

ANNEX I

A QUICK GUIDE: THE PROCESS OF NATIONAL ADAPTATION AND LOCALIZATION OF DISASTER RISK REDUCTION KEY MESSAGES



Juara 3
Lomba Mewarnai
Anak-anak SD KIS 4-6

Hari Cuci Tangan Pakai Sabun Sedunia
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Quick guide to national adaptation

Objective

To develop a set of action-oriented *Key messages for all-hazards household and family disaster prevention*, to form core content and a foundation for public awareness messaging, and for social and behaviour change, information, education, and communication materials, and curriculum development for risk reduction to build a culture of safety and resilience.

I. First steps in adaptation, localization and adoption of key messages

Save the Children and the International Federation of Red Cross and Red Crescent Societies (IFRC), as facilitating organizations, are supporting national disaster management organizations and education authorities to take the lead in this process, by following these steps.

Step 1: Meet with the national disaster management organizations to make a preliminary plan

Designated IFRC and Save the Children representatives meet with senior management of the national disaster management organizations to share the approach. Share the *Public awareness and public education for disaster risk reduction: key Messages* (First edition is available in 23 languages),⁶ or if necessary, provide a translation of this document, and the *key messages*. In addition, request the supplementary messages and workshop materials from:

Martin Krottmayer: Martin.krottmayer@ifrc.org

Marla Petal: marla.petal@savethechildren.org.au

Discuss the background, approach and logical organization of the messages, based on global research. (Refer to the *Public awareness and public education for disaster risk reduction: key messages workshop* presentation).

Make the following decisions together:

- i. **Agree on the geographic area for which the key messages will be adopted.** Usually these will be for national level, but in certain situations, states or province or regional messaging may be preferred.
- ii. **Set the target language(s) for the messages.** A corresponding set in English would be appreciated, for international comparison purposes.
- iii. **Draft a list of experts who will be invited to review the draft messages.** There should be at least 15 and not more than 35 national level subject-matter experts from the following fields:
 - hydro-meteorological hazards
 - geophysical hazards
 - fire prevention and response
 - health hazards
 - other hazards, as needed (e.g. technological, agricultural, conflict)
 - disaster risk reduction and response

⁶ English, French, Spanish, Arabic, Russian, Bosnian, Catalan, Croatian, Danish, Dutch, Finnish, German, Greek, Hungarian, Italian, Polish, Portuguese, Romanian, Slovenian, Ukrainian, Japanese and Korean

- community-based disaster risk management
- public health education
- target language experts
- disability and social inclusion experts (ideally from leading national disability rights organization)
- gender expert
- child protection expert
- communications

This group should include technical experts from key government agencies and academia (especially from the education sector, health and nutrition, agriculture, food security and child protection) and should include representation from key development sector working groups and humanitarian clusters, especially those leading in public education for disaster risk reduction. The group may also include key sub-national representatives.

iv. Set a date for a two-day workshop with the subject-matter experts.

Step 2: Prepare the key messages for review

a. Translation and formatting

Have the workshop package of key messages translated by a bilingual expert familiar with the subject matter. Seek conceptual rather than literal equivalents. Have the translation reviewed by a couple of trusted bi-lingual speakers familiar with risk communications locally and internationally. *Be sure to keep the definitions of each hazard at top of first page of the specific hazard messages*, and have these translated as well. Also, leave the icons in place at the top of each specific hazard sheet.

Format these in two sizes:

1. Regular A4 or letter-sized paper. One copy will be sent out to each participant, plus six to ten extra copies will be provided for workshop tables.
2. Use large font size – 14 to 18 points. Arrange for paper-size: A1 or A2 (or smallest A3). Make two copies of the all-hazards sections and one copy of the specific hazards sections for the workshop.

To prepare for the workshop, you will need to print the key messages workshop set (in three columns), see example presented below. On the poster-size version leave sufficient room under each item listed under the key messages column to place voting stickers or marks, and in the other blank column for notes.

Be sure that all of the messages retain their *numbers*. The all-hazards messages should start on the first page. **Each new hazard set should begin on a new page.**

Key messages (in English and translation)	Context-specific details (English)	Context-specific details (Translation)	[leave blank]

b. Comparison with nationally disseminated key messages

Assemble all key messages which are disseminated nationally by government agencies, the Red Cross or Red Crescent National Society, and other respected sources. Compare each of these messages with the ones presented at the workshop, and place an asterisk on the digital version of the workshop set of messages next to each of those that are also found in nationally disseminated materials. If there are any additional messages that are *not* found in the workshop set, or which are worded slightly differently, add these in to the most logical place (*in italics*). **This will help everyone to see how the communication already underway does (and does not) match with existing communications practices.**

II. National key messages workshop

Step 3: Plan the two-day workshop agenda and send out invitations and review packet to subject-matter experts

Plan the workshop agenda using the sample agenda below. **The first day is focused on the background and rationale behind the task, and focuses on *all-hazards family disaster risk reduction and resilience*. This includes household fire as everyone faces this hazard.** The reason for this is to help specific subject-matter experts come together and recognize the common messages that are core to all risk reduction and preparedness. It is very challenging to make people think about having separate sets of items for each hazard. It is much more productive to get people to think about the core things that apply to any and all-hazards. Thereafter, we will focus on few additional hazard-specific measures.

Send out the workshop invitation at least two weeks before the workshop, along with the workshop agenda and **a copy of the workshop version of the messages**. As advance homework, ask invitees to take some time to read this material. During the workshop participants will provide input for context-specific details and will be asked **to decide priority ranking as a must do, should do, may do or skip for each message**. Ask them to read the materials prior to the workshop and make notes. This will contribute to the workshop going more smoothly. Ask participants to bring their copy of the key messages with them to the workshop. Those who are unable to attend will have an opportunity to review the messages before these are finalized.

Sample agenda

Day one		
8:45–9:00	Registration	
9:00–9:15	Opening address	Key ministry partner
9:15–10:00	Introductions and workshop objectives	Lead facilitator (Key messages PowerPoint)
10:00–10:30	Prioritizing core messages:	Group (Must/Should/May/Drop voting markers)
Coffee break		
11:00–12:00	All-hazards family safety planning – refining contextual details Rotation session 1	Tables 1 and 2: Assessment and planning Tables 3 and 4: Physical and environmental protection Tables 5 and 6: Response capacity – skills and provisions
Lunch break		
1:00–2:00	Rotation session 2	Shift to next table
Coffee break		
2:30–3:30	Rotation session 3	Shift to next table
3:30–4:00	Wrap-up	Lead facilitator
Day two		
9:00–9:15	Introduction and quick over-view for day two	Lead facilitator
9:15–10:00	Prioritizing core messages	Group (Must/Should/May/Drop voting markers)
Coffee break		
10:30–11:30	Specific hazards: Refining contextual details Rotation session 1	Table 1: Hydro-meteorological hazards Table 2: Geophysical hazards Table 3: Forest fire hazards Table 4: Health hazards Table 5: Agricultural hazards Table 6: Other hazards, as needed
11:30–12:30	Rotation session 2	Shift to next table
Lunch break		
1:30–2:30	Rotation session 3	Shift to next table
Coffee break		
3:00–3:30	Presentation of key findings	Table spokespersons
3:30–4:30	Dissemination plan and next steps	Group discussion

Step 4: Prepare for the National key messages workshop

Print: Key messages set as explained in Step 2a.

Supplies required

- Ten extra sets of the Key messages workshop definitions and messages in A4 or letter size
- One full set of Key messages workshop definitions and messages in poster size – A1, A2, or A3 plus one extra set of all-hazards pages only.
- Blue tack or similar to put the posters up on the walls
- Six blank flip charts
- Markers for flip charts
- Pens: one per participant
- Large size post-it notes (big enough to write on), or meta cards
- Name tags, pre-printed with each person's first and last name and organization.
- A method to easily mark votes in three colours with either:
 - a. Small round coloured stickers (for voting) in three distinct and visible colours to represent **must**, **should** and **may** (approximately 100 points each for **must** and **should** and 50 each for **may**. This has also been done with the sticky end of small post-its, cut into tiny pieces.or
 - b. Ten sets x four colours – these only need to last long enough for you to count them.

Room set-up

The room should be set-up with a projector and screen, and a table for facilitator(s) and supplies should be placed at the far end of the room. There should be a registration table at the front of the room. In the middle, there should be (ideally) round tables for groups of six. Ideally, there should be no more than six tables.

Before the beginning of day one, hang the all-hazards family safety plan message posters around the room, in sequential order, at eye level, so they can be easily read by participants of all heights. Before the beginning of day two, you will do the same with the hazard-specific key messages, grouping them by hydro-meteorological, geophysical, fire, health, and agriculture.

Place a parking lot poster at one end of the room.

Prepare the team

You will need one skilled and confident facilitator to guide the process. You should also have one person to handle registration and attendance, and other logistics (coffee breaks, lunch, supplies). There should be three persons who act as roving facilitators or participants at the tables. Once the tasks are set and understood, facilitation will only need a light touch, and a warm and encouraging environment.

Step 5: Conduct the National key messages workshop

Day One

Introduction

Use participatory processes to develop the participant's understanding of the content and approach to formulate action-oriented messages in straight-forward, easy-to-understand language, while making the reasons for these clear. The facilitator will explain the two-day agenda, using the Key messages introduction PowerPoint to explain the background. He or she will make clear that participants are here to build upon the evidence-based and consensus-based key messages work that has done before, both in their own country, and internationally, in order to develop an important foundational resource, that all of the represented agencies will jointly produce and support, and use as the primary reference for public awareness and public education for action-oriented risk reduction and resilience guidance for the household level. All participating agencies can use their logo to endorse the key messages developed.

Day one will focus on all-hazards family disaster risk reduction and preparedness. Day two will focus on the set of specific hazards faced in the country.

At the beginning of day one and day two, everyone will first of all, prioritize the messages, by voting with their coloured marks on the priority level they think should apply to each key message, so that in the final version, the *must do* messages are at the top, followed by the *should do* and then the *may do* messages.

Thereafter, they will spend the rest of the day, hard at work, rotating through the three sections of messages: assessment and planning, risk reduction and Mitigation (i.e. physical, environmental, and social protection), and response preparedness (skills and provisions). Depending on the number of participants, there can be one or two tables working on each sub-set, and an optional one working on the definitions. Each group will start with a different section, and after an hour, rotate to the next section, building upon the work of the previous group.

Prioritizing the core messages for all-hazard family safety planning

Provide participants with stickers and/or pen(s) to prioritize the core messages that are appropriate for the context.

	Must do/very important
	Should do /medium priority
	May do / good practice, if feasible
	<i>Not necessary</i> /not relevant in this context or perceived as not being a priority

** Note: these colours can be changed based on colours available.

Participants will rotate along the various posters sticking one sticker per key message. At this point the contextual details can be ignored.

Refining contextual details

At the end of the voting session, facilitators should quickly tally the priority level for each core messages based on the distribution of votes and circles or write: *must, should or may* as appropriate, next to each. Then take the posters pages with the stickers on them off the wall and separate them into three different sections as follows:

- a. assessment and planning
- b. risk reduction, i.e. physical, environmental and social protection
- c. response capacity, i.e. skills and provisions.

Ask participants to divide themselves evenly at the tables (ideally five to six persons per table). Ensure that no two people from the same agency are at the same table. Participants will work on refining the core message wording, and selecting and refining the contextual details for each message. They can focus on the *must do* messages first. Ask participants to read through the contextual detail, marking, deleting, adapting and changing based on discussion and agreement. It is particularly important to adapt these to be relevant and understandable for the local context. Messages may be combined for simplicity.

Encourage the group to confirm their understanding or the reasoning behind each one or to identify any questions that might require further research. Mention that it is also important for key experts, for example, child protection, to look at the messages from a child protection lens; a disability or gender expert from their perspective and ensure that all elements are included in each message when and where relevant.

Ask that participants with the neatest handwriting please write up the notes. Participants can use the blank space available on the posters, flipcharts and/or meta cards to record their notes and changes. Most importantly, ask them to write the corresponding message *number* next to each note, so that the editor can keep track of everything. After an hour they will be rotating to the next table.

Assign one roaming facilitator for every two tables, plus one lead facilitator – ideally someone very knowledgeable on the evidence-base for the key messages who is able to float between tables to see that the group is systematically considering each message, and contextual details, and discussing needed revisions. Take care not to over-facilitate, to allow ownership and engagement. At the end of the hour, ask one person to remain behind at the table for a few minutes as the groups rotate, to make sure that the notes are *all clear*, and that the next group can see what has been done, review that quickly, and move on to continue the work.

Day one wrap-up

At the end of the day, allow participants to get a feel for the work that was accomplished. Ask each group to provide some examples of the kind of contextualization that was done, some of the new messages added, any terminology discussed, and any messages deleted that were deemed inappropriate. Take stock to see how people are feeling about the work done, and commend and encourage them on their accomplishments. See what has been added to the *parking lot* list and cover these issues or postpone as appropriate.

Once complied, the facilitator should collect the information and provide it to the lead facilitator to safeguard these for the remainder of the workshop. The work is halfway through. Work on specific hazard messages will start the following day. In the first session everyone will vote again on prioritization of messages. The messages will then be refined using the same procedures, except that subject

matter experts will gather at separate tables, responsible for covering all of the specific hazards in their area, over three sessions. Generalists will move around, selecting three different groups to participate in.

Day two

Introduction

Begin with a quick review and ask what people think after their chats over dinner and breakfast, and with a night's sleep.

Prioritizing core messages

Quickly review the instructions, and get the voting session started. When this has been done, tally and mark the priorities.

Refining contextual details

Remove the posters and distribute them to the subject-matter tables based on the following categories:

- hydro-meteorological (cyclone, storm, flood, drought)
- geophysical (landslide, earthquake, tsunami, volcano)
- fire (forest fire)
- health/agriculture (pandemic, infestation), as needed.

Some groups have a lot to cover, and will have to pace themselves, and even divide into two to tackle the different sections: definitions, assessment and planning. The group may want to split into a couple of sub-groups. One group can work on the definition section. Others may split to cover the sections on: assessment and planning; risk reduction i.e. physical, environmental and social protection; and response capacity, i.e. skills and provisions. The facilitator will need to make sure that those with lots to cover (hydro-meteorological and geophysical) divide the work across the three rotation sessions.

The subject-matter experts will ensure the scientific accuracy of the message, while the public education specialists will help to ensure that the messages can be understood by the public. Remind participants to consider the messages using gender, inclusion, and child protection lenses.

At the end, ask a representative from each table to prepare and present back some key and important changes made and why. Are there any *parking lot* issues, remaining concerns, research gaps that should be noted? Make notes on the above to include in a brief final report of the workshop.

Congratulate group on a job well done.

Next steps and dissemination plan

Based on the discussion that has emerged over the two days, briefly review what is next in terms of compiling the inputs, sending it around for a final round of review and refinements, asking for agency endorsements and logos, and preparing for publication. Some hazards or details may require additional expert review. For example, some subject-matter experts were unable to attend, but may have important contribution, or someone might volunteer a colleague who did not attend but they realise will be a useful resource person for additional review.

Are there specific hazards that have not yet been covered, that should be added when they become available? How frequently should the messages be reviewed? Will the national disaster management organization lead this process in the future?

Ask the group for their ideas about how these messages can be used and disseminated, and what comes next? What format should the published messages take (ring binder? digital document? other?). What channels of communication can be used to test the messages for uptake and impact? How can behaviour change be measured? How and where can results be reported back, so that the messages can be further improved upon in the future? In some cases this review group decides that they need to meet again to develop a dissemination strategy, or they may suggest it is the role of another body.

Draft a quick list of next steps with time frame, and who will be responsible for what.

Wrap up with a summary activity, asking participants to provide a word or a phrase describing how they feel about the work they have done over the past two days.

IV. Finishing up

Step 6: Compile and edit inputs and circulate draft for final review

The facilitating organization will be responsible for ensuring all comments and changes are taken into account and a draft circulated for final review in both English and national language(s).

A *very* short introduction about the process (background, how to use the document, and agreed upon next steps) should be added. Confirm with the national disaster management organization, their ownership of this process, and articulate the plan to review and add to the messages as agreed. Add acknowledgement to the full list of the experts who participated in the review, including their position and agency affiliation (whether at the workshop, or in writing).

Step 7: Finalize, publish and disseminate the key messages

Produce the publication with an attractive layout and cover. Be sure to include and highlight the logos of lead government agencies, and research institutions, and acknowledge the other agencies endorsing the messages, as appropriate. Publish this and issue a press release. This is a major accomplishment and should be promoted as such. Follow up to make best use of this important document.