

Asian Disaster Reduction Center

Research Paper

- Study on Dissemination of Disaster Prevention Activities for communities -

Visiting Researcher 2010B in term of January11-May10,2011

Amornthip Paksuchon
5/9/2011

Foreword
- Messages to Visiting Researchers -

Dear Visiting Researchers,

As noted everywhere, there is new and arresting evidence on how and why disaster risk is increasing globally. Increasing urbanization, vulnerable rural livelihoods, and the decline of ecosystems are among the key “risk drivers” according to the 2009 Global Assessment Report on Disaster Risk Reduction by the United Nations.



About 40% of all natural disasters occur in Asia, but these account for more than 80% of the number of casualties attributed to natural disasters. Indeed, disaster risk is extremely high in Asia as compared to other regions. A series of catastrophes recently occurred in China, Indonesia, Vietnam or elsewhere again reminded us of the great importance of disaster risk reduction.

The Asian Disaster Reduction Center (ADRC), since its inception in 1998, has committed itself to promoting multilateral cooperation on disaster risk reduction in close cooperation with its twenty-nine member countries. In so doing, the ADRC is engaged in a wide range of activities, such as promoting dissemination and sharing of disaster-related knowledge. The ADRC also cooperates with its member countries in strengthening their capacity to cope with natural disasters at various levels of government. As one of such endeavours, we are very pleased to have welcomed Visiting Researchers from member countries again this year.

During their stay at the ADRC, the Visiting Researchers have visited many institutions, government and non-government alike. They have learned new knowledge and ideas through lectures and seminars and, most importantly, met many first-class professionals in Japan. I would like to take this opportunity to express my great appreciation to those who have spent their precious time and resources for our Visiting Researchers.

I congratulate the successful completion of the ADRC Visiting Researcher Program and hope that they will go back to their home countries safe and will maintain good collaboration with the ADRC in the future.

Atsushi KORESAWA
Executive Director
Asian Disaster Reduction Center

Table of Contents

- 1. Outline of the Research.....3
 - (1) Title
 - (2) Background and significance
 - (3) Specific Aim
 - (4) Propose Activities
 - (5) Acquire concept, approach & Information for being Major achievements
 - (6) Expected Results

- 2. Result of the Research.....7
 - (1) First Part: Getting to know the “Iza ! Kaeru Caravan”
 - (2) Second Part: Getting to know and how to access inside the concept of “Crossroad Game”

- 3. Draft Implementation Plan.....29

1. Outline of the Research

(1) Title: Study on Dissemination of Disaster Prevention Activities for communities

(2) Background and significance

Department of Disaster Prevention and Mitigation (DDPM), Ministry of Interior has been responsible for general disaster management including disaster prevention and emergency response since 2002.

DDPM is still a relatively new organization and its capacity and experience are developing to cope with natural disasters in Thailand by collaborating with concerned various organizations. For one example by JICA on The Project for Capacity Development in Disaster Management (Phase -1) was carried out from August 2006 to August 2008. The activities of the cooperation project had finished in Phase - 1 Project focused on national and community levels. In order to improve disaster prevention and mitigation capacity in Thailand, it is indispensable to involve regions, provinces, local authorities, etc. In 2008, the Government of Thailand requested the Government of Japan to carry out the Project for Capacity Development in Disaster Management (Phase-2) aiming at improving and up - scaling from the outputs of the Phase -1 Project in Thailand. In response to the request, JICA and the authorities concerned of the Government of Thailand agreed upon the basic framework and scope of the cooperation, by development prevention activities.

As one staff of DDPM who had a good chance to be Visiting Researcher in ADRC, I would like to serve DDPM's mission as a part of coordination with scale up disaster prevention activity in community of Thailand by acquiring new knowledge and techniques including some hands-on activities which is useful for Thai Local Disaster Prevention Activities focusing Community Based Disaster Risk Management (CBDRM) activities.

Disaster Prevention Promotion Bureau has been served as the key task force to conduct the following activities;

- ▶ review and revise CBDRM manuals and facilitator's guide seeking comments from 76 Provinces and tests them at the demonstration community (Muban) and finalizes them for publication.
- ▶ conduct training for at least 80 DDPM staff at central, regional and provincial levels to Facilitate CBDRM.
- ▶ train DDPM provincial staff how to make Action Plans for local authorities at
 - demonstration community (Muban) in collaboration with the local model school in the demonstration
 - Province facilitates CBDRM activities,
- ▶ train DDPM provincial staff how to make Action Plans for local authorities at replication community in collaboration with the local model school in the replication province facilitates CBDRM activities,
- ▶ train DDPM provincial staff in the demonstration province facilitates CBDRM activities, Including Disaster Prevention and Mitigation Action Plans for local authorities at replication community in the demonstration province in collaboration with the local model school.
- ▶ propose and DDPM institutionalizes up-scaling mechanism and establishes networks of knowledge sharing for sustainable activities throughout Thailand after finishing cooperation project.

This Study on “Dissemination of Disaster Prevention Activities for communities” could take a “shortcut” to development and be able to meet the need on creating interactive activities on disaster prevention and response activities instead of the ordinary training or workshop on CBDRM’s activity; which should be new practices and different styles of drill or exercise for different target groups such as general public or children in normal time.

Our Research focuses on Dissemination of Disaster Prevention Activities for communities by introducing new activities for human resources development, particularly government officers, as practitioners or facilitators, who have been served as the partners in the disaster prevention activities in the normal time by the transfer of knowledge and technical know-how in the fields of “Learning with fun” from Japanese side where has expertise and appropriate technology which are applicable to their local community by concerning to each conditions and absorptive capacity.

Japan, as one of the world's natural disaster-stricken countries, has accumulated a fair amount of disaster reduction knowledge. In addition, Japan has provided emergency disaster aid for developing countries and has encouraged the efforts to improve disaster reduction measures and the commitment to disaster reduction in affected countries and areas.

Since DDPM had established in 2002, and there are 18 Disaster Prevention and Mitigation Regional Centers, supporting one main mission on enhancement public awareness among people in the same Zone. And on behalf of one government agency should do the main mission of a Disaster Prevention as knowledge based or Learning Organization to improve more efficiently foster the personnel who will be involved in disaster reduction in different provinces under the surrounding area too.

Being a Visiting Researcher is a great opportunity for conducting research on disaster reduction. This program let me get more wide vision by sharing of information and experiences with fellow ADRC member will give me an opportunity to help develop a strategic approach to the promotion of safer communities. The experiences I have had during my stay would be tremendously helpful. Lessons learned by individual learning as Visiting Researcher has been the best way to enhance capacity building for strengthening DDPM’s staff as one of the Leader in the special field as shown in this paper on “Dissemination of Disaster Prevention Activities for communities.

There are some interesting concepts to transfer knowledge on Disaster Prevention activities for Thai Communities. It’s necessary to reduce disaster damage by start at persons who agree with the spirit of our "Think in Global but act in local” campaign to reduce disaster damage". In order to reduce the victims of natural disasters, So it’s the time for us, as one of the good opportunity to stay here in Japan during “The Great Tohoku Tsunami had struck in the north part of Japan, and we are all realized that “we are all in risk; should be more aware of the unexpected giant disaster as it can be seen as in March 11 earthquake, tsunami and the ongoing nuclear crisis immediately affected the number of the whole Japanese now. By now, the small activity that I can do by my hands is about the Psychological and Moral support of the elderly groups who evacuees from the affected area and their livelihood as the secondary affected which has been omitted.

Here is only my point which was comparison with the full discussion how to move forward and achieve recovery as rapidly as possible.

The basic concept of Community Based Disaster Management highlights that communities should be prepared for such a response before disaster strike. Moreover, it is common knowledge that people at the community level lose more because they are the ones directly hit by disasters, whether major or minor. They are the first ones to become vulnerable to the effects of such hazardous events. The community, therefore, has lots of chance to lose if they do not address their own vulnerabilities. It's necessary to improve the local capacity on disaster prevention with the cooperation of each family, in local community, and related organizations in communities at the forefront or endeavor. The priority target in this program is children and general public as well.

If the children do not learn about the disaster before and after the events, these may end up as just a one-time activity no matter how important the messages that the children hear. So it's the time for the teachers should be more concern and kindly consider the importance of "learning new things and learning together"

(3) Specific Aim

To study the new skill of prevention activity for Thai community, especially become familiar with "Kaeru Caravan" and "Crossroad Game", after being absorbed with them,

It is important to independently make decisions and take action on adaptation by their own knowledge. Thus, DDPM can use this activity through the channel of Cooperation Project between JICA and DDPM by having cooperated this activity with training of facilitator or practitioner in dealing with sustainability and future activity which focus on Community Based Disaster Management in Thailand.

To implement the "Iza! Kaeru Caravan" activities, as a key driving force in disaster prevention activities for developing disaster prevention's awareness in Thai communities, by coordinating of expert consultations, artist or designer's involvement to create new style of activity in order to attract the public's participation of formulation missions to the target community in Thailand.

One desirable side effect for DDPM is on-going project of Capacity Development in Disaster Management (Phase-2) during 2011-2014 by JICA expert team based in Thailand. These institutions can then serve as a training ground or a development base for other countries in the region.

(4) Proposed Activities

There are 4 major steps of activity in development cooperation partnership in the study on Disaster Prevention Activities for communities by implementation of "Iza! Kaeru Caravan" and "Crossroad Game". The first stages can be getting good support and request of cooperation activities include technical cooperation projects by consulting of JICA's experts.

4.1 Review background of the lessons gained by the production of +arts society and JICA Hyogo in various activities.

4.2 Classify the outputs of the lists in various activities by +arts and list up in the lessons, knowledge, techniques of disaster prevention that are original in Japan.

4.3 Providing tools and materials; transfer these lessons, knowledge and techniques extracted from the study into educational tools for children. Request creative idea from experts or young artists to participate in creates materials.

4.4 Implementation; Using the disaster prevention learning materials and games which has been develop in step 4.3; as the new tools in training activities will be hold in target villages of two provinces in Thailand; in 2011 may be using this “ Kaeru Caravan” and “Crossroad Game” activities in the demonstration area of the same villages in

(5) Acquire concept, approach & Information for being Major achievements,

There are two main parts of requirement: more information and at least two major experts on the Dissemination of Disaster Prevention Activities for communities for two main activities in varieties of JICA Hyogo’s activity and some network such as NPO in KOBE, Community leader as + Art society, or etc.,

5.1 First Part: Getting to know the Kaeru Caravan in details and the previous activities and request more information from experts

5.2 Second Part: Getting to know and how to access inside the concept of “ Crossroad Game” which is one good system for better simple style of group discussion in community which is obtain the results as knowledge sharing among participants in different style of lively opinion’s expression by game from Keio University; Ms. Toshiko KIKKAWA

(6) Expected Results

As the Visiting researcher from January until May 2011 by sharing with these partners and experts by Japanese experiences and I had learned from some activities which was full effort in develop human resources and endeavor to improve the local capacity for disaster prevention with the cooperation of high spirit of Japanese networking, the local community and related organization by “learning new things and learning together” in daily safety.

The result of study will be useful for sharing knowledge, skills and techniques among Thai communities; as a support tools for create new activities for public awareness on disaster prevention; as ‘self-help’ villagers.

It is my wish that the outputs of this study will provide useful method of how anyone in the community can become familiar with “Iza! Kaeru Caravan” and “Crossroad Game”, after being absorbed with them, will be able to adapt to their own knowledge.

By the above concept, let’s learn together new way of thinking from + arts and new way to learn disaster reduction education “Iza! Kaeru Caravan”; learning through fun. By the way, Thai society may be get used to be understand well the same style of learning with play plus learn, so we call this learning “ PLEARN; is a mix words between Play and Learn. How can we transfer this kind of new way of thinking from + arts and new way to learn Disaster reduction education “Iza! Kaeru Caravan” ?

2. Result of the Research

(1) First Part: Getting to know the “Iza ! Kaeru Caravan”

Let's get start on the first stage of “Iza! Kaeru Caravan”by getting to know the original concept to disseminate the worldwide activities. Who is the + arts ? What do they work ? and How can they do ? Getting to know +art first and learn more in the previous activities and request more information from experts by JICA Hyogo's demonstration site.

Getting to know +arts

“+arts” is a non-profit organization, “Plus Art” has a vision to go beyond the introduction of art itself to existing issues in the society, including education, town/city renovation, disaster prevention, social welfare, environment issues and international cooperation.

In terms of disaster prevention, +arts had been created “Iza! Kaeru Caravan!” in 2005.

Themes of +arts in disaster reduction activities are as follow;

- Making disaster reduction part of the daily routine
- Putting creativity to work in disaster reduction
- Disaster reduction measures that are fun to learn about...

For easily understand, + arts created “Iza! Kaeru caravan!” targeted at children

By highlight in

“Hands-on, Fun & Learn program for disaster prevention and response”.

By combining the “Kaekko” Bazaar (toy exchange programe) and disaster response training, this event has been a new fun-n-learn approach on disaster prevention and key techniques in a confusing and unpredictable world that we now live in.

We see how easy it is for people to lose their way in their various issues with our society; to give up and lose their vitality and encounter big obstacles when dealing with serious problems. As society grows ever more complex and people's needs get more diverse. The old ways of responding are no longer sufficient and we cannot resolve issues with a single-side approach.

Within such a society, the non-profit organization, Plus Art, has a vision to go beyond the introduction of art itself to existing issues in the society, including education, town/city renovation, disaster prevention, social welfare, environment issues and international cooperation.

What is now needed is the kind of creativity which opens us up to the infinite possibilities, supported by new ideas and new values. Plus Art, has a vision to go beyond the introduction of art itself to existing issues in the society, including education, town/city renovation, disaster prevention, social welfare, environment issues and international cooperation.

Through this concept, we can combine the “Kaekko” Bazaar (toy exchange program) and disaster response training. This event has been a new fun-n-learn approach on disaster prevention and key techniques.


Comparing to my home country, we can realize that children love to play with toys, so use toys is the incentive way to attract the children’s involvement without condition . At the same time, the teacher or organizer, in this initiative project, DDPM should take part as the facilitator who conducts this activity by getting more participation from relevant agency, especially artist.

As plus arts said “society grows ever more complex and people’s needs get more diverse, the old ways of responding are no longer sufficient and we cannot resolve issues with a single-side approach, a new concept of arts is in daily lifestyle. Arts can include both classic arts and the essence of modern arts.

There are four steps to process this activity for transfer and apply “Iza! Kaeru Caravan” from the original one from Kobe to be implementation by localized in my home country. Let’s learn by flow of the project as following;

Flow of the project

Flow of Activity “Iza! Kaeru Caravan”	
1. Research	Interview 167 victims of Hanshin-awaji earthquake in Kobe
2. Edit/Classify; knowledge	List up the lessons , knowledge results and techniques of DRR that are original to Kobe
3. Tools making	Transform the outputs above & extracted to be Edu. tools for kids, require artists to create
4. Implementation	Using DRR learning materials & game developed from step 3 to conduct “Iza! Kaeru caravan”

 Source: NPO+art
DDPM Department of Disaster Prevention and Mitigation, Ministry of Interior 8

There are four steps to get start from thinking along the flow of project in the right way and learn ...

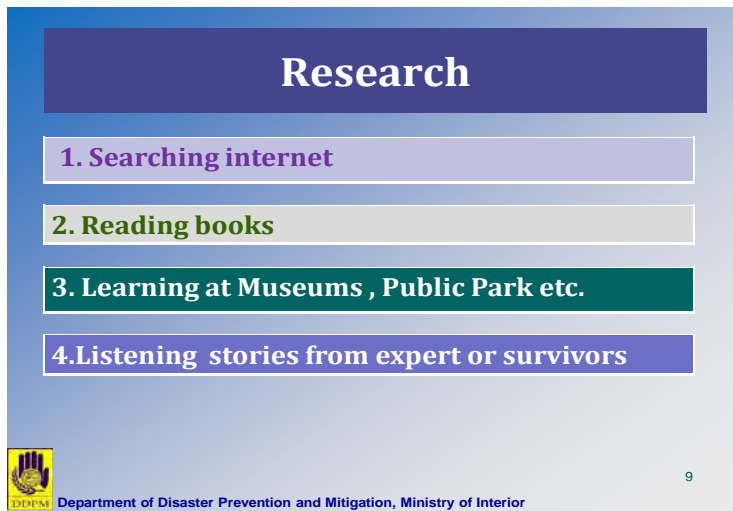
How to manage that flow of this project to be happened? Let’s start,

Step 1. Do Research

+ arts begins the project by survey research for taking point by Interview about 167 victims of Hanshin-Awaji earthquake in Kobe. There are four kinds of Research preparation;

- 1.1 Research (1) Online Research ... So many Website ...
- 1.2 Research (2) Reading Earthquake Diaries...
- 1.3 Research (3) Learning at Earthquake Theme : Museums and Libraries

1.4 Research (4) Listening to the Stories of Earthquake Survivors № 167 people were interviewed



Disaster Reduction Education and Cultivation Programs and Developed After Compiling the Results of Research (I)

Step 2. Edit / Classify

The second step is classify the output from fact findings on the result of interviews and list up the lessons, knowledge and techniques of disaster reduction that are original to Kobe.

Step 3. Tool Making

After we had already edit to the finding from research, the third step is transform these lessons, knowledge and techniques extracted from the research into educational tools for children. Ask young artists to participate in this stage for create the new kind of educational materials for children.

Step 4. Implementation

Using the disaster reduction learning materials and games developed in step 3, new disaster reduction training programs were held in seven locations throughout Kobe city.

While the Kobe events were held as demonstrations with the NPO +arts taking a central role, the programs held later throughout the country were run primarily by local disaster reduction and education professionals with NPO +arts providing support. The program is now being maintained locally in those communities which have already held the program

“Iza! Kaeru Caravan!”

Getting to know “Iza! Kaeru Caravan!” is a Learning through fun; a new disaster reduction training program for families.

The popularity of the “Kaekko” Bazaar make the disaster response training much more attractive with the young generation and their parents, a group who are new to such training. Since its start in Kobe in 2005, these events have been nationwide in Japan, as well as in Indonesia, Guatemala El Salvador, Central America and Mongolia.

Why is it a “Kaeru” (frog) character ?



“Kaeru” is the Japanese word of frog,

“Kaeru” carries the same pronunciation as the word for return or change.

In “Iza! Kaeru Caravan!” context, this pun works as a friendly character of frog and the activity of exchanging toys in “Kaekko” Bazaar.

Source: www.plus-arts.net

Resource person: Mr. Hirokasu Nagata; Chairperson of +art NPO

By the concept, is the mean to bring people’s bond together in Team Learning on “Iza! Kaeru Caravan” in order to transfer this concept by using the power of team working or task force on the same concept as according to each one usually have different field to conduct more interesting by outside knowledge. It’s the opportunity to create “Iza! Kaeru Caravan” through the best screening test by Team Learning.

In this step we can use the “crossroad” game for support this idea before passing to transfer of Organization Learning on “Iza! Kaeru Caravan”. A Learning Organization is an ideal goal, how to achieve this goal. It should be a start on this point. And how DDPM as one of the main organization on disaster prevention and response to step in progress toward becoming a Learning Organization by initiative conduct “Iza! Kaeru Caravan” in Thailand.

So Let’s learn on Iza! Kaeru Caravan. By the first step, we should address problems and issues that are complex and not easily resolved. For major activities on this step, are as follow:

- 1) Create educational materials kits and launch campaign on “on Iza! Kaeru Caravan!” Learn with Fun” for well preparedness and “get ready to preparedness” both in normal time and during disaster in community.
- 2) Conduct the workshop for the staff or people in community about disaster prevention in general view (by using “Crossroad” card game and etc.) and getting involvement of different kind of target group including artist, designer, and volunteer or social welfare group in the community.

Create and provide some materials and knowledge which related to “different target groups’s consideration” in to the event drills as “Iza! Kaeru Caravan”

- 3) Provide more materials, tools, private organizer, school, DDPM regional center for preparing “Iza ! Kaeru Caravan” in proper places or district to meet the requirement and needs of people.

There is very high challenge for me as Visiting Researcher to learn here and going back try out for promotion of “Iza! Kaeru Caravan” as one of the goals that we are going to achieve. But we have to set of the principles to make decisions and to conduct our activities towards

this goal. So, let's start step by step from thinking in the way of "Learning Organization" which is focused on "Iza! Kaeru Caravan" as first stage of a small activity, one part of CBDRM' activity.

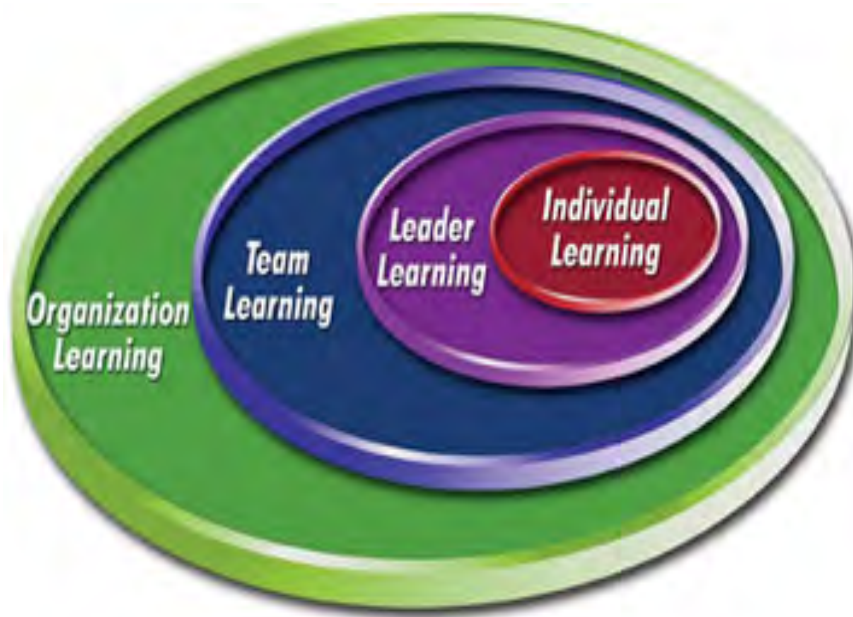


Chart describes how the research results would be applied to my home country.

In my opinion, this is very good time for us to start at the small part of one small activity of the CBDRM's process.

My question in mind is; "How can we take a good part on introducing this activity in the meeting of community?"

The answer is; this situation has been very good chance for using the channel of community meeting in the process of CBDRM to add one step in the process of CBDRM's activity. Let me give more supportive idea on CBDRM.

Community Based Disaster Risk Management (CBDRM)

Basic concept of CBDRM; is one of the lessons drawn from past disasters is that active involvement of the local people in the affected areas during disasters has been lacking and formed the weakest link in all risk management strategies.

The Great Hanshin-Awaji Disaster (known as Kobe Earthquake) in 17 January 1995, more than 6,434 human lives were lost but also the city functions, the properties, the daily lives of people were badly damaged or affected. During the disaster it seemed almost impossible for the ordinary citizens to recover from this tragedy. At the bottom of sorrow and fear, however, we learned a lot of lessons and started the reconstruction of the new community which can be the good model for other regions where they have to cope with the coming disasters.

After the earthquake occurred more than 90 % of them lost their lives within 15 minutes just after the earthquake took place. There were no time for the victims to escape from the collapsing houses and falling furniture. Many people were rescued and it is said that more than 80% or 90% of them were rescued not by the rescue teams but by the neighbors. The affected area was so wide that it was impossible for the fire fighters and soldiers to

immediately spread in the affected area and rescue all of the victims. Simply, it was beyond their capacity.

These local – level lifesaving activities played a very significant role in highlighting the importance of community-based disaster response. So, it is important for communities to be prepared for such a response before disasters strike.

Advantages of CBDRM include:

- Feelings of coordination and self belonging to the society are developed.
- Local geo-climatic and socio-cultural characteristics get attention of the people in development and disaster management.
- Local initiatives begin and community provides assistance to the executing agencies involved in disaster management.
- There is exchange of knowledge, information, skills & techniques between the community and the experts.
- Community comes forward to put its ideas and suggestions for selection of appropriate programs suitable to their locality and society.
- Community can keep a watch/monitor the quality of works being done in its locality. It will also generate a sense of responsibility among the community.
- It leads to capacity building of the community on issues of disaster safe developmental activities.

Sharing the lessons learned from earthquake disaster as well as the concept of “We protect our community by ourselves,” communities are routinely carrying out training so that community residents can cooperate in activities in the event of a disaster. Kobe Fire Bureau, Prevention Section, Community Disaster-prevention Support Team plays a very important role by providing support for disaster-prevention training such as:

Support for developing Disaster-safe Welfare Communities

- Providing materials and equipment at inception of new Communities
- Support by means of assigning a fire fighter to each Community
- Subsidizing a part of activity costs
- Nurturing civil disaster-prevention leaders

Support for disaster-prevention training in the work place

- Coaching self-defense fire fighting training stipulated in the Fire Service Law
- Carrying out training in cooperation with self-defense fire-fighting teams in the work place
- Supporting training in the work place as a member of the community

In this step for getting more understanding, we can get the outputs to transfer to create some kinds of educational material; for create some activities such as “Kaeru Caravan” for example;

The reason of +art to create “Iza! Kaeru Caravan”

By the reason is “Time” go very fast , more than ten years had gone quickly, the memories and lessons gained by the citizens of Kobe from the earthquake were beginning to fade and be forgotten.

Research Paper

- Given the situation, our organization was asked by the city of Kobe to plan family-oriented events designed to preserve those memories and lessons.
- At the time, there was a strong belief to the effect that families were not participating in “disaster reduction” events, as the same style so a restructuring of disaster reduction training events was an important factor.
- As one part member of the community. We formed a project team and started by using research to clarify the lessons and skills gained from the earthquake. We designed educational programs (including conduct to create various kinds of learning materials and games) to communicate this knowledge to children, and we developed a new type of disaster reduction training event for family to experience such programs, with the help of the artist, in which we would find the output from fact findings on the result of interviews after finishing works on survey research by using dept interview and dialogues. We classified and try to list up the lessons, knowledge and techniques of disaster reduction that are original to Kobe.

Lessons Learned

Once we had experience in Kobe “Implementation Program’ by JICA HIC, at HAT Kobe Committee (JICA Hyogo, NPO + Arts).

Here is the advertising words;

"JICA Hyogo" and "Disaster Reduction and Human Renovation Institution"
The hall was divided into two implementation of about 1,800 people who participated!
And many people crowded at both venues.
Also indicated here's cooperation with various organizations working in the Kansai 26
workshops were held on the day of how the booth!!
Each program is a unique experience linked disaster.

Date: January 30, 2011 (Sun) 13:00 to 16:00
(Pre-event coordination: the end of January 2009 to mid-December 2010)
Venue: JICA Hyogo Disaster Reduction and Human Renovation Institution
Organizer: "Isabella! Caravan of frogs! In HAT" Kobe Committee (JICA Hyogo, NPO
Japan Arts +)
Sponsor: Center for Disaster Reduction and Human Hanshin-Awaji Earthquake, Hyogo
Prefectural Museum of Art, Hyogo International Association

Before JICA HIC conducted the event, the organizer should be ready to prepare. As an ADRC Visiting Researcher, we had a good chance to join in the lecturer by Mr. Hirokasu Nagata; Chairperson of +art NPO.

The event provided a fun environment for cultivating children's interest in disaster management issues and emphasized the reality that disaster preparedness efforts are not a special, one-time activity, but something needed to be done on an everyday basis.

By this event, let's try some activities of the demonstration site as the following;



Picture 1. "Emergency pack" is something that I have organized by Social Unit Organization Disaster Interdisciplinary Education, Kobe Gakuin University



Picture 2. Challenge ropes tied to help disaster! organized by Kobe City Fire Department



Picture 3. What you can do to protect my life ? Organized by Great Hanshin Earthquake volunteer, "light of hope 1.17" story teller to get ready to prepared!.



Picture 4. Earthquake building competitive manufacturing organized by Department of Environment and Disaster ; Maiko High Schools



Picture 5. Making Paper Tableware organized by NPO +Arts



Picture 6. How to use Hi-Jack Lifting introduced by NGO



Picture7: Time Trial blanket on a stretcher organized by NPO+Arts



Picture 8: Affected people's teaching "wisdom" Earthquake organized by NHK liaison person affected



Picture 9 : "Doctor" and learn about the living! Organized by Support center in Kobe City Housing relief (net Smile)



Picture 10: Parents and children learn disaster-resistant houses organized by SEEDS Asia



Picture 11: Learning by Doing : Action with bamboo ! Organized by NGO stricken Peer Center



Picture 12: Just sit shaking experience "Zabuton Earthquake" organized by Hakusan Kogyo Co., Ltd.



Picture 13: More puzzle picture broke Kasanete organized by Takashima Catfish Disaster Assistance Volunteer Network



Picture 14: Card games "Duck & Crossroad Children Disaster" organized by Fu Bu-Amiri Cross Road Route & Research



Picture 15 :Let's play with the friendly robot People organized by Rescue Robot Contest Committee (NCT Kobe "do our best KOBE" Team)



Picture 16: I actually masked killer! Organized by NPO+ Arts



Picture 17: Everyone bloom!
Shinsaimirainohana organized by
Co.to.hana



Picture 18: Feel free to anyone, easy
experience "footbath" corner organized
by Mid Corps footbath KOBE



Picture 19: By guessing a water
extinguisher organized by NPO+arts



Picture 20 : Disaster sugoroku learning
for fun organized by 21



Picture 21: 1.17 bonds. Exhibition picture
letter conveying the mind organized by
Nyiti



Picture 22: Your Tameshi! Disaster
Goods organized by DRI Circle



Picture 23: World's First! Glasses can be adjusted for frequency of Emergency organized by / Add-Japan Co., Ltd. Lens



Picture 24: "Let harden pee!" Experiment, consider the importance of toilet organized by Everyday Inc.



Picture 25: Phone "Disaster Message Version 171" Experience! Organized by NTT DoCoMo Kansai



Picture 26: Original games “Disaster Prevention” organized by NPO+arts





Picture 27 Affected areas linking "onigiri" Café organized by Student Support Network - Network Sayou town - Chaco



Picture 28 :Parents and children "Disaster fun quiz" Let's challenge! Organized by Nippon Volunteer Network Active in Disaster

In this event, the organizer; JICA HIC provides a space coffee shop: cafe "balls" or conduct, and even incorporating a stamp rally, also challenged a new approach. Group also increased the number of exhibitors, but little by little, I felt that this HAT is spreading circle of activities in Kobe.

Each year a single program, it is a good event able to enjoy learning more and more! For some information on the event, is highly needed to be well prepared in the early stage.

Let's use the example as Implementation "Iza! Kaeru Caravan" in different kinds of activities.

Review the significant activities on "Iza! Kaeru Caravan" in Kobe: The lessons gained by the production of JICA Hyogo in various activities; for selected activities;

The outcome after finishing once activities which follow up program for sustainable activities; as the following activities;

The organizer had convey the audience on Daily Awareness of Disaster Prevention by Comprehensive Production of a Large-scale Exhibit on Disaster Prevention.

Plan and organize hands-on exhibits that allow parents and children to easily participate.

Selected Disaster Prevention Goods. There are on sales of well-designed, functional, quality disaster prevention goods selected by the NPO+arts and collaborators.

Design Competition for Disaster Prevention Goods by set up and organize competitions on new ideas and designs that would bring daily awareness of disaster prevention.













Developing Disaster Prevention educational Kits by plan and develop new fun-n-learn board games and workshop programs on disaster prevention.



Research Paper

For example Developing Disaster Prevention educational Kits for Preparedness: Develop new involvement in a “Iza! Kaeru Caravan” project on daily awareness of disaster prevention, Let’s prepare all these items:

Most important 12 items for “Emergency Bag”

Items		Remarks
Drinking water in plastic bottle		Drinking water is vital. At least 1,500ml (500ml x 3) water should be prepared in consideration of the portability.
Emergency food (canned/dried food)		Emergency food for the first three days should be prepared. You may not get support from outside during a few days after the occurrence of emergency
Plastic bags		It is very useful for a lot of purposes. You can use it as dishes, gloves, raincoat, and etc.
Newspapers		You can use it as dishes, or splints for the broken arms or legs. Sometimes you can use it for warming you up by wrapping
Fabric packing tapes		You can use it for banding the items or leaving messages
Plastic wrap		You can use it for covering dishes which we cannot wash due to the lack of water or for wrapping yourself for heating
Work gloves		You can protect your hand from hot or dangerous items to touch
Handkerchiefs		You can use it for various purpose, such as wiping the dirt, as mask, etc.
Rain court		You can use it not only for protect against wind and rain but also for keeping you warm. Also it will be useful for protecting against dust
Flashlight with batteries		Prepare one for one person
Portable radio with batteries		If electricity stops, the radio working by batteries is vital for getting various kinds of information.
First aid kit		If you have medicines taken on regular basis, please do not forget them to include.

Other than the above items, the following options can be considered;

- Emergency candle & Gas lighter
- Scissors
- Nylon cord
- Plastic sheet
- Towels
- Toilet tissues
- Wet wipes
- Permanent marker
- Pen & Notebook

Other good example by + arts

There was some more implement activities have been conducted in different years and places.

During 2001 -2006

+ art had created a challenge activity on Nature Art educational Camp as one of good example for Cooperate Social Responsibility (CSR) and disaster prevention education at the same time.

Experimental Educational Art Program: Focusing on process, rather than Result.

By inviting a wide range of artists, including visual artists, architects and musicians, original and creative art workshop programs were held at the natural forest of Mount “Maya” in the “Rokko” mountains. Experiencing nature by using all senses, children were able to awaken and expand their independence and creativity.

The focus was on new ideas and processes instead of existing concepts and results.

For example activities are as following;

- Fire Music Festival
- 2. Back Water Concert
- Nature’s Home - My Home
- Forest Restaurant

More over there are create “Tsukurutokoro” Heihan East Rose Town; Tomoiku” Station Since 2008

Facility that Supports Raising children and for People in the community to Learn-N-Grow Together.

Source: [http:// www.tsukurutokoro.net](http://www.tsukurutokoro.net) and <http://Kokugotane.exblog.jp>

Responsible for planning and operating a child-raising support facility together with the NPO Kansai

Kodomo Bunka Associates.

“Tomoiku” is a concept in which adults and children from the community to learn- n-grow together. By offering tips and advices to parents on child-raising, we deliver them to have a peace of mind and more emotional room to grow. There are various hands-on programs for local children to foster creativity and creative outlets.

For example activities are as following;

- Learn -n-grow language program, Seed of Literature.
- Kids’ Kitchen

RIC Art Capsule

Since 2003

Town/ City Renovation

Local Annual Art Event Collaboration between Museums and Community for elementary school

This is an annual art event with a festival-feel happens on “Rokko” Island in Kobe. Based on a different theme each year, approximately thirty groups of young artists get selected to exhibit and organize workshops. Children are invited not just as guests at the event, but are encouraged to participate in a variety of ways.

“Riclun”, an original character, was created to attract and be familiar with this event for the children by appearing on posters, venue flags, collectible stamps and other goods.

For example activities are as following:

- Art street Gallery.
- Artist-in-school Program
- Lighted Walkway and
- Made in Rocco Island Project; Wood packagi

Konohana Arts Farm Conception

Since 2008

Town/ City Renovation

Renovation Project to Revitalize Aging Towns by Bringing Together Young People and Artists

By collaborating with the local real estate companies, we have rejuvenated the “Baika” and “Shikanjima” areas in Osaka’s “Konohana” Ward, where the effects of aging population and vacant homes have been most pronounced. We have focus on bringing in artists and designers with their creative perspectives to engage and motivate young people to collaborate, and that their activity becomes a link to create an attractive and evolving environment.

For example activities are as following:

1. Opening of “Mikke!”Konnohana, the community Revitalization Event.
2. Interior Renovation Course by Furniture Artisan,
3. Artist –in- Residence, Various works that used neighborhoods as canvases.

(2) Second Part: Getting to know and how to access inside the concept of “Crossroad Game”

Before going into implementation, let’s learn on materials and games “Crossroad”.

What is “Crossroad”?

It’s a training tool for disaster preparedness and response, and a gaming-type disaster education tool.



Introduction by Ms. Toshiko KIKKAWA, Keio University at TIC on 7 February 2011

Features

1. Through card games, the participants can consider their own active disaster response, and also aware of the existence of different values and opinions.
2. The participants face difficult decision in disaster situation through the game, and can deepen their understanding of the prerequisites.

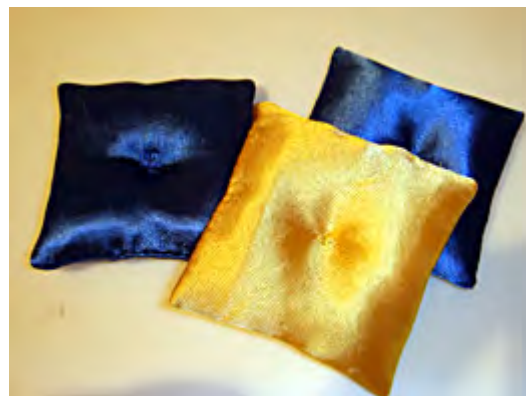
Overview

Disaster material card game, "Crossroads" is a form of disaster education materials for card games.

Participants of the game, as a matter of their own thoughts written on the card case, YES or NO on whether their ideas and shows, while the participants exchanged views with each other, the game to proceed.



Card "problem" and "yes-no cards"



The winner will earn a cushion

Purpose

1. Disaster response as a matter of their own ideas, and sharing of ideas and values among participants to the various.
2. In disaster response, there is not always correct, and the answer is not always the case sometimes in the past. Through the game, the scene of their disaster response, to respond honestly think that everyone, and therefore it is important to notice that it is important that you think before a disaster occurs.

Background and Activity

1. Disaster material card game, "Crossroads" is promoted by the Ministry of Education in order to reduce earthquake damage, "Special Project for Earthquake Disaster Mitigation in Metropolitan" which was developed as part of July 2004, the first and a guide, "General Guide" Kobe has been completed.
2. Guide, "General Guide" Kobe was performed in the project, which is based on a content of the interviews of staff hit by the disaster in Kobe, the Kobe Earthquake, Kobe, Japan in dealing with the actual Staff examples of the dilemma is experienced by the card.
3. Guide, "General Guide" Kobe basis, then "edit" Citizen, "edited Kouti" guide, "School Safety" guide, "Students" guide, "who need assistance" has been created and so on. "Chapter General Chapter Kobe" and "Citizens Guide" has been sold to the public through the University Co-op Japan.
4. "Crossroads" and the "critical crossroads", "crossroads of life" is it a guide, "General Guide" Kobe, the "do not distribute emergency food still have a few people," "early education How to build a temporary home at the expense of school sites to resume, "" might cause trouble after the fact, without sorting or collecting debris to hurry the process "and, in fact Sako officials Kobe the questions were difficult decisions as a card.
5. The basic game is how to proceed against the card question, YES or NO indicating that their opinions on whether (or to predict the majority), to determine the winner by majority decision. The answer to the question is not listed, so why think about what would be important to exchange views with other participants.
6. The game also has an attached commentary, including the man going for the leader material and commentary on the question, has also published a reference book to enhance learning from local governments across the country, schools, and civic organizations, while making changes based on their business rules are used as educational materials for disaster.
7. In addition, the game as a teaching tool for disaster prevention, disaster preparedness can see while playing the monthly "Great Nama Sugoroku Jin Disaster" (Producer: Katsuya Azero Taichi Yamori Yoshikawa Hatsuko Takashi Katou), acquire the knowledge and fun Disaster "Sai Ekiden boy" (Producer: Game Disaster Research), among others.

Why using a gaming-type of tool?

- Active participation by making own choices (personal view, own decision)
- Interaction by persuading others or being persuaded, and building consensus in consideration of multi-voices
- Effective communication and dissemination medium

Purpose of the “Crossroad”

“Crossroad” aims at making participants consider the disaster response as their own issues and sharing their own views and opinions in case of emergency easily with other participants. In real situation for disaster response, people are forced to stand at a critical juncture to take important decision. Usually there is no single right answer for the decision because of the different circumstances with uncertain factors. “Crossroad” game will provide opportunity to think about such situation and share opinions of others from different point of view. By getting participation from government side and community side, advance consensus building will be promoted.

Basic procedure of “Crossroad”

Crossroad is a kind of game by using 'system' of Crossroad means 'rule'.

The Crossroad questions have three parts:

1) role, 2) situation, and 3) your decision: Yes or No alternatives.

You only ask the participants to choose Yes or No. Therefore, the following thoughts could be the first step to conceive the Crossroad questions.

- Do you have some dilemmas when you deal with community people in your country?
- Do you feel difficulties in persuading people to do something to improve the community, although it might be not acceptable in the short run as in the case of mercury use of small scale miners?

Preparation

- The game normally involves five players. If not five, an odd number of players is preferable, since majority-based decisions are needed within each group to get game points.
- The players sit around a table to communicate face-to-face and talk freely in a relaxed setting. Many groups can play simultaneously, as long as the room does not get too noisy.
- The game begins with each group holding exactly a deck of ten (or, if time permits, twenty) episode cards. Every episode card has the same format as shown in the sample item.
- Within a group, the players decide who will be the first to choose to read the first episode card and the order.
- All the players have one ‘Yes’ card and one ‘No’ card.

Flow of the game

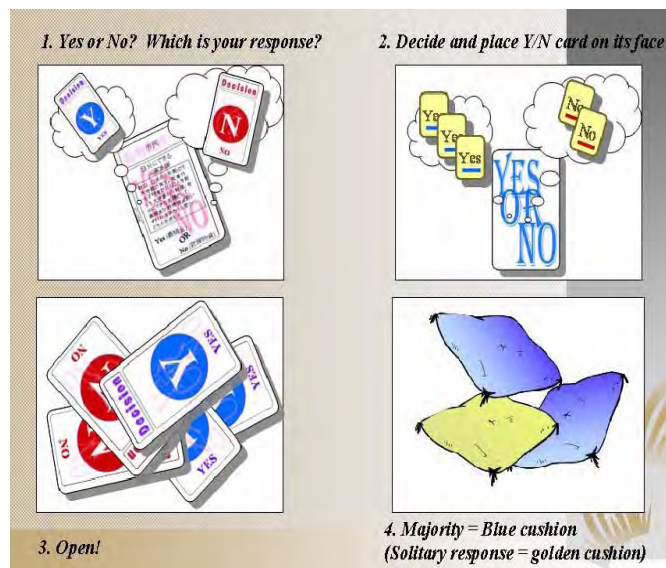
1. At the beginning of a game, a group has ten episode cards.
2. Each player has one “Yes” card and one “No” card. Within a group, any player can be the first player to arbitrarily choose to read the first episode card from her/his deck.

Every episode card has the same format, consisting of three parts. The first part consists of a description of a certain role that is to be played when faced with a dilemma in a disaster situation. And then, a short description of a situation follows. The third part consists of a description of both the “YES” and “No” decisions.

3. Next, all the players make a decision for the episode card “YES” and “No”. Each player puts either “YES” card or “No” card face down on the table in front of oneself.

After all of players put either “Yes” or “No” card on the table, all of the players simultaneously turn the cards face up.

4. Every player who holds the majority opinion gains a point (a blue “Zabuton”)



<Additional rule>

If you are the only one person in the group who made a different decision from the others, you can gain a gold Zabuton.

Anyone who become a majority gains neither a blue nor a gold zabuton in this case.

<Additional Activities>

- ▶ Make “Cross Note”, a summary note for recording all the opinions for the choices.
- ▶ Debriefing: Learn basic information about the episode from disaster experts.

Introducing a tool

Let's play and learn by “Crossroad” by briefing as follows:

- 1) Main purpose of using “Crossroad” game
- 2) Two strategies for users
 - 2-1 Phase 1: in the case of Children
 - 2-2 Phase 2: in the case of local people
- 3) Conclusion for Main purposes of using this game

The purpose to use the game is as follows:

- 1) to enhance the awareness of self-help among children

- 2) to give an opportunities to the local people and the experts to seek for the alternatives and take into consideration the counterparts over the issues in question

Example of Conditions: When it comes to Small Scale Miners,

Role: the experts (government officials and scientists) end to have various kinds of knowledge (universal), and they have more rights and say over the issues to be implemented in the local settings and their people.....that is

The two strategies for users are as follows:

2-1 Phase 1 in the case of Children, use a teaching kit to convey instinct understanding (and hence simultaneous response) when necessary using “ Bosai duck game

2-2 Phase 2 in the case of local people

During playing “Crossroad” Card Game. Please remember in mind;

“Crossroad” card game is a tool to expose the conflicting interests between two parties involved over the issues common to them, and seek for the best possible compromises.

Or to help individual persons think over contradictions they face in a daily life, in view with the possible solutions.

For example:

► You are... City employee who is in charge of food distribution

There are approximately 30,000 victims in evacuation centers.

At present, you have 20,000 meals available.

There is little chance of obtaining additional meals.

Do you hand out 20,000 meals?

Question: Do you distribute the food?

YES: 67.1%

NO: 32.8%

The following examples are conflicting interests presented by the government officials at the CCOP Workshop held in Hanoi, 2006.

For example 1:

► You are...a village doctor

Governor of the village give a regulation to give a health helping only the people who belongs to the village because of the budget.

In the small scale mining site, there are two sick persons: one from the village, the other from other village. They need to be hospitalized immediately.

Do you take both of them to the hospital?

For example 2:

► You are...a Geologist and an Official Inspector, sympathetic to SSMers

Small-scale miners use mainly mercury and cyanide for the production of the gold, not environmentally sound. Environmental sound mining tends to cost more.

Do you enforce SSMs in your village to use a new method, which is environmentally sound?

Summary

- Crossroad may be a trigger for sharing the information of foreseeable harms/ hazards which stimulate or could be a prerequisite for local participation

- Crossroad can promote communication between two or more parties concerned over the same issues
- In “Crossroad”, winning the game is not particularly important.

Merits 1:

Having more parties at stake would lead to active participations from as many sectors of the community as possible into the project, decreasing/ shrinking the unknown areas, integrating the information useful, and hence sharing the responsibility.

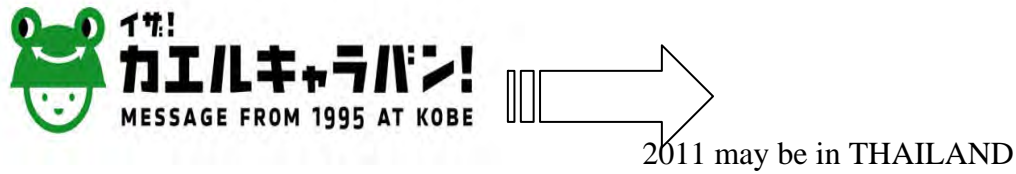
Merit 2:

When the project is failed, parties concerned share the responsibility, ready to review the preceding programmes and their actions, and hence take new measures for recovery / change strategies for human security, Educational tools for children

Reference: Introduction of game –playing materials by Toshio KIKKAWA, Keio University

3. Draft Implementation Plan

After the development of disaster prevention learning materials and games as new tools, the following activities will be held in target villages in Thailand by the year of



Main objective of the project

- 1) Community awareness to recognize disaster prevention and mitigation by themselves is established by conducting “Iza! Kaeru Caravan” activities
- 2) Knowledge based Organization for DDPM on disaster management is enhanced by participation in “Iza! Kaeru Caravan” activities and using “Crossroad” Game in public participation.

Project activities

Action Learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an project activities plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action Learning is a form of learning by doing; participation both on “Iza! Kaeru Caravan” activities and using “Crossroad” Game.

Project output

- 1) People receive more disaster awareness, preparedness and mitigation
- 2) People in each community are trained to be the volunteer in their activities.
- 3) Disaster preparedness program become priority and people have more attention to participate.
- 4) Information about disaster experience and lesson learned was shared and everyone can search on internet
- 5) Teacher could teach student and people about how to recognize the disaster and evacuate in community.
- 6) School will be use as disaster prevention’s education materials
- 7) Children in community could be well-prepared and getting ready to cope with any hazards and survive when disaster occurred by next step for adaptation what the children learn in the Iza! Kaeru Karavan.
- 8) Evacuation sites have suitable condition for children, communities with elderly or disability persons.
- 9) Evacuation sites capacity is increase to meet the needs of victims in community

Project Outcome

- 1) People in different level receive more disaster awareness, knowledge and have more attention to participate awareness programs
- 2) People can receive the information about disaster experience and lesson learned in many ways; joining in “Iza Kaeru Caravan” or participation in “Crossroad” game
 - 1) Evacuation drill is developed.

Cooperating Agencies concerned this activity

- 1) Ministry of Interior, DDPM
- 2) Ministry of Public Health
- 3) Ministry of Information and Communication Technology
- 4) Ministry of Education
- 5) Department of Disaster prevention and Mitigation
- 6) Department of Water Resource
- 7) Department of Mineral Resources
- 8) Thai Meteorological Department
- 9) Provincial Administrative Office
- 10) Local Government
- 11) Local Organization, Private Section, Non-profit organization, Public sector
- 12) Media
- 13) Artist, Designer, Art teacher, etc.
etc.

Draft on Work Plan Schedule during 12 months

Activities	Unit of Time (Months)											
	1	2	3	4	5	6	7	8	9	10	11	12
1) Preparing the activity and material												
2) Briefing the co-organization												
3) Establishing task force and meeting												
4) Conduct workshop for teachers												
5) Organize event for Iza! Kaeru Caravan												
6) Lesson learned for next step												
7) Request budget more for next event site in next event												