

# AN EVIDENCE-BASED PRACTICE FRAMEWORK FOR CHILDREN'S DISASTER EDUCATION



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**DISASTER EDUCATION FOR CHILDREN HAS BEEN IDENTIFIED AS A KEY STRATEGY FOR INCREASING DISASTER RESILIENCE. IN AUSTRALIA, COMPREHENSIVE, EVIDENCE-BASED GUIDANCE FOR THE DEVELOPMENT AND IMPLEMENTATION OF QUALITY EDUCATION PROGRAMMES IS LACKING. THIS FRAMEWORK, UNDERPINNED BY CURRENT RESEARCH IN THE FIELD, AIMS TO PROVIDE EMERGENCY SERVICE AGENCIES AND OTHER STAKEHOLDERS WITH A GOOD PRACTICE APPROACH TO DEVELOPING EDUCATION PROGRAMMES THAT FOSTER CHILDREN'S CAPACITIES FOR BUILDING RESILIENCE. .**

## Curriculum

- Aligned with the Australian National Curriculum or state-based curriculum.
- Vertically (across subjects) and horizontally integrated (across grade levels).
- Reflects current scientific knowledge of hazards and disasters.
- Reflects relevant policy and practice of emergency service agencies.
- Accommodates diversity and addresses the needs of vulnerable groups.
- Incorporates local and indigenous knowledge.

## Pedagogy

- Clearly articulated learning objectives and outcomes .
- Learning outcomes are action-oriented and competency-based
- Adopts child-centred learning approaches.
- Encompasses the affective, cognitive and behavioural dimensions of DRR and resilience.
- Promotes child participation in their schools, households and communities.

## Assessment

- Assessment constitutes an integral component of programme design.
- Assessment is both formative and summative.
- Assessment is directly aligned with stated learning objectives and outcomes.
- A range of assessment methods are employed.
- Programme materials include assessment tools and guideline.

## Professional development

- Programme includes resources and materials for each learning activity.
- Educators are provided with professional training for implementing the curriculum.
- Educators are provided with a list of external contacts for additional information and support .
- The specific needs of teachers versus agency staff/volunteers are met.

## Scaled implementation

- Strategies are established at the outset of programme development.
- The approach is guided by the context (e.g. scale by explosion, expansion or association or a combination of all three).
- Address the enabling and disabling factors that affect scaling up.
- Take full advantage of State and Federal policy, legislation, collaborative mechanisms and partnerships.

## Monitoring and evaluation

- Monitoring and evaluation forms an integral part of programme design.
- Programme has a clearly articulated 'theory of change' (program logic).
- The theory of change incorporates all elements of the practice framework from curriculum through to scaled implementation.
- Monitoring and evaluation can be implemented 'in-house' by agencies.
- Programme is modified and updated to reflect M&E outcomes.

### Key references

Selby, D. & Kagawa, F. (2013). *Towards A Learning Culture of Safety and Resilience Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum*. UNESCO: Geneva.

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