"Documento original en mal estado"

S U M M A R I E S

O F

S C H O O L S U R V E Y S

* NOTE: School surveys of Costa Rica, Honduras and Guatemala have not been completed yet.

REPORT ON THE WORK CARRIED OUT AT ECUADORIAN SCHOOLS

By Medardo Rivera (Translated from the original Spanish version)

1. Introduction

A happy coincidence contributed to the successful culmination of this work; first, my training as a teacher and my experience as an official of muy contry´s Departament of Education and Culture, present leaders of the computerized system for educactional statistics; and secondly, my membership in the Corps of Volunteers of the National Administration of Civil Defense. This combination was very valuable because it provided me with a better understanding of the true sense of the work to be carried out and also of the methodology that had to be applied in its execution.

I wish to express my gratitude to the "Compañeros de las Americas" (Companions of the Americas) for giving me the opportunity of carrying out this work and above all, for the praiseworthy activity that they are displaying in my country.

2. Objectives

- To conduct an opinion poll among primary school teachers.
- To conduct an opinion poll among primary school students.
- To interview the students that have been surveyed.

3. Goals

- Seven (7) schools selected in the following cities:

Quito	: One urban and one rural
Guayaquil	: One urban and one rural
Babahoyo	: One urban and one rural
Esmeraldas	: One rural

A teacher from each of grades 3, 4, 5 and 6 from each one of the shools, giving a total of twenty-eight (28) teacher.

Five (5) students selected by each one of the teachers survared, that is, twenty (20 tudents from each school, giving a total of one hundred and fory (140) students.

4. Methodology

According to the instructions for the suvey, the latter started with an wxplanation of the reasons why the work was

being carried out and when the teachers who had been chosen were requested to answer questionnaires # 1 and # 2.

Once the teachers had been surveyed, work began with the five (5) 6th grade students, who were asked to answer the questionnaire. The recorded interview was conducted after that. Work with the 5th, 4th and 3rd grade students was carried out in a similar manner.

5. Conclusions

5.1 Questionnaire # 1

- All the teachers estimate that more than 50% of their students speak Spanish; this is explained because no other language is spoken in the localities that were visited.

- The majority of the teachers state that during an ordinary week, they devote from three to four hours per week to teach sciences.

- Climatic conditions and the characteristics of the land are part of the school curriculum for 89.28% of the teachers, out of whom approximately 50% deem it as compulsory.

- Preparedness for evacuation in case of an earthquake is not part of the school curriculum for 60.72% of the teachers.

- 85.71% of the teachers believe that their students do not have sufficient information and training to protect themselves during an earthquake.

- All the teachers would like to have an organized program devoted to teaching about natural disasters.

- Among the problems regarding climate and/or conditions of the land in the work area, we can point out:

  Hard Winters (rain)
  Hard Summers (drought)

- Most of the teachers have heard of meteorological announcements or warnings. In most cases they are taken as synonyms.

5.2 Questionnaire # 2

The places most often mentioned as areas threatened by the various natural hazards are:

Earthquakes	: Ecuador, Chile
Hurricanes	: Ecuador, Chile
Floods	: Ecuador, Colombia
Eruptions	: Ecuador, Colombia

5.3 Questionnaire intended for the students

- Very few students can point out the types of bad weather that could occur wherever they live and in the world; the same thing happens with the changes that the earth may experience.

- Most of the children do not know where they can obtain information on the weather.

- Among the students, the various natural hazards are identified as follows:

a) A hurricane is:

A big storm with a lot of wind and rain
A big storm that makes the earth shake

b) An earthquake is:

When the earth moves and shakes
When the mountains of the earth explode with lava

c) Occasionally, heavy rains and melting snow can cause:

Floods
Lightning

d) A volcanic eruption is:

When the mountains of the earth explode with lava
When the earth moves and shakes

Note: The above are the most frequent answers given; nevertheless, there are children, in all the groups, who mention the other possibilities.

5.4 Oral Questionnaire

- Most of the students recognize the flood shown in the picture, and specify that it is caused by rain (most of them), by rivers overflowing or by a rising tide. Although all coincide in that it rarely takes place (low frequency), their estimate of the time between floods is not clear, specially among 3rd graders.

- Most believe that they must go to a high place to be safe if there should be a flood, although there are children who think they should go to another country or climb to the top of a high building.

- Few children have something to say about an experience with a flood.

- Most children cannot think of a flood preparedness plan.

- Most children recognize the eruption shown in the picture, stating that it is caused by the heating up of the earth's interior; they also relate the consequences of the eruption with rivers of lava, destruction of houses, death of people and animals, etc. All of them believe that it rarely takes place (low frequency) but their estimate of the time between eruptions varies between one (1) and fifteen (15) years.

- Nearly all the children recognize an earthquake as being a quivering motion of the earth, indicating that they take place preferably in mountainous areas; nevertheless, many of them believe that earthquakes can happen anywhere. As effects, they mention damages to houses, panic among the people and cracks in the ground ("the earth opens"). As in the previous cases, they all think that they do not take place very often (low frequency) but their estimate of time is not clear.

- They do not have a clear idea of where to go if there should be an earthquake. The majority think they should go home; others, that they must run towards places "where there are no houses", and only a few think they must stay where they are.

- Nearly all of them have lived the experience of an earthquake (as an earth tremor). What they remember most is all the family getting together and feeling panic at the thought of "the earth splitting and swallowing us up".

- None of the children have any idea of a plan to avoid the consequences of an earthquake; most are satisfied with mentioning activities such as "getting under a table", "listening to the news", "standing in a doorway", etc.

- All the children state that they learned what they know about floods, eruptions and earthquakes from their teacher at school, and also from their parents.

- Most of the students think that they can obtain information about weather conditions in the newspaper, on the radio or on TV; the rest think they must ask their teachers or their parents.

- With regard to which of the communications media provides more climatological information, opinions commonly place television first and then the newspaper. As for the

[illegible]

Most [illegible] the children [illegible] clear idea as to what they would [illegible] about the climate or the conditions of the land [illegible] do not know [illegible]; nevertheless, a few state that [illegible] to know when it's going to rain", "when there will be a drought", [illegible] earthquakes or earth tremors.

Among the children, the most popular song is "La Lambada"; some like the music, others the words and others like the way it is danced.

- Among the children's favorite games we find:

  Catch
  Hide and Seek
  Dolls

As to why they like them, most answered "because it's nice" or "because I like to run".

Any number of children can participate in a game of Catch, which consists of the following: one of them tries to catch one of the other children who try to avoid him and run all over the place; if the child attains his objective, the child that is "caught" becomes the one who chases the others.

Any number of children can get together to play Hide and seek: one of them moves away from the group, covers his eyes with his hands or forearms and starts to count out loud up to a number that has been agreed upon, while the others hide in different places. Once he has finished counting, the child starts looking for his companions. When he discovers one of them he yells "Seen! Seen!" thus giving the signal for the others to come out of their hiding places. The child that was "seen" becomes the next seeker.

It is mainly the little girls that play dolls and this consists in assuming different social roles.

- Among the children's favorite television programs, Walt Disney's Cartoons are the most common. Nevertheless, the following are also mentioned:

  El Chavo del 8
  Daniel, the mischievous boy
  The Flintstones
  Mi Bella Genio

6. Outstanding Events

The children's simplicity and spontaneity could be felt in the different answers. Thus, for example, when asked how they could prepare themselves to avoid the serious consequences of floods, answers such as the following were obtained:

- All the holes in the house must be covered to keep the water out.

- I would dig a deep hole for the water to stay in.

- I would travel to outer space in a spaceship.

The religious aspect was also present in the students' answers, and so, when asked why a flood occurs, one child answered "because God is punishing us"; others will say "we must pray" as a precautionary measure against any possible disaster; and at times, they even reach the limits of mysticism, as when a child was asked where he could receive information about weather conditions and he replied "I would ask God".

7. Observations

All the teachers included in the survey, as well as the authorities of the different educational establishments, showed great enthusiasm and were ready to collaborate to make the project a success.

The students, once they realized that the questionnaire was not an exam and therefore would not be graded, showed a great desire to participate.

It is the general opinion of the teachers and authorities of the educational establishments that the school curriculum should be revised and above all, that Civil Defense matters should be included in the related subject areas.

To avoid having a large number of cassettes, the interviews can be re-taped, selecting the most important parts of each one of the answers given by the students.

SUMMARY OF SCHOOL SURVEY IN PERU
BY ROSARIO SANCHEZ

TEACHER SURVEY

1. Special Education Center San Marcos - This girl school comprises elementary and secondary students of Lima's upper middle class. It is located in the city quarter called Monterrico - Surco district - Province of Lima. The dangers present in this area are: earthquakes and fires. The survey was given to the teachers without any difficulty. Analyzing the survey the following was noted:

   The majority of teachers indicated that they teach on the subject of natural phenomena within the required curriculum at an average rate of 3 to 4 hours weekly, including practical drills. They indicated that 100% of their pupils are mestizos and speak Spanish. They agree that earthquakes and tremors are the most obvious dangers at this Education Center. The majority of teachers obviously do not have a very clear idea of meteorological "Observation" and "Alert".

2. National Education Center República de Venezuela. - This school is located in the urban area of the Constitutional Province of Callao. It is visited by boys and girls of the lower class. The dangers at this location are: seaquakes, tsunamis, earthquakes, fires, floods.
The survey was given to the teachers with some difficulty because both they and the students were involved in other program activities such as: year-end composition writing, Christmas lunch, etc. We succeeded in gathering the teachers of the 3d, 4th, 5th and 6th grades of the elementary school. From their answers we can derive the following:

Although there is agreement on the fact that the subject of natural phenomena is offered as a required part of the teaching curriculum, each teacher uses a different time every week to teach the subject. However, of the 4 teachers, one indicated that the subject constitutes only 30% required teaching, which we could interpret to mean that this requirement is not complied with to the fullest as stipulated by the regulations of the Ministry of Education. There also is agreement among the teachers about their students' level of understanding of personal safety and protection in case of an earthquake, and they all refer to the implementation of better student preparation programs in case of disaster. They also agree that all students are mestizos and speak Spanish.

3. National Education Center 0027 - Farmers' community of Jicamarca - is a state Education Center located in the farmers' community of Jicamarca, a rural area of Lima Province which is visited by boys and girls of the lower socio economic stratum that is mainly involved in agricultural labor. One teacher told me that the parents of the children were Quechua speakers. There is no electricity or water in the community and television and radio are rare. Generally, the children

help their parents to make adobe (building materia...
In this Education Center the interviews were also conducted with the teachers of the 3d, 4th, 5th and 6th grades who were there and charged with computing year-end marks.
When the surveys were analyzed the following is noted:
There is agreement that teaching about natural phenomena and its effects is an absolute must. The majority indicated that the material in question is included in the curriculum and that it is taught 3 to 4 hours every week. 50% of the teachers interviewed were of the opinion that their students were well-informed and knew how to protect themselves in the face of disaster. The others thought the students were not well-informed or doubted they were.
They all agree that the language of their students is Spanish, their race mestizo.
We observed that the attitude of the teachers reflected disinterest and apathy in answering the survey.

4. National Education Center 0033, La Capitanía - This is a state Education Center, located in a rural area of the Ate-Vitarte district, Province of Lima.
One teacher told me that due to its location, the school is subject to landslides and floods and although these do not directly affect the Education Center's installations, the students' homes are affected which poses problems for the students' graduation and health. The former because papers are lost (proof of studies completed; since the Directors must accept them without these papers.) The latter because the floods and landslides pose a health threat and cause absenteeism from school which in turn causes learning problems.
Analyzing the surveys we noted the following:
There is agreement that teaching about the earth's conditions and weather and climate is an absolute must. There is no agreement on how much time should be devoted to teaching the

subject. The majority is of the opinion that their students are prepared and know how to protect themselves and ensure that they conduct practice drills during the curricular. Only one teacher does not agree. There is also agreement on the race and language of the students. Only 50% of the teachers used the map to point out areas prone to disasters; however, we can generally say that they have a clear idea of the "danger" map of America, without going into too many details on how it can be used.

STUDENT SURVEY

1. Special Education Center San Marcos. - It is clear that a large percentage of the girls of the 3d to 6th grade were very well-informed on the natural phenomena that cause disaster and its effects (although it must be said that the 4th grade group was not as well-informed). This is attributable to the fact that this material is included in the Civic Education and Social Science course the teacher is required to teach. It was noted that the girls in 6th grade answered the 9th question in exactly the same manner (popular answers). With regard to this same question, the girls in 4th grade gave confused answers, from which we concluded that they did not grasp the meaning of the question, although the investigator did clarify its meaning.
   Of this group, only one girl gave the following answer to question 9: "that she knew about the weather via the mass media."
   As for popular answers, we have: 10 a, 11 b and 13 b. The attitude of this group of students was enthusiasm and interest in participating and performing well on the survey. Many girls were asking questions about the meaning of the questions.

2. National education Center República de Venezuela. - This group

of students was characterized by a high degree of restlessness and playfulness. a great many of them were continuously asking the investigator about the questions, requesting clarification.
Among the most popular answers we have: 11b and 13b.
Of 20 children, 12 gave the same answer to question 9. The children were similar in that they knew what the weather will be by listening to the news and via the mass media: radio, TV and newspapers. Two rather unusual answers to questions 7 and 8 were given by 2 girls in the 5th grade. They answered: "The extraterrestrials, the men from the moon or from space" and "They may cause unknown rays" respectively.

3. National Education Center 0027 - Farmers' Community of Jicamarca - The surveyed group was not very enthusiastic and took more than 60 minutes to answer the survey. They showed a lot of apathy. The investigator had to approach every one individually and ask them whether they needed any clarification. 13 b is among the most popular answers.
One ingenuous answer was given to question 7. A boy in 6th grade answered:"I know about projectiles and missiles" "This may happen all over the world."
Two girls answered the following to question 6: "In the area where I live, those effects may happen when the terrorists blow up the towers."
As for the subject matter, approximately 10% of this group of children demonstrated an idea of a "destructive phenomenon" not only with regard to the effects of nature on the environment, but especially with regard to the hand of man as the destructive agent and aggressor on the environment, as well as being the agent of disease and poverty. This may be interpreted as the manifestation of a socio-economic issue that affects the farmers' community in general (this is personal opinion).
This situation can be gleaned from the answers to questions

6, 7, 7 and 8 by 3 children in 4th grade.
Almost 81% of the children think they knew what the weather will be from the media (news, radio TV and newspaper.

4. National Education Center 0033 - La Capitania - This group also took 60 minutes to answer the survey. The following was noted:
An original answer to question 9 i.e. "How do you know what the weather will be?", was the answer by a 9-year old boy in 3d grade who said the following: "Well, mama as usual and papa, well, could be" (I consider this an answer that went beyond original, it is completely out of context).
Another original answer was that of a girl in 6th grade who answered the following to question 8: "Planets collide. When a whole planet is destroyed, no one survives. On those planets everybody dies, sometimes they send ships from those planets."

STUDENT INTERVIEWS (GROUP DYNAMICS)

1. San MarcoS College - The group dynamics concept worked successfully since all 4 groups generally showed a lot of enthusiasm in answering the investigator's questions.
They would raise their hands simultaneously to respond immediately. It was noted that approximately 40% of all students showed they were well-informed and had a sound understanding of natural phenomena as well as on knowing what to do in each case.
The exceptional participation of the 3d grade must be mentioned. This group consisted of little 9-year old girls who at this early age had a clear and secure understanding and ideas about natural phenomena and their effects.
It must be pointed out that the students receive their information about disasters for the major part through school, the media (especially TV) and their parents.

With regard to personal experience or the experience of relatives in connection with disasters, these correspond to the dangers existing in the area where they live and go to school. That was why it was noted that this group was much more aware of what to do in case of an earthquake or tremor (one of the major dangers in the area). This does not imply that the group's knowledge about other disasters was lacking; in the school curriculum these are discussed, but this information is of a purely cognitive nature.

As far as earthquakes are concerned there is better preparation and interest in this group to conduct practice drills as an organized and planned way of being prepared.

Among the preferred parlor games were Monopoly, cards and chess.

As for songs not one popular song was mentioned, but I thought it was amusing when a girl in 6th grade (approx. 13 years old) indicated "Arroz con leche" (Rice pudding) as her favorite song and another "Los pollitos dicen" (The little chickens say) which are nursery rhymes generally liked by girls of a lesser academic level.

2. National Education Center República de Venezuela.- In general the children were very dynamic and worried about the procedure of group dynamics. It was noted that on the subject of floods, many associated this phenomenon with seaquakes, telling myths and legends which they had heard from their elders about the seaquake that had destroyed the old city of Callao. They also commented on the Alarm System for seaquakes. With respect to the subject of volcanoes, the 3d graders were not specific about the phenomenon and confused it with others. The other groups were able to be specific. Around question number 23, the majority of the students displayed signs of being tired and a desire for the interview to be over.

As favorite songs we have: the lambada, and a number of

different salsa songs.
With respect to games there were many different opinions, with a considerable number of children preferring chess, Monopoly and checkers.
It should be stressed that a large number of children indicated that they get their information about the weather primarily from television and radio.
An equal number of children indicated that what they know about natural phenomena was learnt in school and from the mass media (radio and television).

3. National Education Center 0027 - Farmers' Community of Jicamarca. This group of children started the group dynamics session just after taking their year-end exam. Most of the children displayed signs of tiredness, boredom and lack of concentration after question 20, probably due to the time of day (12:00 pm) and their being hungry. It must be remarked that these are children of scarce economic means.
As far as favorite songs are concerned there is no agreement on the song title, but the majority likes salsa. As for games, there are different favorites, but the highest points are scored by chess.
The degree of understanding and knowledge is low in this group. In some cases they confuse floods, landslides and seaquakes. It appears they do not have the personal experience with disasters which would have allowed them to discuss the subject more knowledgeably. The 5th grade group however gives practical and reasonable answers to question 18. In general, they have more or less clear ideas about disasters and what they have to do. Nevertheless, there were several girls who did not answer at all and did not seem to want to be bothered.
There was agreement that they received most information about the weather from television and radio.

4. Education Center 3083 - La Capitania - This group of children was timid and showed some insecurity at the beginning of the interview as well as apathy and a lack of interest during the last couple of questions.

From the information and understanding they showed we noted that among 20 children only 4 were able to identify the phenomenon of flooding. Although the other disasters were identified, the majority did not have precise ideas about them.

Many of the students indicated that the little they knew they had learnt in school and they agreed that they received most information about the weather from the radio and television. Their responses were characterized by scanty knowledge, insecurity and limited experience in disaster situations. It was noted that the 6th grade group knew more on the subject of volcanoes and earthquakes, because they did not only identify and define these, but they also had a fundamental notion of what to do in case these disasters strike (During earthquakes in particular).

The games most played by the group are: checkers and cards. There was no agreement on any special favorite song, but there was on the kind of music. In this respect, the salsa scored high marks.

III. CONCLUSIONS

The plans and programs of the National Education System contain material on natural disaster causing phenomena while the practical aspects of Civil Defense are included in Civic Education and Social Science courses which are required teaching in all Peruvian schools. Of course, teaching these subjects has to be complemented by the motivation, preparation and initiative of the Education Center's Director and teachers. In some schools, this is performed as a mere formality, and in others it is done conscientiously.

It has been possible to note and confirm that only few schools

... the fact of not scientifically teach Civil Defense and natural disasters. One of the reasons might be that the teacher is insufficiently prepared in this area as well as the non existence of an appropriate method, lack of appropriate work modules that are attractive to the child, which generally tends to make teaching such a subject a tedious affair.

As for the groups of the study, we note that the schools of San Marcos and República de Venezuela have students that are most informed about Civil Defense aspects. This situation is due to the fact that in these school the application of the Protection, Safety and Evacuation Plan in Education Centers has already had an impact through practice drills in addition to the subject matter included in the official plans and programs. At the same time, we also noted a sense of motivation and interest in these matters and this material on the part of its directors.

In the state Education Centers 0027 and 0033, situated in outlying areas of Lima on the other hand, we noted a high degree of negligence, not only in the physical appearance of the school, but also academically speaking and even more so in the area of prevention and safety during times of catastrophe.

It must be mentioned that these schools have not received the pilot Protection, Safety and Evacuation plan in Education Centers; this is probably due to communication problems with the Ministry of Education which is directly responsible for the distribution of the material, which was drawn up by an inter-sectorial work group from INDECI and the Ministry of Education.

In addition to the absence of this material, it is likely that these children are undernourished judging from their apathy, lack of concentration and liveliness etc. compared to the children in the other city schools.

From the results of the answers by students from both the urban and rural areas we may conclude that the mass media, and

radio and television in particular have gained [illegible] and acceptance in the groups studied.

There is general agreement among the teachers that a teaching program be prepared on natural disasters and personal safety and protection.

All children studied are mestizos and speak Spanish, although the parents of some are speakers of Quechua.

With regard to a favorite song, there was not any specific song, but it was noted that the greater majority tunes into one kind of music: salsa takes first place, followed by the lambada. Among games preferred, chess, monopoly and cards scored highest.

LA EDUCACION SOBRE DESASTRES NATURALES EN AMERICA LATINA

GRUPOS DE TRABAJO

GRUPO No. 1:

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Dr. Manuel Obando Venegas, Coordinador de Sectoriales
Comisión Nacional de Emergencias

Sr. Stanley Rodríguez,
Asociación de Guías y Scouts de Costa Rica

Ms. ~~Christine~~ & Jens Braun, Co-directors,
Save the Children (FUDEJUC)

Sra. Elsie Andrade Pasantes, Director of Public Relations
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Lic. Andrés Aguiriano Duarte, Coordinador General
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LA EDUCACION SOBRE DESASTRES NATURALES
EN AMERICA LATINA

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Sr. Jon Dunn, Video Specialist, Educational and Media Training

Sr. Carlos Calderón, President, Modernoble/Calderón,
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Licda. Sandra Salazar V., Directora de Relaciones Públicas
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CHILDREN'S TELEVISION WORKSHOP

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Via Telefacsimile
5114-337-034

DATE: February 26, 1990

TO: Rene Carillo

FROM: Cooper Wright

CC: Dr. Hugo Prado

Rene,

The following is the revised seminar agenda. As you will see, one of the changes is that Dr. Prado will be the first person to speak, after which all the participants will introduce themselves. We have also shortened the days, and lengthened the lunch hour which will give us more leeway to extend a discussion if we need to. Topic C and D have been reversed as well. We will distribute an agenda, without as much detail, to the participants in Costa Rica.

I will be arriving in Costa Rica on Wednesday, February 28, and will meet with Dr. Prado sometime on Thursday or Friday, if possible.

Best regards,

Cooper Wright

Children's Television Workshop
NATURAL DISASTERS EDUCATION IN LATIN AMERICA

REVISED SEMINAR AGENDA
Costa Rica
March 5 - 6, 1990

Monday
March 5

8:30 - 10:45 OPENING REMARKS

1. Chairman welcomes participants and outlines seminar goals and objectives -- asks participants to introduce themselves. Suggested topics for remarks:
   a. Update on the International Decade for Natural Disaster Reduction
   b. Other recent developments in the field of disaster preparedness and mitigation.
   — Alejandro Jarmes.
2. Cooper Wright, International Television Group, will give a summary of the project to date, and will show short videos on disaster preparedness which have been produced in Latin America. She will then introduce Evelyn Davis.
3. ~~Evelyn Davis~~ Paula Drew-Remmes, Community Education Services, will discuss programs that CTW has developed for Natural Disasters Education in the United States.

10:45-11:00 BREAK

11:00-12:00 GROUP DISCUSSION

Chairman leads group in general discussion: What projects for disaster preparedness and mitigation have been implemented so far in each country; how successful have they been etc.

12:00-2:00 LUNCH
1:30

2:00-4:00 * SMALL GROUP DISCUSSIONS

Facilitators: Rene Carillo and Mickie Agrait

TOPIC A: Opportunities and Barriers for Public Education about Natural Disasters.

TOPIC B: The Diverse Information Needs of People.

Tuesday
March 6

8:30-10:30 MAIN CONFERENCE ROOM

Seminar reconvenes in main conference room to share notes from group discussions

8:30-8:45	Group A presents
8:45-9:15	Questions and comments
9:15-9:30	Group B presents
9:30-10:30	Questions and comments

10:30-10:45 BREAK

10:45-1:00 SMALL GROUP DISCUSSIONS
(Break into two groups as before)

TOPIC C: Information Delivery Systems: Getting the Information to People who need it

TOPIC D: Effective Materials/Activities for Natural Disasters Information: What works best for you.

1:00-3:00 LUNCH

3:00-4:30 MAIN CONFERENCE ROOM

Share notes:

3:00-3:15	Group A presents
3:15-3:45	Questions and comments
3:45-4:00	Group B presents
4:00-4:30	Questions and comments

4:30-5:00 SUMMATION

1.Chairman summarizes and thanks participants.

2. CTW (We will thank participants and explain follow up -- where do we go from here etc.)

* GROUP DISCUSSIONS: One group will move to a separate conference room, which will also have simultaneous translation equipment. The role of the facilitators is to remain neutral and steer the discussions. The questions listed in the seminar goals and objectives are to help the facilitators and participants remain focussed on the topics. Each group should appoint someone to take notes, which they will share later when the seminar reconvenes as a whole. The Chairman takes turns visiting both groups.

Opportunities and ~~Barriers~~ for Publi

Topic A: Natural Disasters

Country	1. Metas educacionales / goals of public education efforts	2. Han logrado sus metas / have they had successful efforts?	3. Que ha dado mejores resultados / what worked most effectively?	4. Que proyectos desearía implementar / what projects would you like to implement?	5. Que tienen en común los desastres / what do natural disasters have in common?	6. Cuales son los aspectos únicos / what are unique aspects of each?	7. Cuales son los mitos y realidades / myths & realities	8. Como llenar vacíos / How fill existing gaps in public education?	
Costa Rica	[illegible]	no							
Ecuador	yes Report? [illegible]	no							
Guatemala	[illegible]	no							
Honduras	Yes ahora?	no	Teacher as leader / Mix in order?						
Peru	~~yes~~	no							

The Diverse Information

TOPIC B: Needs of People

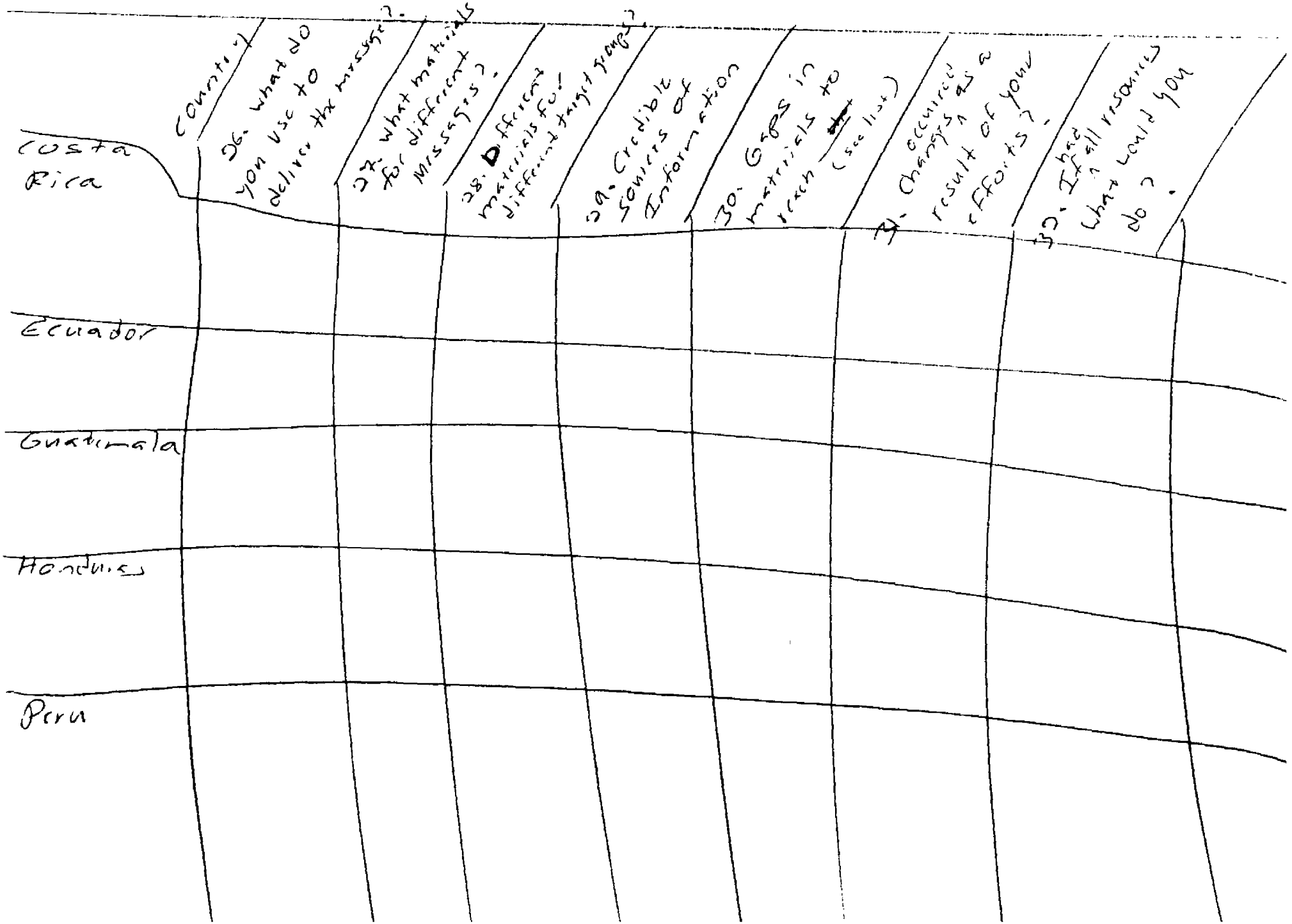
Country	9. Do the following effect information needs of people?	10. What is your experience with? (list)	11. Do you take special measures to reach them?	12. Problems encountered	13. Myths or misconceptions	14. Where do people get most info.?	15. Credible sources for diverse groups	16. How reach diverse groups effectively?
Costa Rica								
Ecuador								
Guatemala								
Honduras								
Peru								

TOPIC C: Information Delivery Systems: Getting the Information to People Who Need It

Country	17. What networks used to get Info. to the people.	18. Best way to reach people w/ different cultural backgrounds	19. Best way to reach different Geographical regions?	20. Problems reaching everyone	21. Resources shared w/ other groups	22. How shared Information?	23. New opportunities for sharing resources	24. What groups have assisted you?	25. What community organizations would you create?
Costa Rica									
Ecuador									
Guatemala									
Honduras									
Peru									

Effective Materials/ Activities for Natural Disasters Information: What works best for you

TOPIC D:



Children's Television Workshop

LA EDUCACION SOBRE DESASTRES NATURALES EN AMERICA LATINA

PROGRAMA DEL SEMINARIO
Costa Rica
Marzo 5 y 6, de 1990

Lunes
5 de marzo

8:30 - 10:45		PALABRAS DE INAUGURACION
		1. Presidente: Dr. Hugo Prado Monje
		2. Cooper Wright, International Television Group, Children's Television Workshop
		3. Evelyn Payne Davis, Community Education Services, Children's Television Workshop
10:45-11:00		INTERVALO
11:00-12:00		DEBATE DE GRUPO
		Debate general: ¿Què proyectos de preparaciòn para desastres y mitigaciòn de sus consecuencias han sido implementados hasta este momento en los paìses de ustedes, y con què èxito?
12:00-2:00		ALMUERZO
2:00-4:00	*	DEBATES EN GRUPOS PEQUENOS
		Facilitadores: Rene Carillo and Mickie Agrait
		TEMA A: Posibilidades y Obstàculos que enfrenta la Educaciòn Pùblica en materia de Desastres Naturales.
		TEMA B: Las Diversas Necesidades de Informaciòn que tienen las Personas.

Martes
6 de marzo

8:30-10:30	SALON PRINCIPAL DE CONFERENCIAS Los participantes se reùnen en el salòn principal de conferencias para compartir sus observaciones de los debates de grupo.
10:30-10:45	INTERVALO
10:45-1:00	DEBATES EN GRUPOS PEQUENOS (Divididos en dos grupos como anteriormente) TEMA C: Sistemas de Entrega de Informaciòn: Hacer que la informaciòn lleque a quien la necesita. TEMA D: Actividades/Material Eficaz para difundir Informaciòn sobre Desastres Naturales: ¿Que es lo que da mejores resultados en su caso?
1:00-3:00	ALMUERZO
3:00-4:30	SALON PRINCIPAL DE CONFERENCIAS Para compartir observaciones como anteriormente.
4:30-5:00	SUMARIO 1. Dr.Hugo Prado 2. Cooper Wright