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HAZARDSCRC

BUILDING BEST PRACTICE IN CHILD-CENTRED DISASTER RISK REDUCTION:

UTILISATION AS THE ROYAL ROAD

**Kevin Ronan, Briony Towers, and CC-DRR
Project/End User Team**



An Australian Government Initiative



MASSEY UNIVERSITY



PROJECT TEAM

- | | |
|--------------------|-------------------------------|
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| 4) Kat Haynes: | Risk Frontiers/Macquarie Univ |
| 5) Eva Alisic: | Monash University |
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| 7) Susan Davie: | Save the Children Australia |
| 8) Marla Petal | Save the Children Australia |
| 9) Vicki Johnson | JCDR, Massey University |
| 10) David Johnston | JCDR, Massey/GNS Science |

PROJECT TEAM

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| 11) Avianto Amri | PhD Student |
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PROJECT END USERS

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| 1) Liz Addison/Tracey Leotta | WA DFES |
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| 4) Gwynne Brennan/Matt Henry/
Dawn Hartog | CFA (VIC) |
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| 6) Jacqueline Quaine | VIC SES |
| 7) Tony Jarrett/Brenda Doran-Higgins | NSW RFS |
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PROJECT END USERS

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| 12) Bruno Greimel | QFES |
| 13) Antonia Mackay/John Richardson | Red Cross |
| 14) Michelle Coombe/Simon Goodwin | SAFECOM |
| 15) Sarah Anderson | ATAG |

PRESENTATION OVERVIEW

- **Introduction & summary of project to date**
- **The policy-practice-research nexus: Translation research and CC-DRR**
- **Summary and next research steps**

AUSTRALIAN NATIONAL STRATEGY FOR DISASTER RESILIENCE

NSDR notion of “shared responsibility”:

“Risk reduction knowledge [should be included] in relevant education and training programs, such as enterprise training programs, professional education packages, schools and institutions of higher education.”

Moving from expert models to shared responsibility

1. Community capacity-building and helping a community help itself
2. A role for children & youth
 1. Who are nested within schools, households and families
 2. Who are nested within organisations and communities
3. Why do it and is it worth doing?

UNISDR CONSULTATION ON SENDAI FRAMEWORK ON DISASTER RISK REDUCTION

“In particular children and youth have been singled out as having specific needs in terms of school safety, child-centred risk assessments and risk communication. But, more importantly, if appropriately educated and motivated on disaster risk reduction, they will lead and become the drivers of change” (UNISDR, 2013)

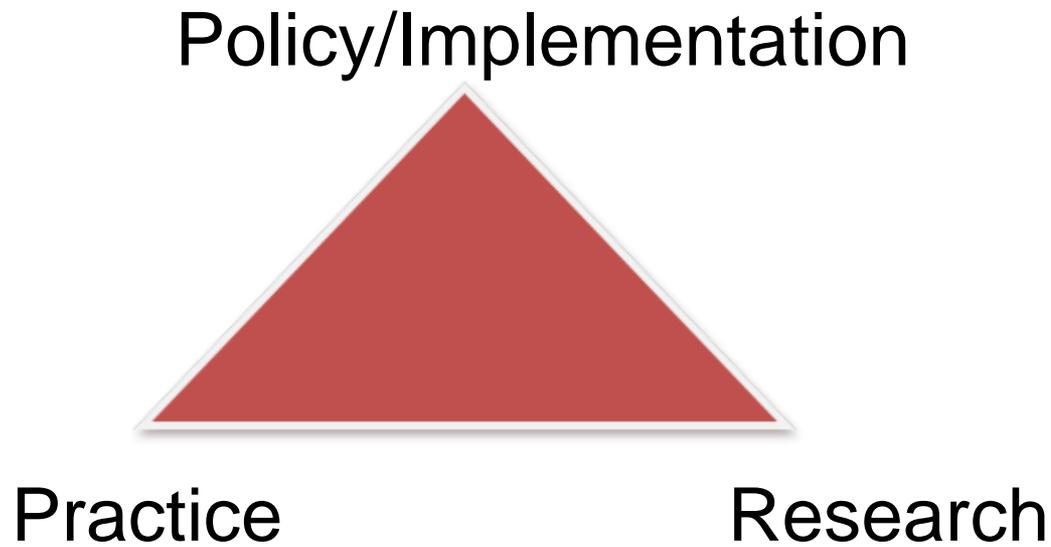
ADVOCACY IS IMPORTANT...

BUT EMPIRICAL SUPPORT IS THE ARBITER

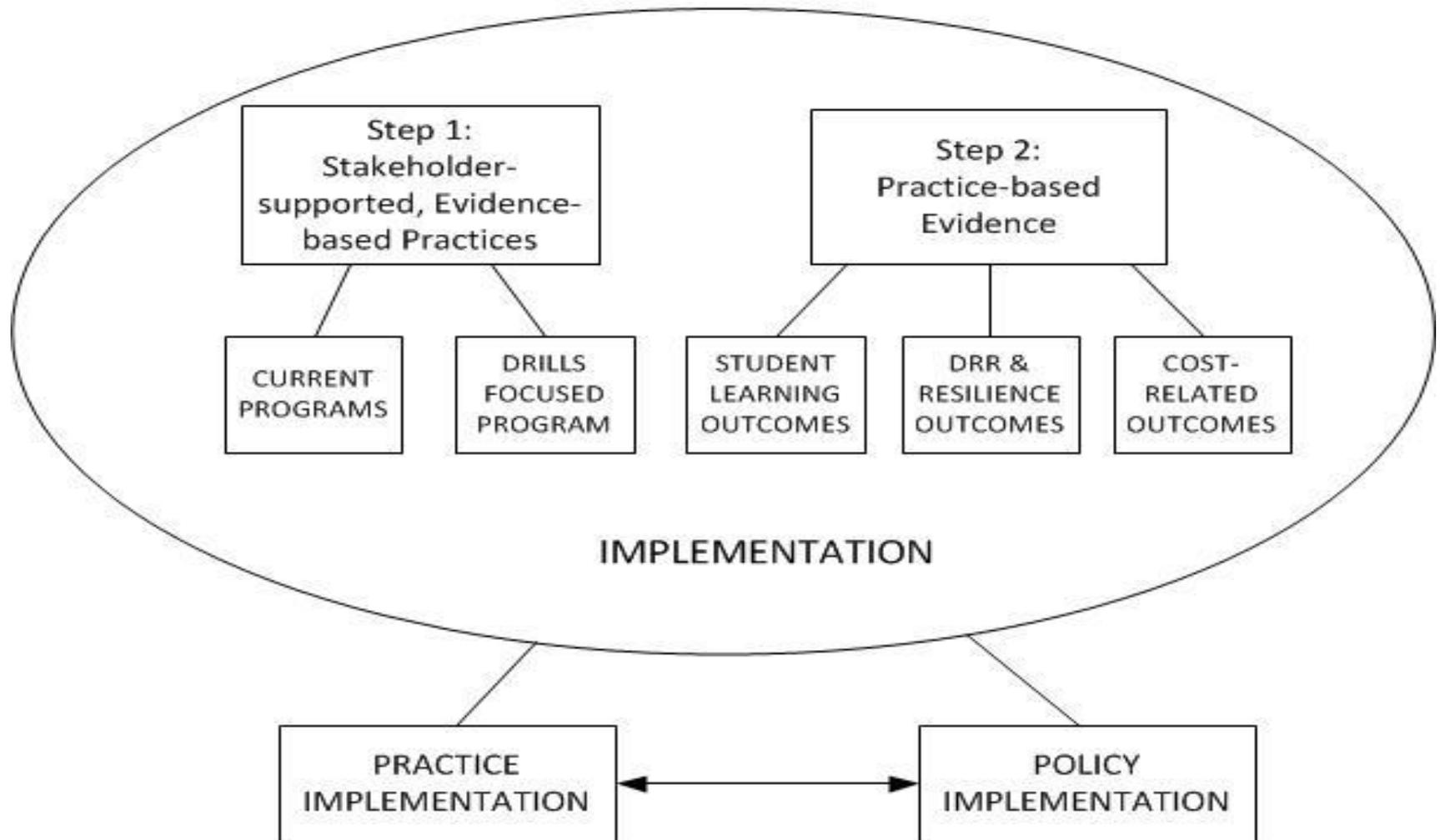
*Recent reviews of children's disaster resilience education programs done by our team, for post-2015 Sendai Framework process, in the empirical literature and for our BNHCRC program of research, document empirical support to date, while noting important **policy-practice-research** challenges*

- Ronan (2015) and Towers, Handmer, Ireland et al (2015). In UNISDR Global Assessment Report 2015
- Johnson, Ronan, Johnston, Peace (2014). *IJDRR*
- Ronan, Alisic, Towers, Johnson, Johnston (2015). *CPR*
- Rashid, Ronan, & Towers (2016). Chapter in education text

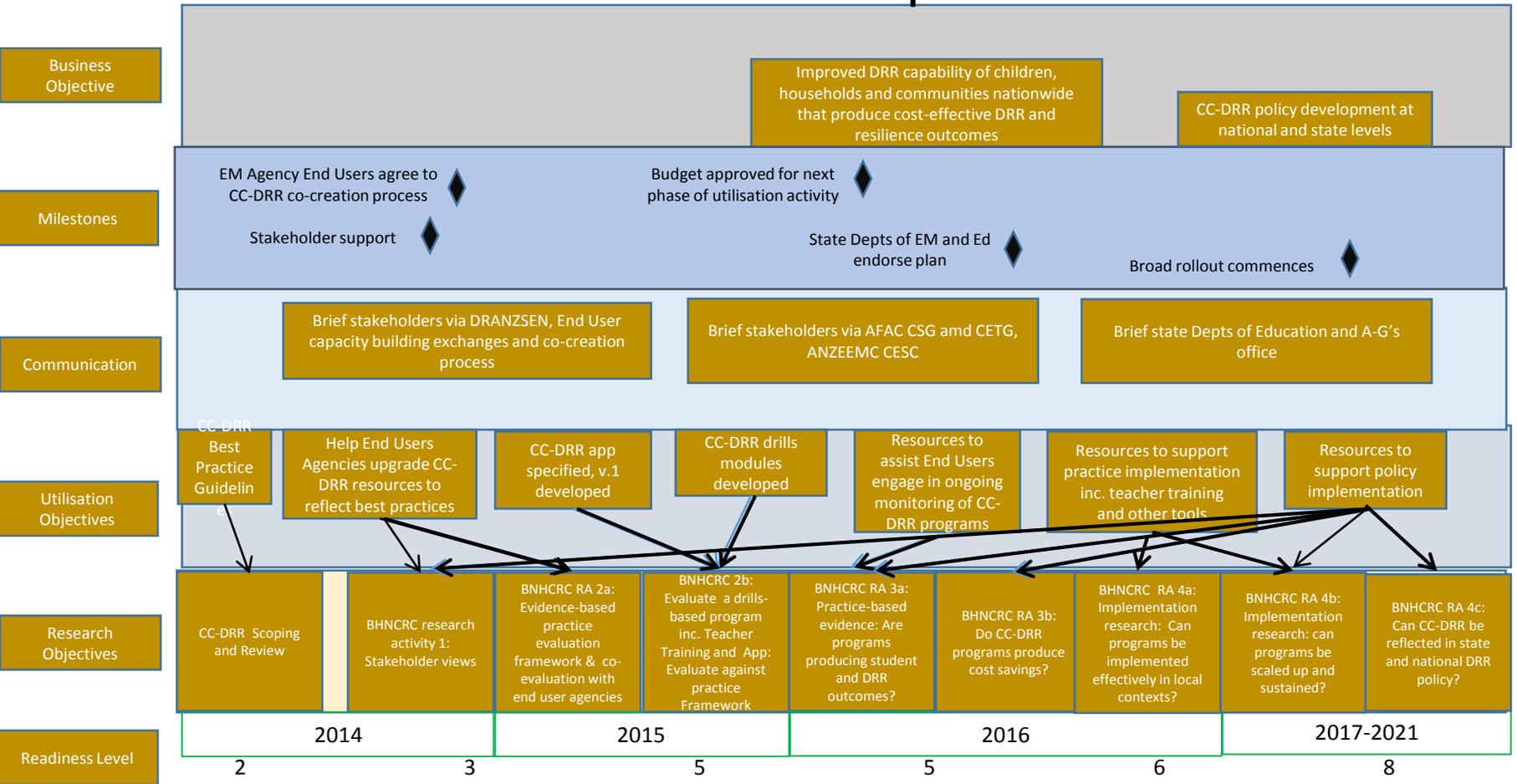
TRANSLATION RESEARCH: THE TRIANGLE



BUILDING BEST PRACTICE IN CC-DRR: GUIDING MODEL FOR RESEARCH



Draft Child Centred Disaster Risk Reduction Utilisation Roadmap



YEAR 1-2 SUMMARY

1. Year 1

1. Comprehensive scoping and review
2. Stakeholder research: What are their views?
3. Initial education program evaluations
 1. Effectiveness
 2. Implementation & utilisation

2. Year 2

1. Continuing stakeholder research
2. Practice and evaluation framework co-development
3. Education program development linked to school drills

Our scoping reviews of policy, practice and research: The promise

1. Children's disaster resilience education (C-DRE) programs: Over 40 published studies
 - a. Only one published prior to 2000
2. Experimentally-based studies support child & youth "interest" and increases in DRR & resiliency indicators, including those done in Australia and New Zealand

Summary of overall literature to date

1. Child and youth disaster resilience education (C-DRE) programs produce benefits in knowledge, risk perceptions, mitigation, preparedness, reduction in fears and other indicators

2. But,
 - They are often developed without reference to evidence-supported tenets
 - They are often not monitored & evaluated
 - They are done in sporadic, one off ways, rather than consistently or at scale
 - We don't know to what extent they actually produce DRR & Resilience outcomes when it matters

Core challenges:

Our research narrative

- 1. Practice-research nexus:** Are programs *effective* in all instances; do benefits extend to schools, homes, communities and into Response and Recovery; are benefits cost effective?
- 2. Policy-practice-research nexus:** Can effective C-DRE/CC-DRR programs be *implemented at scale* and sustained over time?

YEAR 3 (AND BEYOND)

1. Practice-based evidence: Outcome evals

- a. Student learning outcomes
- b. DRR & Resilience outcomes
- c. Cost-related outcomes
 - a. With Veronique Florec and Fiona Gibson from UWA

2. Implementation/utilisation research

- a. How best can effective programs be implemented at scale, done consistently and sustained over time?

2017-2021

Producing additional research knowledge and actual tools/utilization products for End Users to promote development of effective programs that, by 2021, translate into scaled up, cost effective programs that actually reduce risk and increase resilience for children, schools, households and communities

THANK YOU

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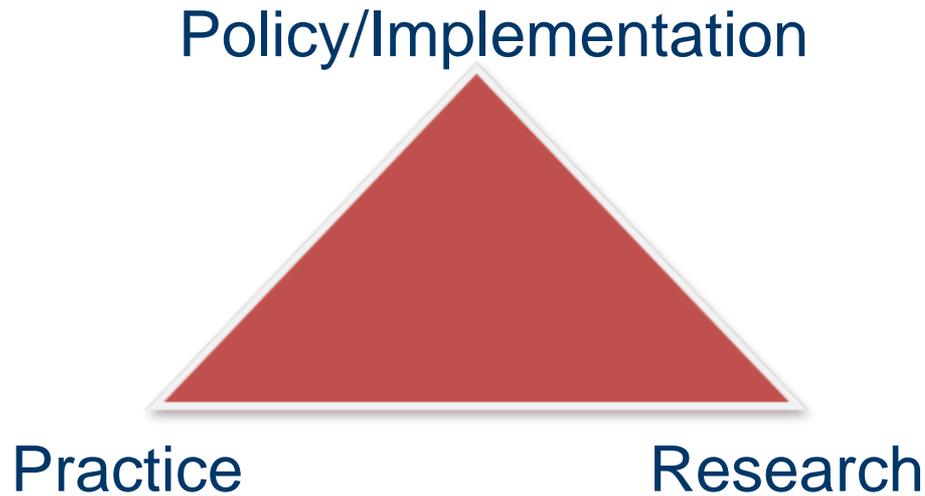
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Content Slide

The “translational space”: The policy-practice-research nexus



Going to Scale: Recommended Steps

1. Develop education programs
2. Develop partnerships: policy, practice, research
3. Pilot evaluations
4. Implement on larger scale
5. Evaluate over time to ensure
 1. 'Ultimate' outcomes during Response & Recovery
 2. Integration with community-driven approach
 3. Builds resilience in adults of tomorrow

Key findings - Divergence

- Different facilitating and deterrent factors in implementing DRR education in classrooms

JKT
n.s

Key Factors

AUS

48%

Not enough space in the curriculum

63%

84%

Lack of DRR education materials

53%

Training is required

47%

36%

Weak coordination between schools and other stakeholders

42%

n.s

Topic is timely with upcoming risks

42%

30%

Not enough budget and personnel

37%

52%

Not aware of existing policies on DRR in schools

n.s

41%

Personal interest is key facilitator

n.s

