**SIDE EVENT- “The Role of Public Awareness and Public Education in Building Community Resilience**

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**Reporters name and contact details:**

IFRC, UNESCO, UNICEF, Save the Children, Plan International and  UNISDR

Marjorie Soto Franco, Community-Based Disaster Preparedness Senior Officer – International Federation of the Red Cross, IFRC, Tel: + 41 22 730 4280 Mobile:+ 41 79 708 2977 marjorie.sotofranco@ifrc.org

**Number of Participants:** 110

**Background:** *The Hyogo Framework for Action highlighted the important role of education and public awareness in building the culture of safety and resilience at all levels and including planners and practitioners in development work and humanitarian response. Further commitments were made at the Second Session of the Global Platform for Disaster Risk Reduction (2009) to provide safer schools and to include disaster risk reduction in all school curricula. The side event provided the space for  showcasing effective DRR public awareness and education programs across the world that help  local communities acquire the skills and knowledge to make informed decisions on how to reduce their vulnerabilities and exposure to disaster risks. 2 speakers and 4 panellists: Kerstin Holst (UNESCO), Marla Petal (Save the Children), Mohammad Munir Chowdhury (Bangladesh Government), Julio Cesar Centeno (Ecuador’s Ministry of Education), Avianto Amri (Plan International on behalf of AADMER Partnership Group (APG) )and Edmon Azaryan ( Armenian Red Cross).*

QUESTIONS:

1) What were the key messages, outcomes and recommendations from your event?

* Education for Sustainable Development (ESD)  addresses key thematic aspects of local and global sustainable development challenges and empowers learners to think critically and in an interdisciplinary manner, understand risks and complexity, collaborate in decision-making, and show solidarity which are skills that are essential for building a culture of resilience.
* Those who experienced with their respective governments emphasised mainly on the role of the Ministry of Education to collaborate with other ministries and organisations, apply better policies, enhance the education system and to promote public awareness of the importance of education in reducing risks.
* The importance of children’s rights to education and the right to safety. To fulfill these top-level outcomes a comprehensive approach to educational continuity and child protection in the education sector are required.
* Partners in the Thematic Platform for Knowledge and Education / Global Alliance for DRR Knowledge and Education, have collectively adopted a simple framework for understanding this, and refer to this as Comprehensive School Safety framework. It recognizes three main pillars: 1. safe school facilities, 2. school disaster management and 3. disaster prevention and risk reduction education.
* There is NO recommendation to develop any single tool for generalized school safety assessments. While these have been attempted, they have not been shown to be scalable and have thus far minimal effectiveness**.** The reasons are that each of the three main pillars of school safety involve different processes, different implementing actors and decision-making authorities, different types of resources and expertise, and different types of policies and assessment approaches.
* The importance of developing and promoting nationally-adopted, evidence-based key messages, as a foundation for DRR curriculum and public awareness education was highlighted.
* Disaster risk reduction at a community level is necessary while going hand in hand with the efforts of the families, and education sector emergency plans.
* Assure a universal access to quality education, to work on disaster risk reduction in school curricula for all children and the rights of disabled children to attend any school.
* Building strategic partnerships with private sectors, academia and media through collective and unified effort (and message)
* Partners in the Thematic Platform for Knowledge and Education / Global Alliance for DRR Knowledge and Education, focussed their work plan on the delivery of the following important publications produced since the last Global Platform as contributions to guidance for Priority 3 of the HFA:
* Assessing School Safety from Disasters: A Global Baseline Report (UNISDR, 2012)
* Public awareness and education for disaster risk reduction – a guide (IFRC, 2011)
* Public awareness and education for disaster risk reduction: key messages (IFRC, 2012)
* Global mapping of the integration of DRR into curricula (UNESCO, UNICEF, 2012)
* Technical Guidance for integrating Disaster Risk Reduction in the School Curriculum: Towards a Learning Culture of Safety and Resilience (UNESCO, UNICEF, 2013)

2) Based on the Synthesis Report of the HFA2 consultation process up to the GP13, what are specific recommendations and concrete examples for the main topics, themes and issues to be addressed in the HFA2? (Please also list any issues that might not have been captured in the global discussions yet.)

The HFA 2 should recognize:

* Important role of education and public awareness in building the culture of safety and resilience at all levels even at home.
* Education policies, plans and programs which prepare communities for disasters as an important strategic element to disaster risk reduction
* Better systems of reporting and accountability of governments on DRR education and school safety indicators and goals
* Disasters cannot be avoided but their risks and impacts certainly can be substantially reduced. They can only be reduced if all communities work into being well prepared, ready to act and are equipped with the knowledge and capacities for effective disaster management.
* Priorities should be defined by the government , taking into account communities needs and work closely with key organisations. Institutional commitment in order to work all together.
* Private sectors, teachers and the social media must also support communities to reduce the risks as much as possible because their presence has great impacts.
* Ensure greater funding and action on safe education facilities, management and integration of DRR in formal and non-formal learning.
* Promote greater South to South collaboration on good practice and lessons learning for advancing DRR and Education.
* Better use of knowledge and information to drive decision making, coordination and planning in the education sector, emphasizing the importance of sex and age disaggregated data on DRR, disaster losses and disaster impacts in learning and education.