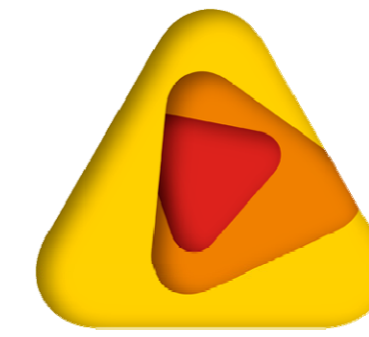


DISASTER RESILIENCE EDUCATION

A Practice Framework for Australian Emergency Management Agencies



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HAZARDSCRC

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DISASTER RESILIENCE EDUCATION (DRE) FOR CHILDREN AND YOUNG PEOPLE HAS BEEN IDENTIFIED AS A KEY MECHANISM FOR REDUCING DISASTER RISK AND INCREASING RESILIENCE. THIS PRACTICE FRAMEWORK AIMS TO PROVIDE AUSTRALIAN EMERGENCY MANAGEMENT AGENCIES WITH A STRATEGIC, EVIDENCE-BASED APPROACH TO THE DEVELOPMENT OF DRE PROGRAMS THAT BUILD THE CAPACITY OF CHILDREN AND YOUNG PEOPLE TO BECOME AGENTS OF CHANGE IN THEIR HOUSEHOLDS, SCHOOLS AND COMMUNITIES.

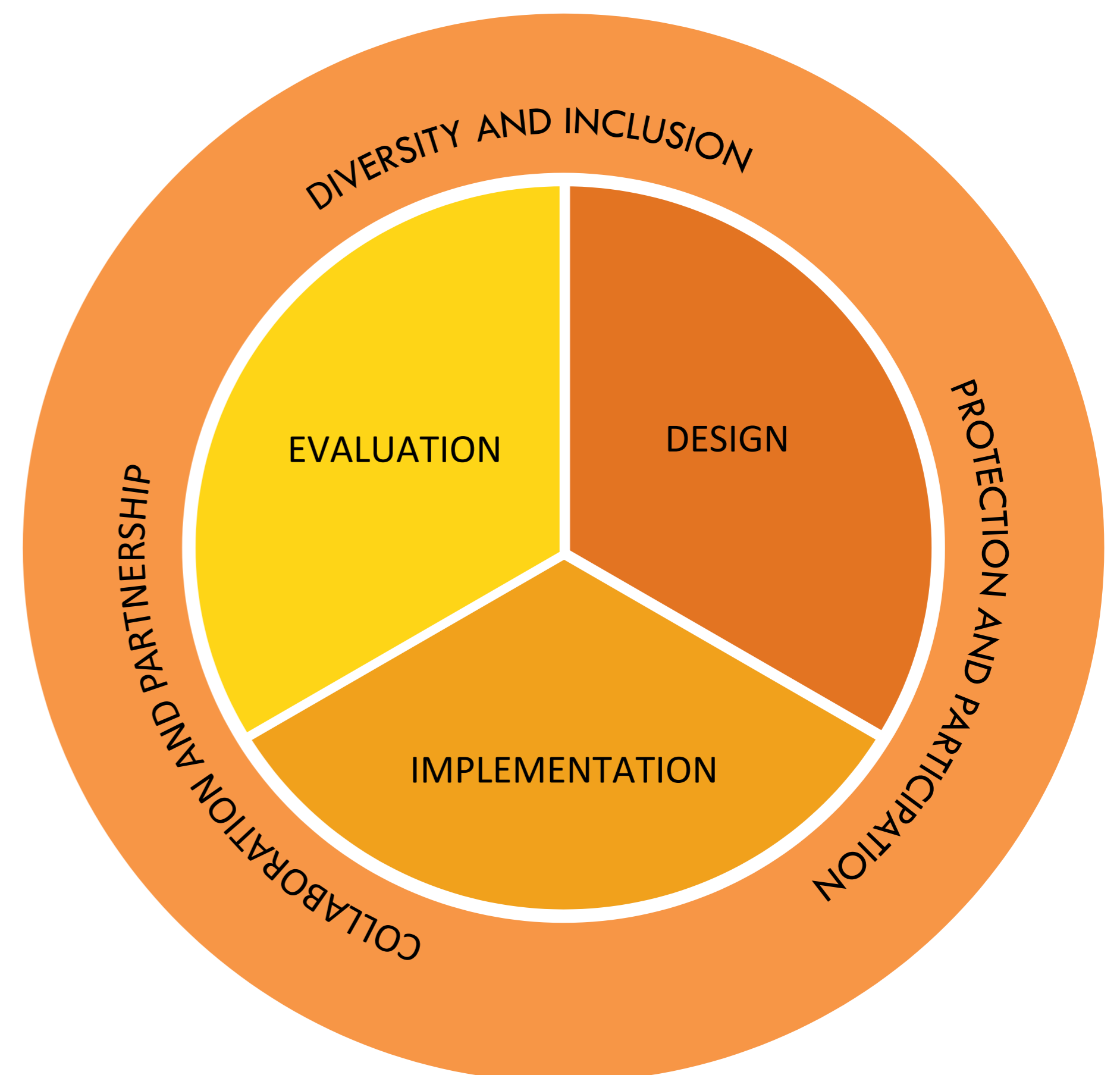
BACKGROUND

The DRE practice framework has been developed through a method of 'co-production', involving researchers and end-users from the BNHCRC's Child-Centred Disaster Risk Reduction (CCDRR) project. The structure and content of the framework has been informed by international and national policy, DRE practice guidelines, and peer-reviewed research evidence. It has also been informed by consultations with representatives from across the emergency management and education sectors. The is comprised of three core dimensions (Design, Implementation, Evaluation) and three guiding principals (Collaboration and Partnership, Diversity and Inclusion, Protection and Participation).

CORE DIMENSIONS

- ▶ **DESIGN.** Program aims should reflect an action-oriented perspective that recognises children and youth as legitimate stakeholders in DRR and resilience. Accordingly, program objectives should extend beyond learning objectives (e.g. knowledge, skills, attitudes) to include DRR and resilience objectives (e.g. concrete actions and behaviours). Teaching and learning activities should be active, participatory and experiential. Programs should also incorporate methods of authentic assessment. While assessment is a commonly neglected aspect of DRE, it is an essential part of the education process and can also provide valuable data for program evaluation.
- ▶ **IMPLEMENTATION.** An overcrowded curriculum in the most is widely cited barrier to the implementation of DRE: hence, curriculum alignment is fundamentally important and should be made explicit in program materials. As the dominant mode of DRE implementation shifts from agency-delivered programs to teacher-delivered programs, professional development for teachers is essential. Embedding DRE in mandated school emergency management procedures (e.g. drills) represents a further mechanism for scaled implementation. Here, the school becomes an 'active learning laboratory' for planning and enacting DRR and resilience strategies.
- ▶ **EVALUATION.** Rigorous evaluation is essential to the development and continuous improvement of DRE programs. Formative evaluations should be conducted as a routine part of program development because the available evidence for informing various aspects of design and implementation remains limited. Summative evaluations of existing programs should examine both implementation and outcomes so that the specific processes and mechanisms which facilitate or impede effectiveness can be clearly identified. Looking further ahead, impact evaluations which examine how DRE program outcomes are translated into reduced losses during an actual hazard event should be considered the ultimate arbiter of success.

Download a detailed explication of the framework with supporting references from www.bnhcrc.com.au or contact briony.towers@rmit.edu.au or K.Ronan@cqu.edu.au for more information.



GUIDING PRINCIPALS

- ▶ **COLLABORATION AND PARTNERSHIP.** The scaled implementation of quality DRE programs requires collaboration and partnership between the emergency management and education sectors, the private sector, academia, NGOs and community-based organisations. Collaboration and partnership maximises benefits from limited resources, supports a well-informed, integrated and coordinated approach to program design/implementation/evaluation, and builds the relationships that are fundamental to continued progress in the field.
- ▶ **DIVERSITY AND INCLUSION.** There is great diversity among Australian children. Around one third of the school population speaks a foreign language at home. Around 8 per cent of Australian children live with a disability. Children also differ in their socio-economic status, family structure, living conditions and mental, physical and emotional health. All of these factors influence children's vulnerabilities and capacities. Ensuring that DRE is an empowering and engaging experience requires accommodating diversity and promoting the inclusion of all children.
- ▶ **PROTECTION AND PARTICIPATION.** A fundamental assumption underpinning DRE is that children have the right to access information and participate in decision-making that affects them. However, children also have the right to whatever protection and care is necessary for his or her well-being. DRE programs should not only support children in understanding their rights to protection and participation, but should seek to facilitate the full realisation of those rights.



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