Promoting Co-learning between Disaster Specialist and Local Community through the Adaptation of Foreign Disaster Education Tool into Local Context

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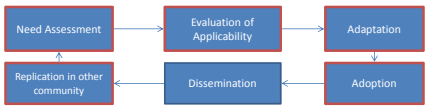
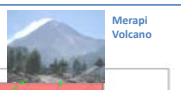
map: googlemaps.com

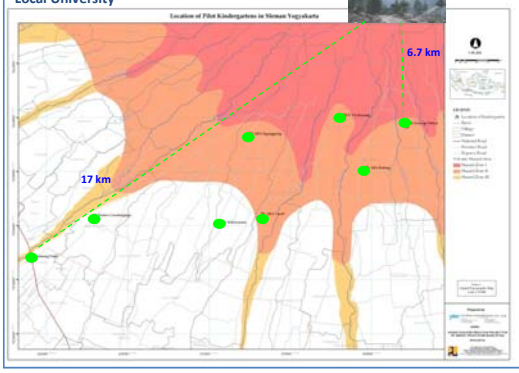
Background

- Disaster education tool innovation & application
  - The questions of applicability of disaster education tool and sustainability of the disaster education program are often raised
- Case study in Merapi volcano area, introduction of disaster education tool from Japan to the kindergarten community in Indonesia



- Disaster Education for Kindergarten
- On-going project by Government & Local University

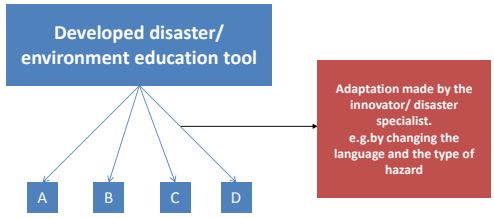




Bosai Duck Game from Japan to Merapi, Indonesia

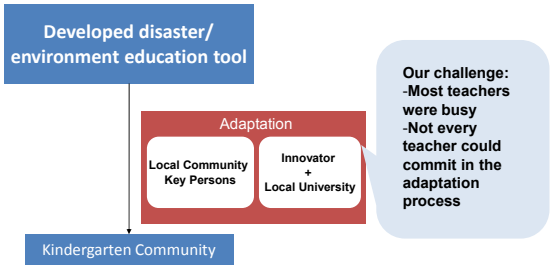
- A Japanese-invented game, by T. Kikkawa and K. Yamori in 2005
- Targeting pre-school children
- Trains on how to respond to threats or situations, and say particular words/ phrase during emergency
- Large cards (12 set of cards), facilitator, participants, singing/ music, rule

Common Phenomena in Disaster/ Environment Education Projects in Developing Countries



Distribution in many different communities

Bosai Duck Adaptation Case



Implementation in a small scale

Bosai Duck Adaptation Process

Demonstration of Original Version to Kindergarten Teachers (June 2009)

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Challenge teachers to
- Lead the demonstration to children and parents
- Discuss among teachers to create the samples of Merapi Version Bosai Duck cards
- Think about what threats or concerns should be taught to children in their area

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Involve teachers in preparing the demonstration of the new version of Bosai Duck in Merapi Festival (Nov 2009)

Demonstration with teachers, getting initial feedbacks (June 2009)

- Positive respond from Teachers
- Teacher's constraints to adapt:
  - Time and budget constraints
  - Unfamiliarity of the know-how
  - Lack of knowledge of disaster responses
- Our constraints to adapt:
  - No local knowledge
  - "Foreigner"

Teachers' Challenge: Lead the game demonstration to children & parents (August 2009)

Teachers' Challenge: Discuss among teachers and create the cards (August – September 2009)

Sample of draft cards made by teachers

Teachers' Challenge: Think about threats and concerns to be taught to children in the area (September – October 2009)

Testing Merapi version Bosai Duck in a Public Festival "Merapi Festival" (November 2009)

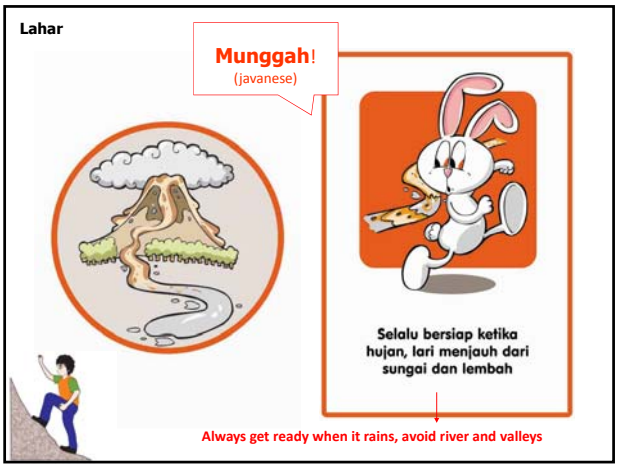
- Teachers active involvement since the preparation
  - Small trainings for teachers
  - Finalizing the new Bosai Duck game's components
  - Teachers became experts of this game
- Initial dissemination

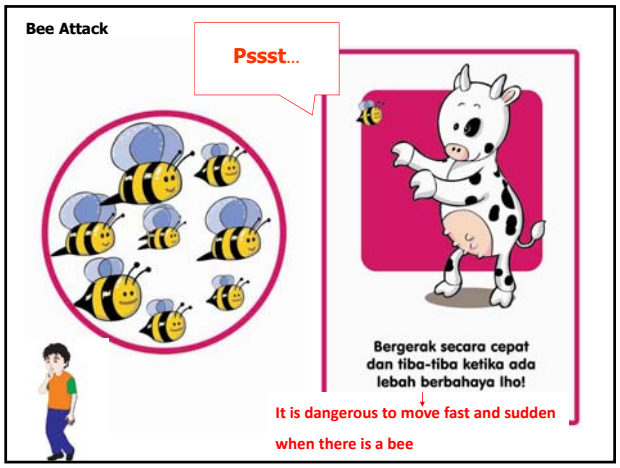
Lessons from co-learning in the adaptation process (1)

- Teachers have high interest in disaster education program but in order to start and sustain the program, they have the following constraints:
  - Their time are already much allocated to regular academic activities
  - funding
  - knowledge of disaster and the know how of disaster education tool

Lessons from co-learning in the adaptation process (2)

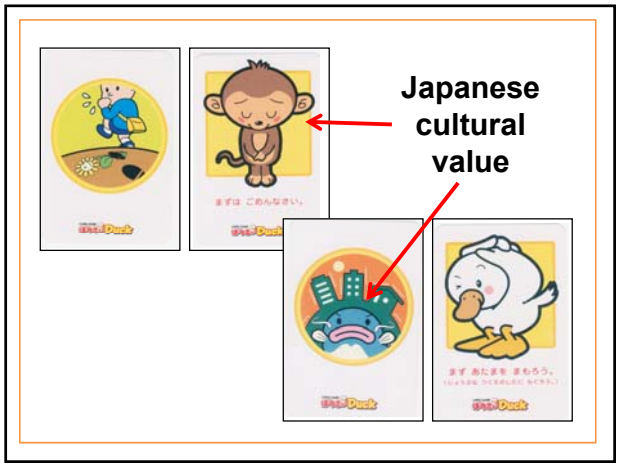
- Without working together with the teachers, we were assuming only the type of hazard and language which should be modified. But apparently, there are more things to consider:
  a. Physical and environmental differences
  b. Social-cultural value differences
  c. Integration with formal-institutional aspects

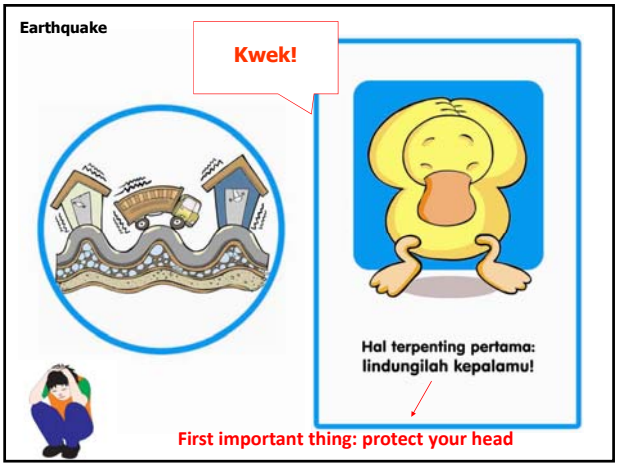


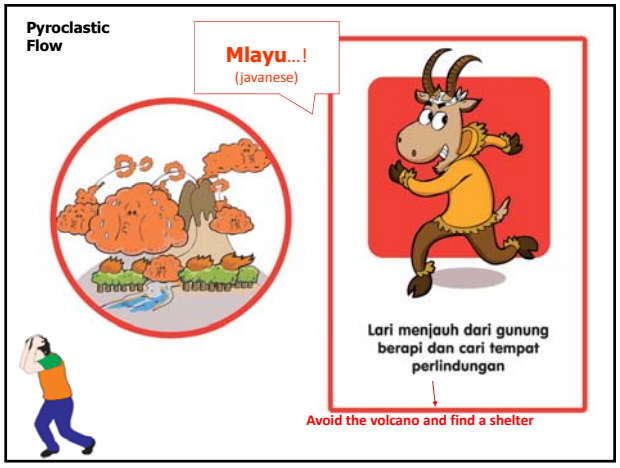


b. Social-cultural Value Differences

- Easier to be recalled, understand, well-accepted and disseminated by local community, even to older generations
- Avoid contradictory to the local social-cultural value
- Example from original Bosai Duck card (Japanese value):

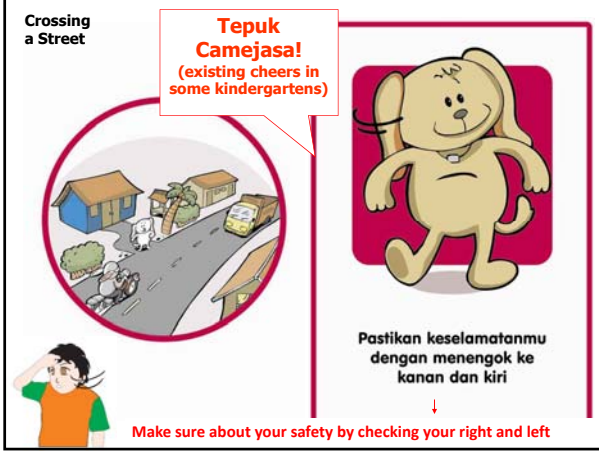






c. Integration with Formal-Institutional Aspects

- Well-applicable, relevant to what people are doing, such as
  - Educational system
  - EWS
  - Evacuation system, etc
- Enrich/ support/ not against the current system



d. Sustainability of the Program

- *Sustainability is the capacity of programs to continuously respond to community issues. Whether or not the programs expand or modified, they still focused on their original goals and objectives (Moncini and Marek, 2004)*
- Evaluation of the Bosai Duck implementation sustainability cannot be done yet, but we try to identify the proof of the potential of tool dissemination and the triggering factor that may sustain the disaster education program

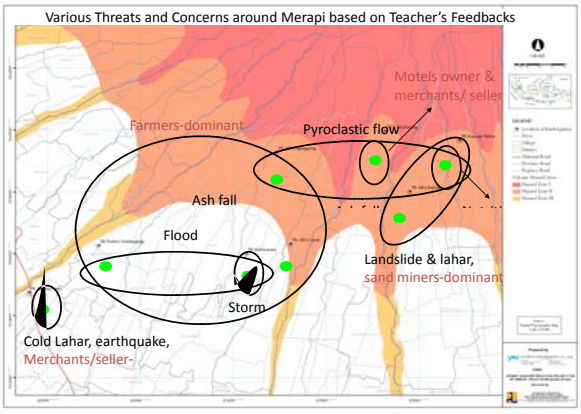
d. Sustainability of the Program

Expectation:
- Continue without our presence
- Further modification of the tool
- Triggers a development of other similar tools
- Dissemination

Our attempts:
- Co-learning between teachers and "specialist"
- Involvement of local people in early stage of the project
  - Disaster education for local people
  - Increase the sense of ownership
  - Agent of dissemination

Lessons from co-learning in the adaptation process (3)

- Various threats and concerns around Merapi were uncovered



Lessons from co-learning in the adaptation process (4)

- Through co-learning

Appendix B.
Merapi Version Bosai Duck Game Implementation
(Evaluation made by UGM and YEC)

- Without our presence, teachers implemented Merapi Version Bosai Duck game in their kindergarten schools.
- Feedbacks based on the implementation:
  - Satisfied with the game itself: attractive, simple, clear guidance, suitable with Merapi context
  - Students could follow easily, got attracted with the game
  - Teachers delivered with various methods

Appendix B.
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(Evaluation made by UGM and YEC)

- Feedbacks based on the implementation:
  - Demand on teacher's training about the contents and other various disaster education tool
  - Minorities (not involved in the adaptation process): teacher's training on how to play the game is necessary, since they found difficulty to deliver the material to students