

ADAPTATION and LOCALIZATION

Guidelines for Development of Disaster Risk Reduction Public Educational Materials

Since the development of high quality educational materials is labor intensive, it makes sense to build upon each other's work, rather than to "reinvent the wheel". These guidelines are suggested for a responsible approach to adaptation, localization and development of educational materials for disaster risk reduction in local languages.

WHAT	WHY	WHO
Excellent educational materials for disaster risk reduction have been developed all over the world, for the general public, for school children, and some for special target groups (elderly, disabled, non-readers, young children). The information contained in many of these should become general shared knowledge, part of a "culture of safety", just as personal hygiene measures like washing hands and cleaning teeth are to health. Many existing materials are copyright free, or the organizations that developed them are willing to share them. These guidelines are intended to facilitate permission and access to these materials and encourage responsible adaptation. A proposed online portal for adaptation and development of materials will make it easier to share, re-tool, and develop these materials for wider and faster distribution in the future.	For educational materials to have credibility, legitimacy, and strong impact, they should be backed by a consensus of key stakeholders, and based on the best knowledge at the time. The specific hazard conditions, some recommended risk reduction measures, and local experience and wisdom vary in each location. It is extremely important to demonstrate understanding and respect for these local conditions, exercise cultural sensitivity, use existing terminology and consistently introduce new terminology, based on wide consensus of stakeholders. Materials developed in one location should not be translated and transplanted without very careful consideration and adaptation.	A good working group has 5-10 people, representing key stakeholder agencies and groups including, ideally: • the National Red Cross/ Red Crescent Society • highly respected academic/scientific experts • Ministry of Education and/or other government agencies directly involved in the subject matter • representative of other ngo's or professional organizations involved in disaster risk reduction • skilled public educators • representatives of target audience groups. At least 1 or 2 members of the group should have fluent knowledge of the source language and most should be native speakers of target language.

HOW?

1 THE TEAM

Identify a team leader who will manage and guide the adaptation effort. Obtain commitment from participating organizations and confirm names, titles and contact information for team members. These individuals will put their names and organizations in the adaptation. Ideally partners will agree to add their logos too.

2 THE DRAFT TRANSLATION

Provide the team with these guidelines and with a professional draft translation of the materials in target local language, as well as the original. Translator and team leader should prepare by compiling a list of key terms in both source and target languages for discussion. Team members should prepare by reading through the material and making notes.

3 THE REVIEW

Clarify the purpose and target audience for the materials. Consider the document as a whole and then review section by section, paragraph by paragraph, and line by line as necessary.

Discuss and agree on terminology. Consider using parenthetical synonyms or examples as needed to explain new or unfamiliar vocabulary.

Ask original authors of the material to clarify reasons for anything that isn't clear or you are considering radically revising.

Consider the epistemology and syntax of the target culture and language, and how to build upon it's strengths.

4 CONSIDER THE TEXT

Wherever appropriate and possible, adapt the contents to refer to local:

- hazards
- maps
- laws
- historical data
- examples
- experiences
- quotations
- fictitious place, street and people's names
- measurements
- materials
- solutions
- contact information

Consider the semantics of risk communication in the target language and culture.

Divide labor as necessary for additional research.

5 CONSIDER THE GRAPHICS

Graphics should be appealing to target culture, easy to identify with, and accurately understood. They will be remembered better than text. Determine if graphics can be adapted, or must be started anew. Test all graphics with target group to discuss details of meanings derived from illustrations.

Do not use pictures of "what *not* to do" relying upon text to explain the mistake. Clearly mark these with 'X' or frown or similarly understood symbol. Check to be sure that symbols are widely understood.

8 TESTING, REVISING, CREDITING

Give your document a version number and date, test it with your target audience and revise. The next one will be "new and improved".

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