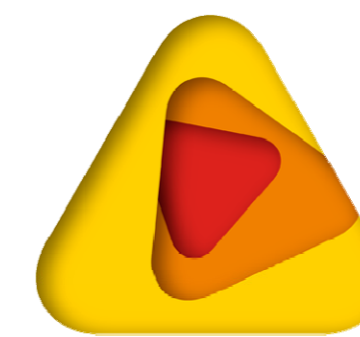


WHAT IS MISSING IN DISASTER RESILIENCE EDUCATION EVALUATIONS?



bushfire&natural
HAZARDSCRC

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THERE IS A REAL NEED IN DISASTER RESILIENCE EDUCATION (DRE) FOR A MORE COMPLETE EVALUATION PROCESS BY RESEARCHERS AND PRACTITIONERS. THE MAJORITY OF EVALUATIONS HAVE RELIED ON KNOWLEDGE RETENTION BEING RECAPITULATED IN AN INTERVIEW OR SURVEY SITUATION AND NOT APPLIED AS MANY OF THESE MESSAGES ARE INTENDED. THE FOCUS OF EVALUATIONS OF DRE PROGRAMS HAS BEEN TO ASSESS THE KNOWLEDGE TRANSFER TO PARTICIPANTS, BUT OFTEN NEGLECTS THE SKILL DEVELOPMENT AND APPLICATION AS WELL AS CHANGES IN BEHAVIOUR, IN PARTICULAR LONG TERM CHANGES.


There is a real need in Disaster Resilience Education (DRE) for a more complete evaluation process by researchers and practitioners. The majority of evaluations have relied on knowledge retention being recapitulated in an interview or survey situation and not applied as many of these messages are intended. The focus of evaluations of DRE programs has been to assess the knowledge transfer to participants, but often neglects the skill development and application as well as changes in behaviour, in particular long term changes.

To address this Kirkpatrick and Kirkpatrick's (2005) four step process for evaluating training programs will be adopted for a Literature Review of pre-existing DRE program evaluations. This process will involve Assessing a programs Evaluation. The Literature Review will examine whether or not an evaluation has effectively assessed


programs effectiveness using the Kirkpatrick four Step process. these steps include; Reaction (to a training program); Learning (including changes to attitude, knowledge and skills); Behavioural changes; and Results: (final outcomes and outputs). Johnson, Ronan, Johnston, and Peace, (2014) in there methodological review of 38 disaster education programs for children discovered that "there was a predominance of knowledge-based outcome indicators, which demonstrates a propensity to define program effectiveness by children's correct answers to knowledge-based questions" (p.118). They went on to state that "the relationship between knowledge of preparedness strategies and preparedness actions are tenuous at best" (p.121).

Evaluating DRE


Structural Fire




We teach children skills to survive a fire




and with those skills we assume that they wont PANIC,




when they are faced with this.



However, we evaluate their taught survival skills like this.



When they really need to be evaluated like this.



So that we are certain that the survival skills we teach, can be applied to keep everyone safe.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2005). Transferring Learning to Behavior : Using the Four Levels to Improve Performance (Vol. 1st ed). San Francisco, CA: Berrett-Koehler Publishers.
Johnson, V. A., Ronan, K. R., Johnston, D. M., & Peace, R. (2014). Evaluations of disaster education programs for children: A methodological review. International Journal of Disaster Risk Reduction, 9, 107-123.

