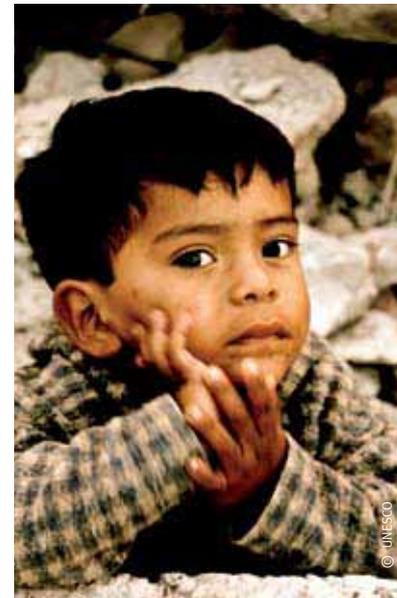


DIPECHO Project Learning and adapting to Tsunamis in Colombia, Ecuador, Peru and Chile



The term tsunami comes from the Japanese

+ TSU: harbor or bay

NAMI: wave

= BIG HARBOR WAVE



UNESCO works in coordination with educational institutions, social and governmental organisations, with the aim of developing awareness in communities vulnerable to tsunamis, encouraging learning, participation and prevention in order to be adequately prepared for these disasters.



The project Adaptive Learning Mechanism on Tsunami Preparedness in Coastal Communities of Colombia, Ecuador, Peru and Chile (2009-2010), is being implemented by the Regional Office of Education for Latin America and the Caribbean, and the Intergovernmental Oceanographic Commission (IOC) of UNESCO within the framework of the Sixth DIPECHO Action Plan for South America.

JUSTIFICATION

Large and destructive tsunamis take place most frequently in the Pacific Ocean and its marginal seas. The reason is that the Pacific covers more than one-third of the earth's surface and is surrounded by a series of mountain chains, deep-ocean trenches and island arcs called the "ring of fire" – where most earthquakes happen. Consequently, the South American Pacific Coast – belonging to Chile, Peru, Ecuador, and Colombia – is one of the regions prone to tsunamis.

Tsunamis do not happen with a high frequency and are therefore often under-estimated and disregarded as a risk by the communities living in tsunami-prone areas. However, tsunamis are a highly destructive force and when a tsunami takes place, the losses of lives, the number of injured persons, and damages to infrastructure can be extremely high, as seen in the Indian Ocean tsunami of 2004. Therefore, in addition to early warning systems, awareness raising and adequate preparation of the affected communities are of paramount importance in order to mitigate the impact of a tsunami.

PARTNERS AND STAKEHOLDERS

The project involves the school communities and local authorities in the selected vulnerable areas. Schools are at the centre of community preparedness for the event of a tsunami. Moreover, the institutions who host the tsunami warning centres, the national system of defense/civil protection and the Ministries of Education in each country are partners of the project, with the purpose of promoting coordination and cooperation among them. The project also aims to achieve alliances with other DIPECHO partners which work in the areas of intervention. Regional activities involving the education sector are coordinated with the project implemented by UNICEF within the 6th DIPECHO Action Plan for South America.

OBJECTIVES

The overall objective of the project is to develop awareness and resilience in communities vulnerable to tsunami risks and to enhance learning and community participation in the prevention, preparedness, early warning and response to natural disasters.

Specifically, the project aims to build awareness, knowledge, and practices on/for tsunami risks and preparedness at community level in the selected areas of intervention, and to improve inter-institutional collaboration and coordination.

RESULTS AND ACTIVITIES

1. The educational community (students, teachers, principals, parents) have knowledge and skills relevant to tsunamis risk reduction and preparedness.
 - » Preparation and reproduction of training materials for students and teachers emphasizing tsunamis.
 - » Preparation of Institutional Educational Projects.
 - » Preparation and reproduction of community awareness materials.
 - » Analysis of existing knowledge, attitudes and practices regarding the risk of tsunami.
 - » Implementation of training activities in educational institutions (school plans and drills).
 - » Messages for the community.
 - » Implementation of information and training activities for the community.
2. Local disaster risk reduction plans elaborated (and operational) in cooperation with the local community.
 - » Establishment of local tsunami committees.
 - » Updating of established procedures, inundation maps, signposting, evacuation routes, current tsunami risk management plans.
 - » Participatory workshops to review and elaborate local tsunami contingency plans.
 - » Signposting and implementation of early warning systems in the communities.
 - » Implementation of community drills and evacuation exercises.
3. Inter-institutional coordination mechanisms on Tsunami Early Warning Systems set-up between Tsunami Warning Centers and national authorities for education and for emergencies.
 - » Support to national tsunami early warning committees.
 - » Regular meetings of the national committees.
 - » Analysis of existing procedures and inter-institutional coordination mechanisms at national, regional and local levels.
 - » National workshops for the discussion and development of a proposal for procedures, instruments and mechanisms to facilitate inter-institutional coordination.

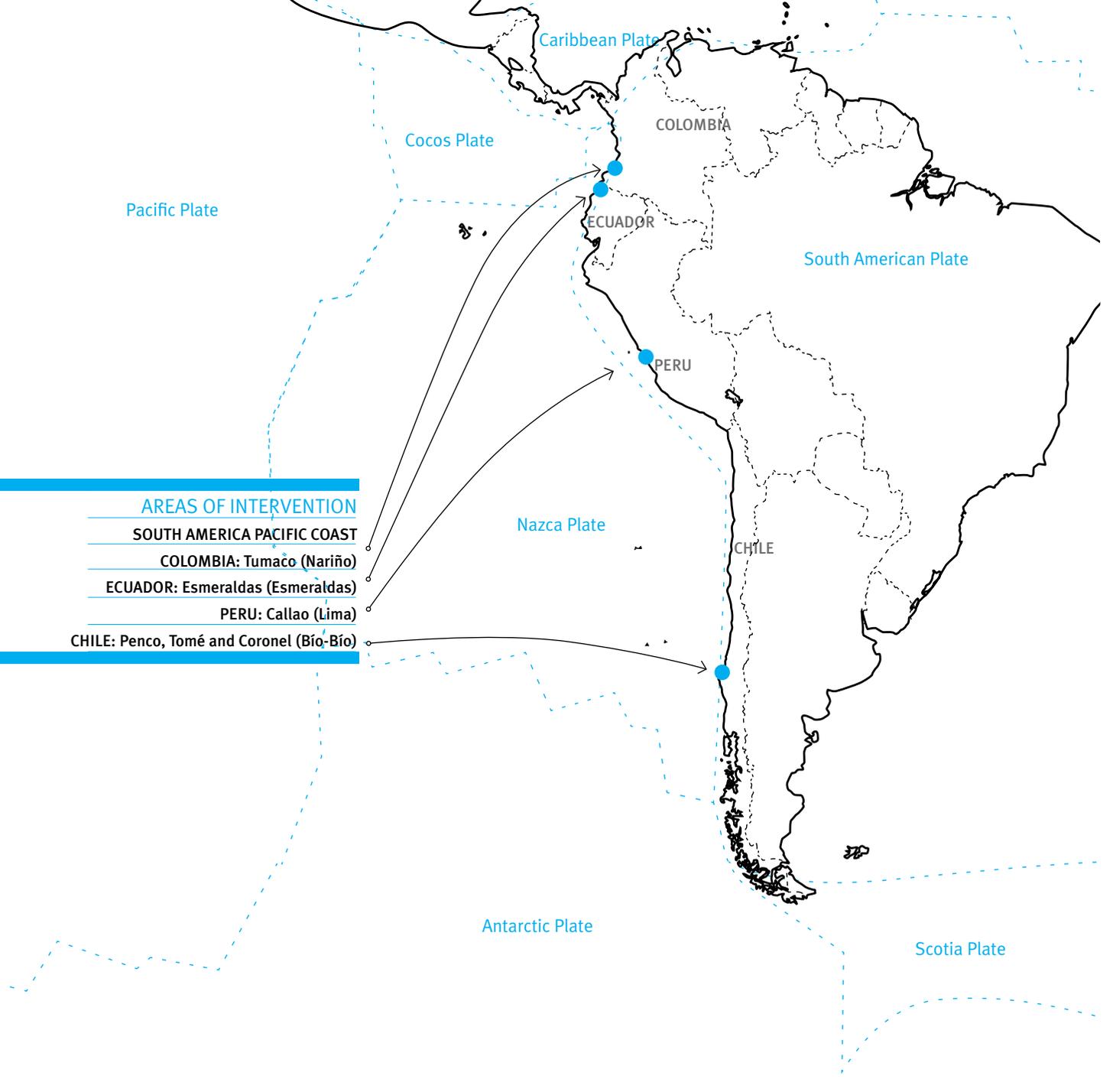
The project is implemented in partnership with UNESCO Quito and Lima, as well as the Permanent Commission of the South Pacific and the institutions that host the tsunami warning centres in Colombia, Ecuador, Peru and Chile.

LEARNING TO LIVE WITH RISKS

The experience and lessons learnt have shown the positive effect of education, in reducing the levels of risk and vulnerability to disasters. Children who know how to react in case of an earthquake, hurricane or tsunami, community leaders who have been trained in the communication of early warning and entire communities trained in defense against natural danger, can reduce the number of victims and loss their livelihoods in disasters.

The global Campaign “Disaster Risk Reduction Begins at School” and the priority for action 3 “Use knowledge, innovation and education to build a culture of safety and resilience at all levels” of the Hyogo Framework for Action emphasize the crucial role of education in the creation of a culture of prevention and risk reduction. Education for disaster risk reduction is a transdisciplinary task aim at enhancing knowledge, skills and values that enable persons of all ages and backgrounds to take responsibility for the building of a safer and sustainable future. UNESCO, through its four sectors of education, science, culture and communication, promotes this work within the framework of the Decade of Education for Sustainable Development (DESD) (2005-2014).





AREAS OF INTERVENTION

SOUTH AMERICA PACIFIC COAST

COLOMBIA: Tumaco (Nariño)

ECUADOR: Esmeraldas (Esmeraldas)

PERU: Callao (Lima)

CHILE: Penco, Tomé and Coronel (Bío-Bío)

COMISIÓN EUROPEA



Ayuda Humanitaria

EUROPEAN COMMISSION

Since 1992, the Humanitarian Aid Department of the European Commission provides humanitarian assistance to millions of victims of natural disasters and conflicts outside the European Union. This aid is aimed directly at the victims and vulnerable populations, regardless of ethnicity, religion, sex, age, nationality or political affiliation.

www.ec.europa.eu



Organización
de las Naciones Unidas
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la Ciencia y la Cultura

UNESCO

The mission of UNESCO is to contribute to build a culture of peace, poverty eradication, sustainable development and intercultural dialogue through education, science, culture, communication and information.

www.unesco.org/santiago



Intergovernmental
Oceanographic
Commission
Commission
océanographique
intergouvernementale

1960-2010

COI

Created in 1960, the Intergovernmental Oceanographic Commission of UNESCO promotes international cooperation and coordination of marine research programs, observing systems, hazard mitigation and capacity development to learn more and manage better the nature and resources of the oceans and coastal areas.

www.ioc-tsunami.org



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Aprendizaje
y adaptación frente
a Tsunamis en Colombia,
Ecuador, Perú y Chile

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