

STRENGTHENING CAPACITIES OF COMMUNITIES FOR INCLUSIVE COMMUNITY-BASED DISASTER RISK REDUCTION



**People's Initiative for Learning
and Community Development**

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Baguio city, Philippines

www.pilcd.org

A child is drawing a globe on asphalt with blue chalk. The globe is in the center, with a hand visible at the bottom, actively drawing. To the left, the number '5' is drawn in purple chalk. To the right, there are some faint purple lines. The background is a dark asphalt surface.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

WE NEED A NEW KIND OF EDUCATION THAT WILL CREATE A BETTER FUTURE FOR US

Development and implementation of community-based adult and community education programs to build capacities and empower marginalized communities and vulnerable groups towards sustainable development.

A group of people are holding hands in a circle, symbolizing unity and support. The image is in black and white, with the hands and forearms in the foreground being more prominent. The background is slightly blurred, showing more people in the circle.

EDUCATION FOR EMPOWERMENT & INCLUSION

EDUCATION CREATES THE **VOICE** THROUGH WHICH OTHER RIGHTS CAN BE CLAIMED AND PROTECTED

Programs

EDUCATION FOR SUSTAINABLE DEVELOPMENT



LOCAL GOVERNANCE & DEVELOPMENT



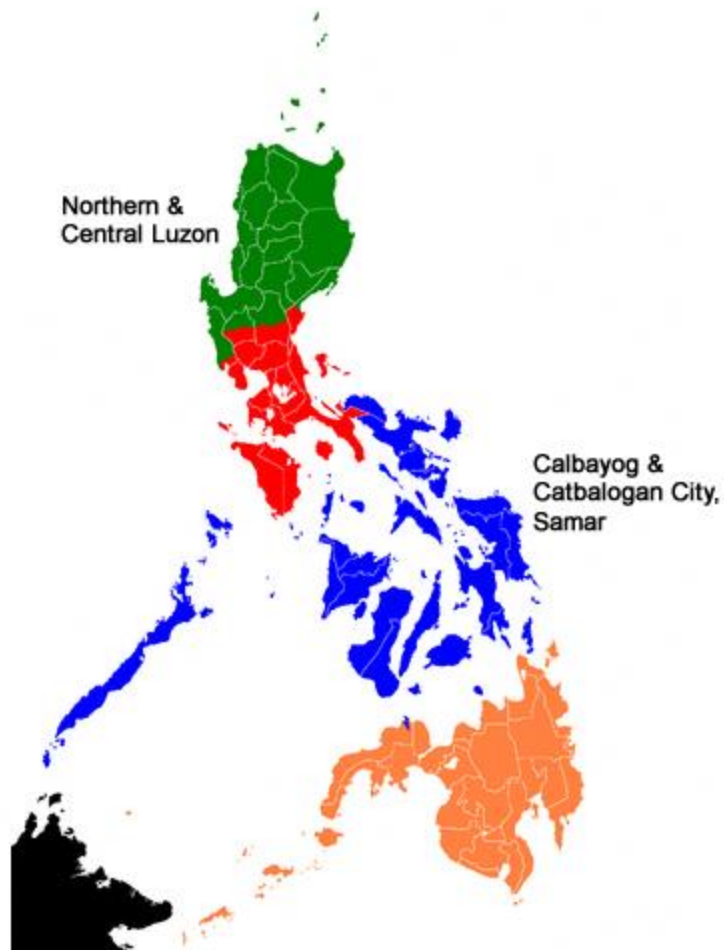
COMMUNITY-BASED DISASTER RISK REDUCTION



ORGANIC AND SUSTAINABLE AGRICULTURE



Project Areas



- Zambales Province
- Cordillera Administrative Region:
 - Benguet and Baguio City
 - Mt. Province
 - Ifugao
 - Kalinga
 - Apayao
- Samar:
 - Calbayog City
 - Catbalogan City

Who we work with?

Sectors and Groups

- Youth
- Women
- Persons with Disability
- Indigenous peoples
- Farmers and Fisher-folks
- Community-based Organizations
- Local NGO's

Institutions

- Local Government Units
- National Government Agencies i.e. Department of Education
- Schools
- Academic Institutions (Universities)



STRENGTHENING CAPACITIES OF COMMUNITIES FOR INCLUSIVE COMMUNITY-BASED DISASTER RISK REDUCTION

Project Objectives

- ❑ To increase the capacities of high risk groups and individuals in government engagement and participation in DRRM planning and decision making;
- ❑ To strengthen capacities of local government units Disability Inclusive DRRM planning and emergency response;
- ❑ To increase awareness of local communities about climate change and its relation ship to the increasing risks of natural disasters;
- ❑ To establish linkages and partnerships between different community stakeholders in Inclusive DRRM and climate change education.



Project Location



Project Activities

- ❑ Basic and advance Training of Trainers (TOT) on Disability Inclusive Disaster Risk Reduction Education and Climate Change Education.



Project Activities

- ❑ Community-based education, trainings and workshop on climate change and disaster preparedness and response in 12 *baranggays*



Project Activities

- Development of inclusive and local video-based education materials on climate change and disaster preparedness



Participatory Action-Reflection Approach

“raising awareness and information but equally important is the facilitation of reflection and critical thinking towards collective action”



Multi-Stakeholder Partnerships

- ❑ Arbeiter Samariter Bund (ASB)
- ❑ Aktion Deutschland Hilft (ADH)
- ❑ Organizations of Persons with Disabilities
- ❑ Local Government Units
- ❑ City Disaster Risk Reduction Office
- ❑ City Social Welfare and Development Office
- ❑ School for the Deaf of the Christ the King College
- ❑ Samar State University (SSU)
- ❑ North Western Samar University
- ❑ Division Office of the Department of Education
- ❑ Social Action Center of the Diocese of Calbayog
- ❑ Community organizations representing Women, Youth, Elderly, Fisherfolks and Farmers

Key factors for Successful ESD Implementation

- ❑ **Holistic:** integrates learning about the environmental, social, economic, cultural, political, including the local and global dimension of the nature and impacts of disasters.
- ❑ **Ownership-based:** it builds shared commitments among different stakeholders and groups to continue and sustain the project;
- ❑ **Participatory:** inclusion of the most vulnerable and partnerships among different stakeholders;
- ❑ **Empowering:** it builds capacities of the most marginalized and vulnerable to develop and strengthen their resilience.

Thank you!

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