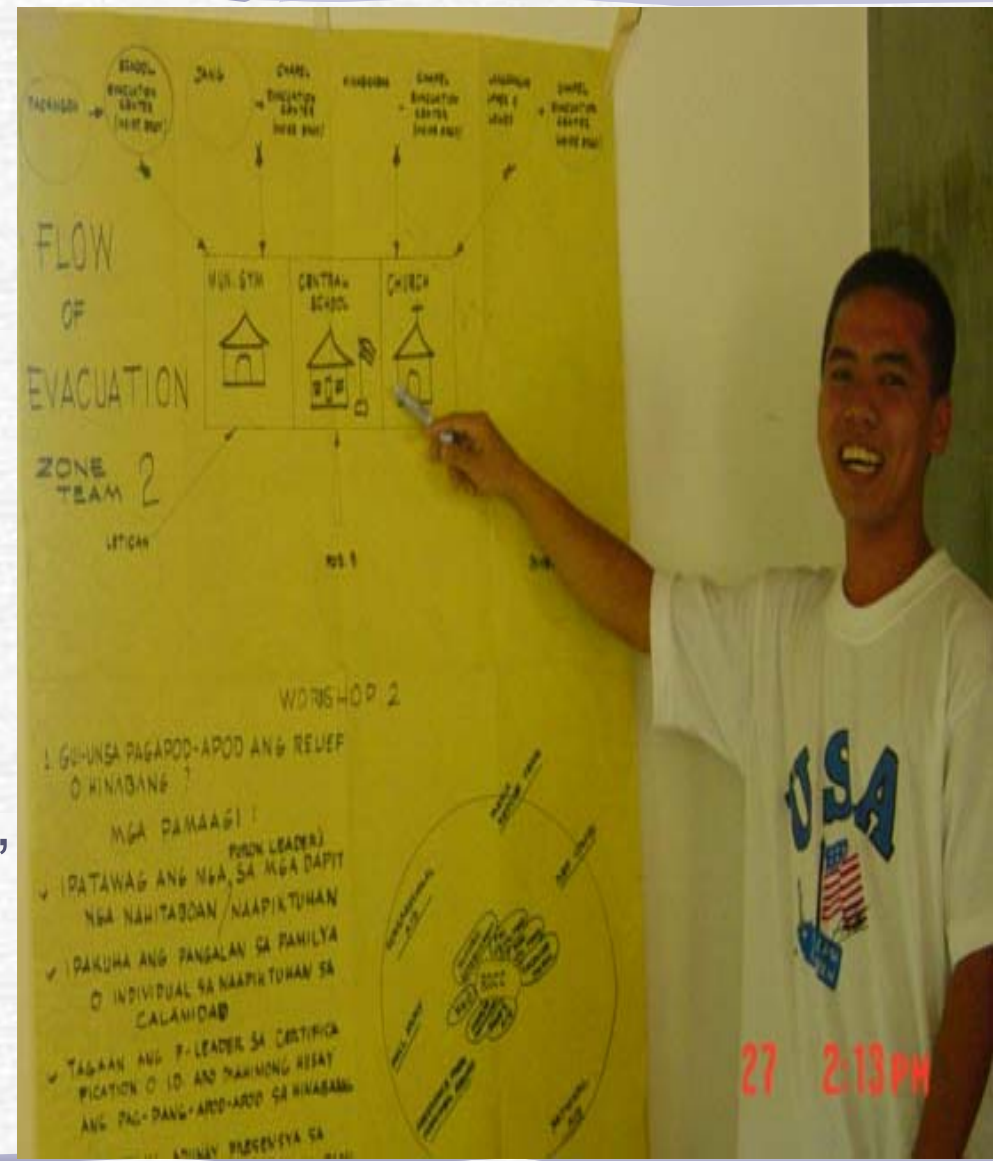
In this sense the people develop self-confidence and become decisive of what they want to happen to them because they are knowledgeable of their situation and their capacity to step forward for their common good.



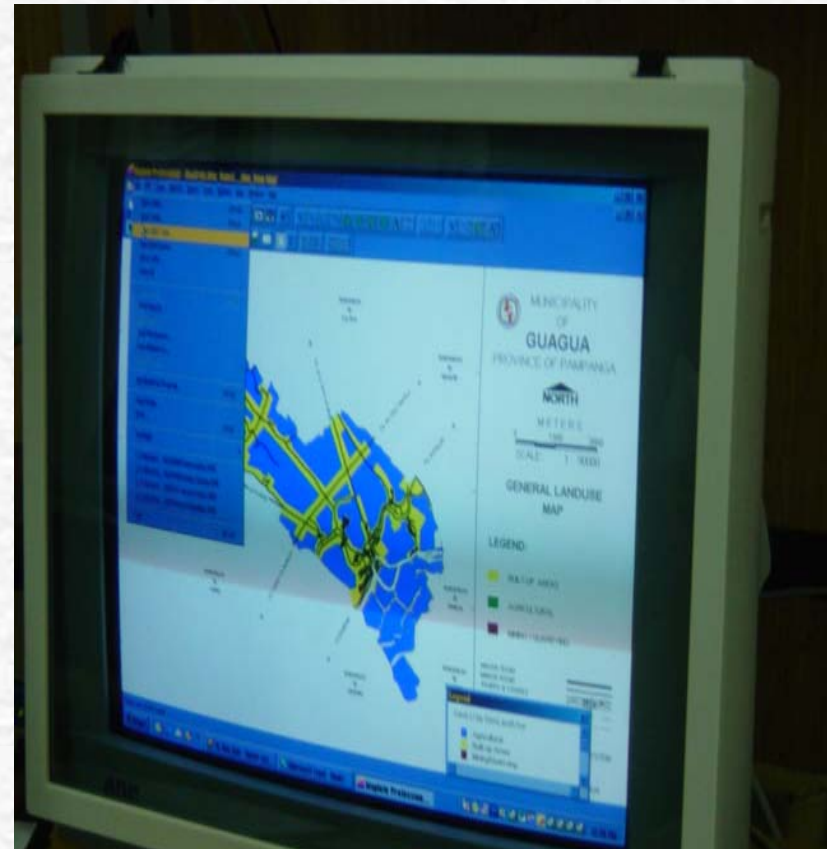
As the people continue to grow and deepen their awareness, further fueled by the development of liberating and empowering social values, education must also develop new skills for people as they take on varied roles and responsibilities.



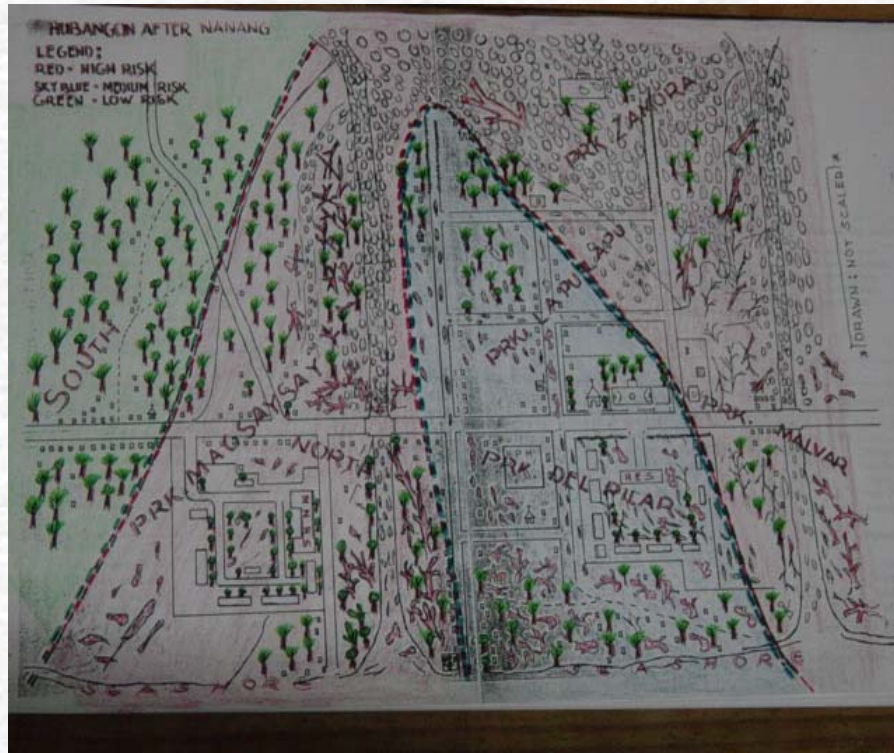
The people must be enabled to translate their consciousness of the risks they are living in or exposed to and translate consciousness and effective actions with the necessary skills for community work such as community organizing, education and mobilization, human relations, planning and management of community resources.



Such skills may be assessed by the people as highly technical and perceive them to be “knowable” only by technocrats, and professionals and/or so called experts.



The concern can be answered by demystifying these technical skills through continually finding ways to popularize and simplifying these in ways helping with the people level of understanding.



Education is the primary instrument for the transmission of social and cultural values- an important means of facilitating and directing social change



Brgy. Banaba
Extension, San
Mateo