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BUILDING BEST PRACTICE IN CHILD-CENTRED DISASTER RISK REDUCTION (CC-DRR):

HOW DO WE GENUINELY BUILD BEST PRACTICE?

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



An Australian Government Initiative



MASSEY UNIVERSITY



PROJECT TEAM

- | | |
|-------------------|-------------------------------|
| 1) Kevin Ronan: | CQUniversity |
| 2) Briony Towers: | RMIT University |
| 3) John Handmer: | RMIT University |
| 4) Kat Haynes: | Risk Frontiers/Macquarie Univ |
| 5) Eva Alisic: | Monash University |
| 6) Nick Ireland: | Save the Children Australia |
| 7) Kate McFarlane | Save the Children Australia |
| 8) Marla Petal | Save the Children Australia |

PROJECT TEAM

10) Avianto Amri	PhD Student
11) Barb Kelly	Masters Student
12) Mayeda Rashid	PhD Student
13) Andrew Clarke	PhD Student
14) Revathi Krishna	PhD Student
15) Matt Henry	PhD Student
16) Tony Jarrett	PhD Student
17) Julia Crowley	BA(Hons) Student
18) Libby Tooth	BA(Hons) Student

PROJECT END USERS

- | | |
|--|-----------|
| 1) Liz Addison/Suzanne Blyth | WA DFES |
| 2) Mandy Moore | A-G |
| 3) Sandra Barber/Petrina Nettlefold | TFS (TAS) |
| 4) Matt Henry/Gwynne Brenna | CFA (VIC) |
| 5) Peta O'Donohue/Fiona Dunstan | CFS (SA) |
| 6) Susan Davie/Jackie Quaine | VIC SES |
| 7) Tony Jarrett | NSW RFS |
| 8) Rob Purcell/Steve Dorman/Marthese
Kavanagh | MFB (VIC) |
| 9) TBD (formerly, Greg Mennie) | SA SES |
| 10) TBD (formerly, Francie Tonkin) | MFS (SA) |
| 11) Conrad Walsh/Susan Broomhall/
Michael Ollerenshaw | F&R NSW |

PROJECT END USERS

- | | |
|------------------------------------|-----------|
| 12) Bruno Greimel | QFES |
| 13) Antonia Mackay/John Richardson | Red Cross |
| 14) Fiona Dunstan | SAFECOM |
| 15) TBD (formerly, Sarah Anderson) | ATAG |

PRESENTATION OVERVIEW

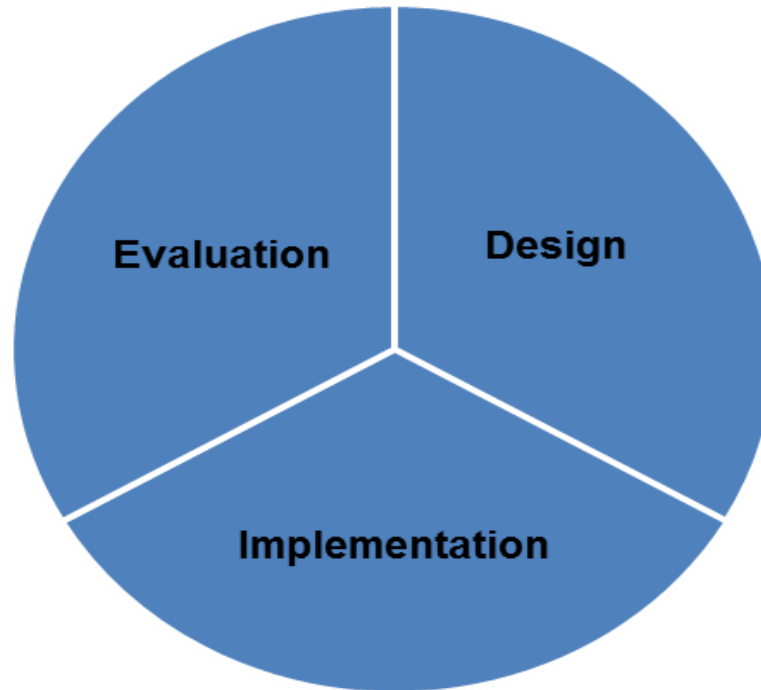
- **Introduction & summary of project to date**
 - **Considerable progress**
 - **Definite challenges**
- **Current challenges in a nutshell**
- **2018-2020 research and utilization plan**

Moving to shared responsibility

- **Values & policy:**
 - **NSDR aspirational notion of “shared responsibility” & school educational programming within that aspiration**
- **Values important but evidence is arbiter**
 - **Progress**
 - **Challenges**

SUMMARY OF CC-DRR RESEARCH

INCLUDING OUR 2014-17 PROGRAM OF RESEARCH



PROGRESS: FOCUS ON DISASTER RESILIENCE EDUCATION

- 1. Children's disaster resilience education (C-DRE) programs: Upwards of 50 published studies**
 - a. Only one published prior to 2000**

- 2. From 2014-17, we carried out many studies**
 - a. That build on progress and focus on numerous challenges**

Summary of overall literature to date

- 1. Child and youth disaster resilience education (DRE) programs produce numerous benefits**
 - including in EU agency programs
- 2. Children, youth, parents/caregivers, teachers, EM professionals value them**

Summary of overall literature to date

1. Excellent progress to date....

2. But, many challenges:

- Current DRE programs are not designed or delivered according to research and theory
 - Focus on key messages > active inquiry & skills
- Often not monitored & evaluated for outcomes
 - We don't know about long-term outcomes
 - Can produce unintended consequences
- Low penetration, schools have many implementation obstacles

What's the problem in a nutshell?

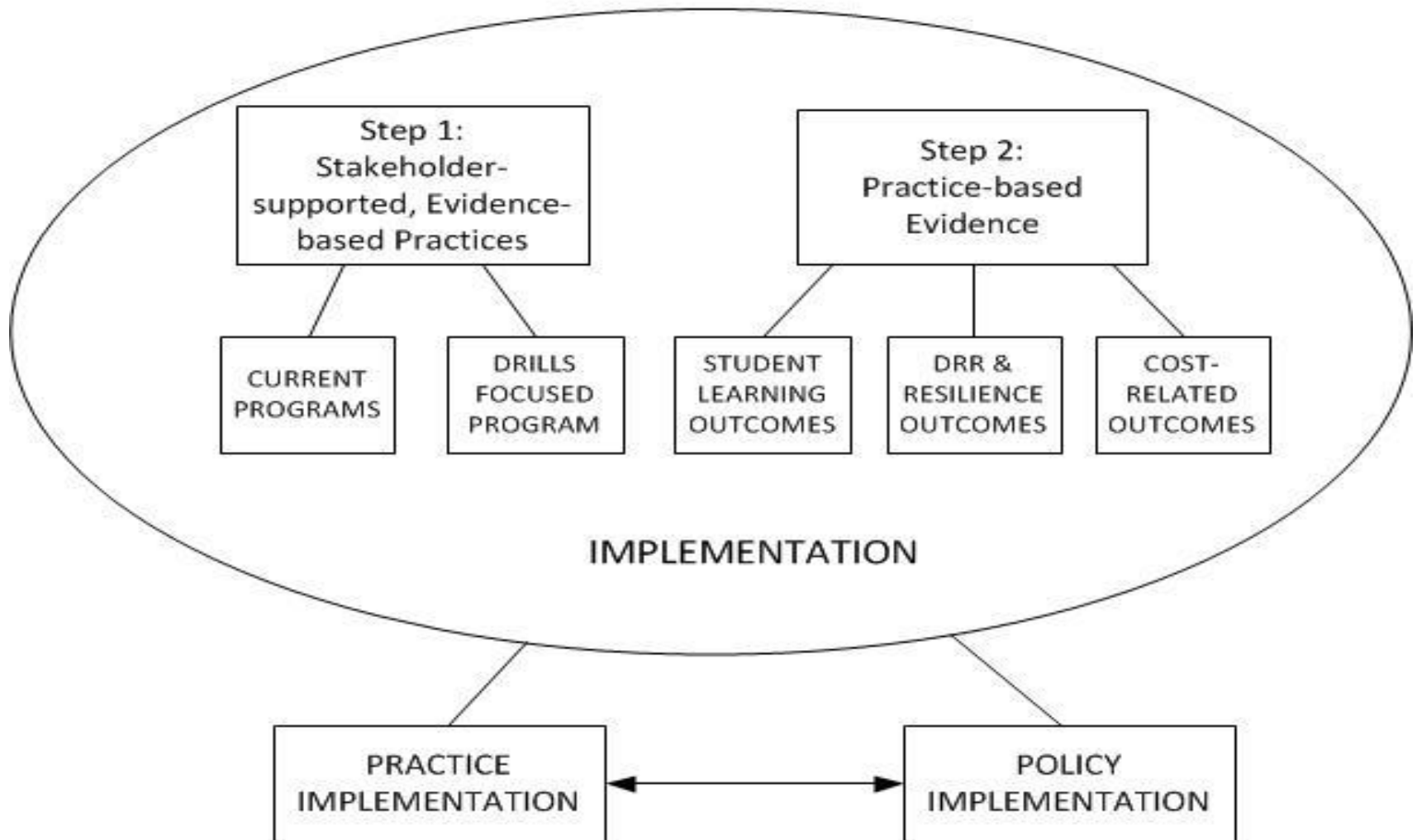
Our current way of “top down” working is not working
to get scaled penetration of effective CC-DRR
programs in school settings

BUT

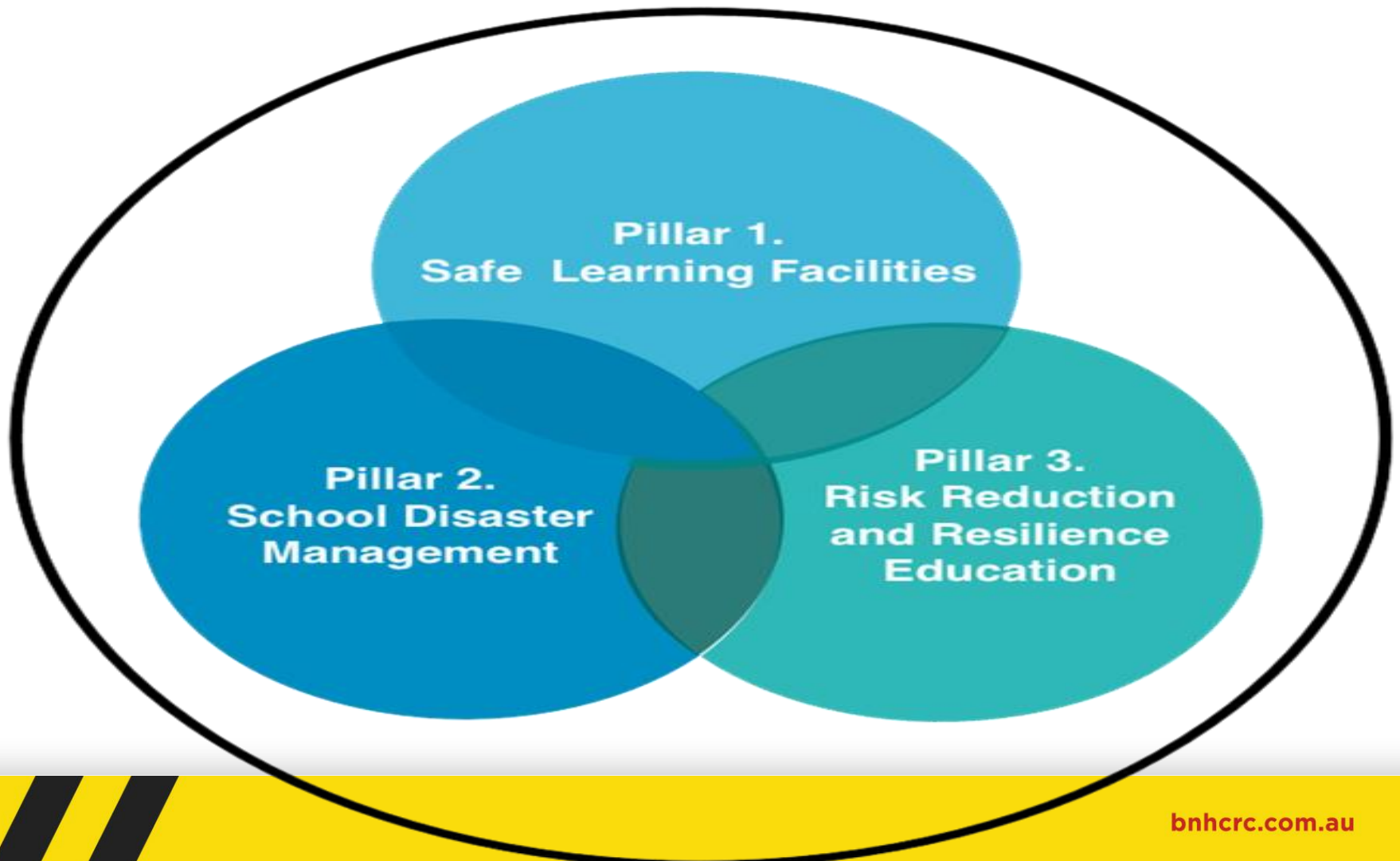
Work to date has produced many findings, guiding
principles, models and tools to assist with finding
more effective, and End-User supported, ways of
working

Guiding Models & Tools: Research & Practice

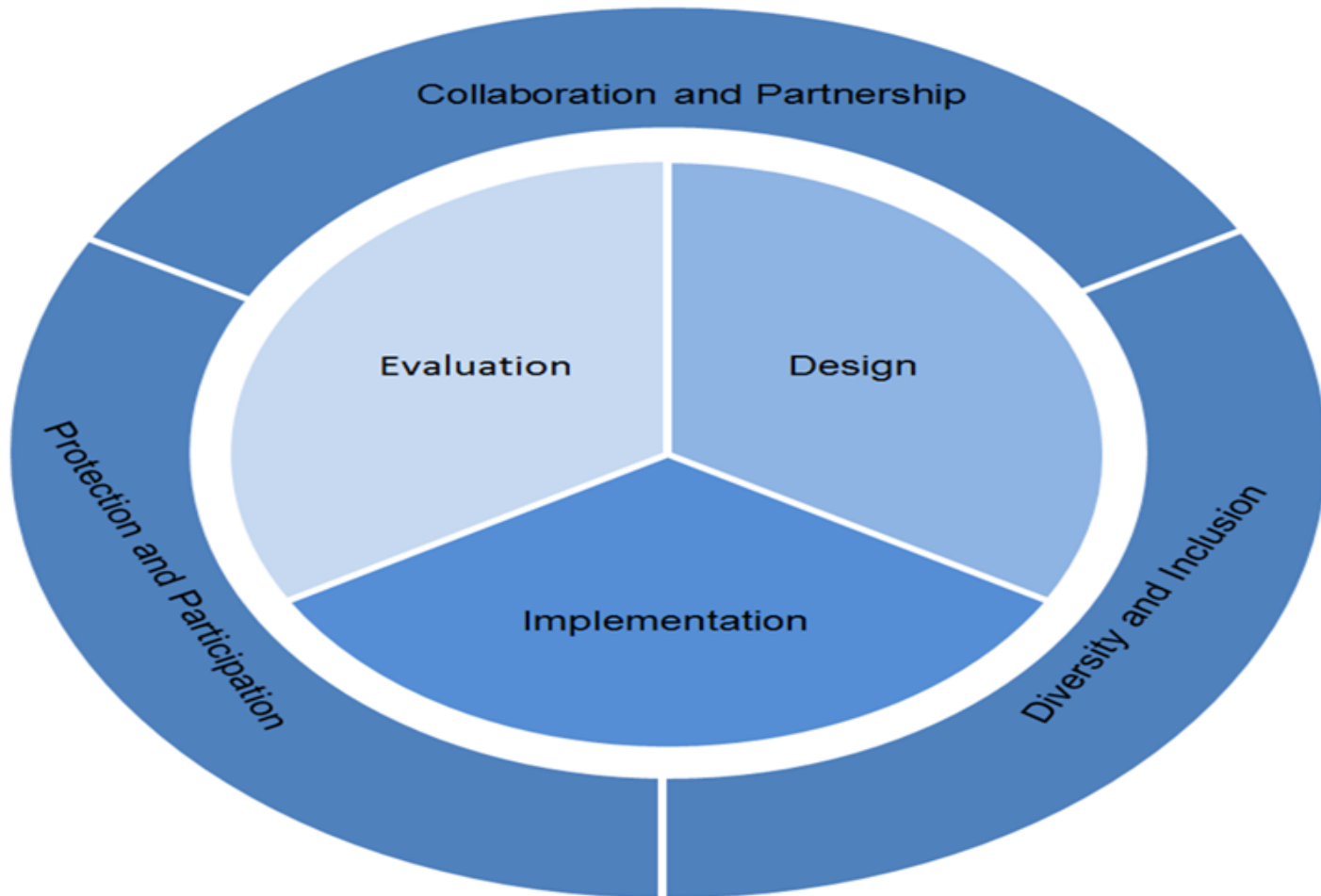
BUILDING BEST PRACTICE IN CC-DRR: GUIDING MODEL FOR RESEARCH



PRACTICE MODEL AND TOOLS: COMPREHENSIVE SCHOOL SAFETY FRAMEWORK



DRE PRACTICE FRAMEWORK TOOL



Building on progress, solving problems, 2018-2020

Findings to date suggest a school-based, and partnering, approach is necessary to support implementation of effective programming

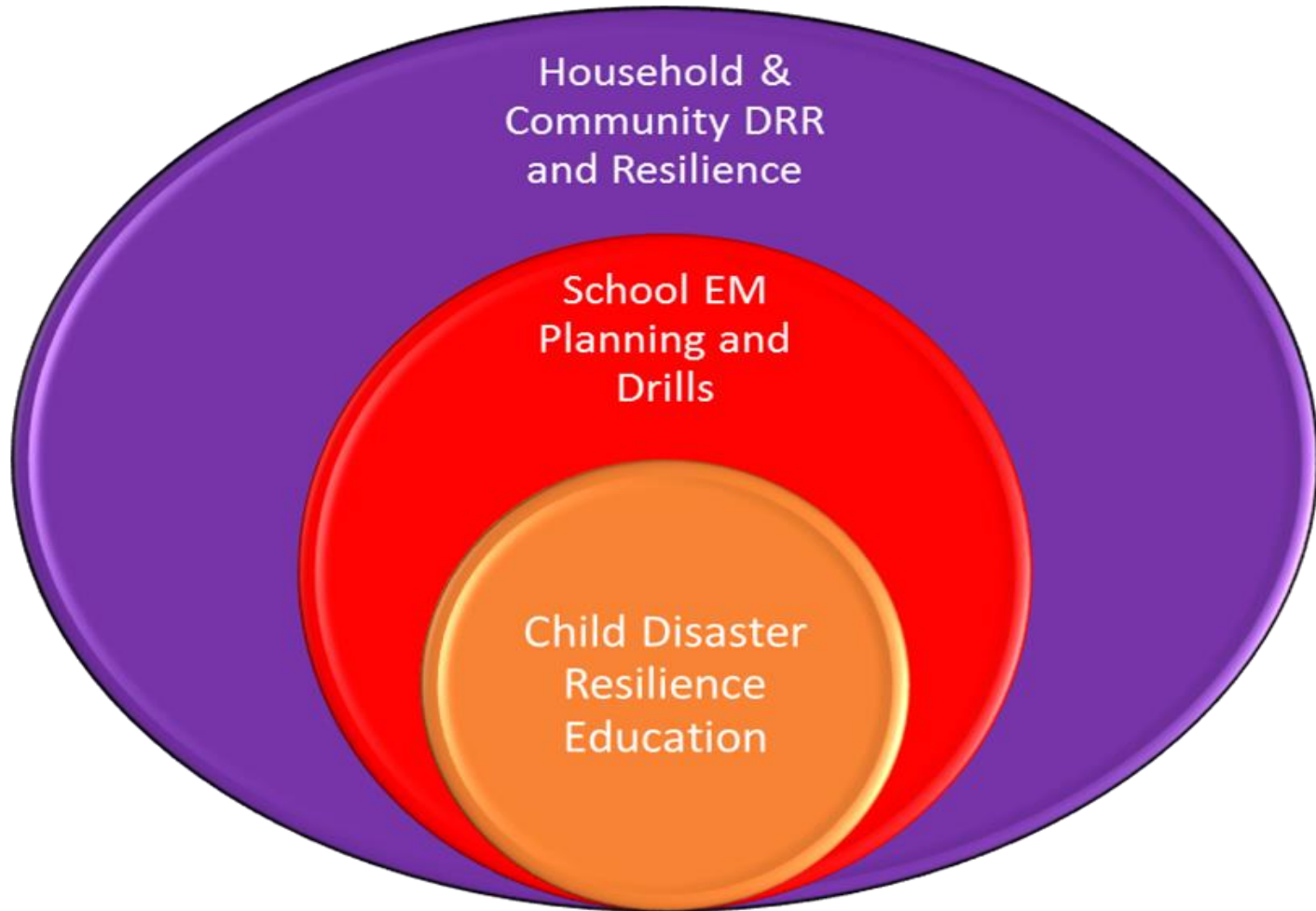
- ✓ **Leverage school support for CC-DRR programs while solving problems for them**
- ✓ **Through partnering and accounting for ways schools work**

2018-2020 Research & Utilisation

School-based practice-research case study approach supplemented with survey and interview work

- ✓ **To produce knowledge and utilization to promote scaled penetration of effective programming**
- ✓ **And accounting for ways schools work while meeting EU needs**

VISUALISING THE FUTURE



THANK YOU

Kevin Ronan

k.ronan@cqu.edu.au

Briony Towers

briony.towers@rmit.edu.au



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RESEARCH UTILISATION ROADMAPS: CHILD-CENTRED DISASTER RISK REDUCTION: 2014-2021



Australian Government
Department of Industry,
Innovation and Science

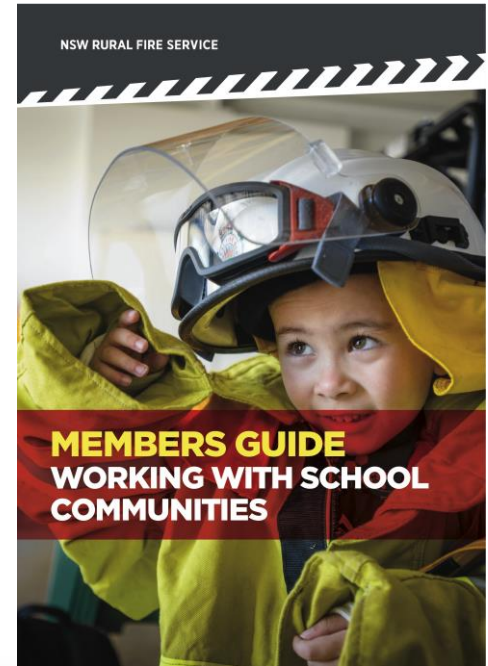
Business
Cooperative Research
Centres Programme

2018-20 FOCUS

- **World first research and utilisation, local application**
- **Guiding principles**
- **Important EU themes & utilisation needs**
- **Comprehensive School Safety**
 - **Disaster resilience education**
 - **School emergency planning & drills**
 - **Community linkages**

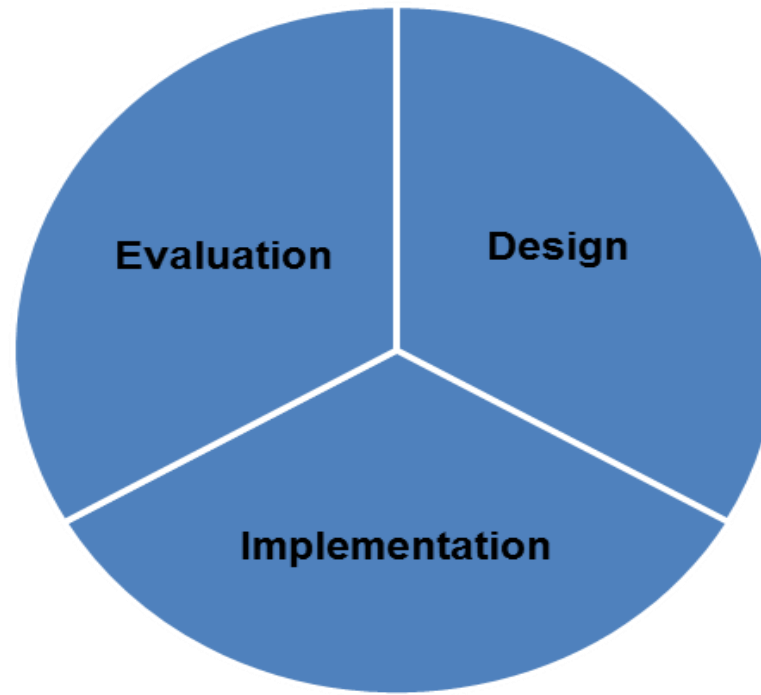
Core challenges: Our research narrative

1. **CC-DRR programs effectiveness** challenges
 - Design and delivery: evidence-based practice
 - Outcomes/impacts: practice-based evidence
2. **Implementation** challenges
 - Practice implementation
 - Policy implementation

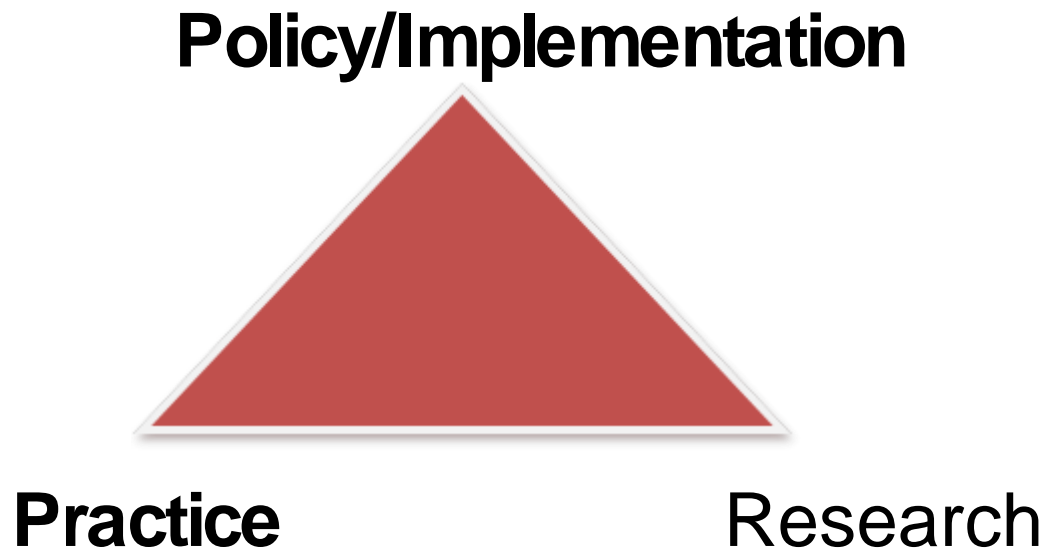


2018-2020 RESEARCH & UTILISATION

INCLUDING OUR 2014-17 PROGRAM OF RESEARCH



TRANSLATION RESEARCH: THE TRIANGLE



SUMMARY TO DATE

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

1. Year 2

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

SUMMARY TO DATE

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**

YEAR 3

1. Practice-based evidence: Outcome and formative evals

- a. Across 6 EU agency based programs: formative and outcome evaluation
- b. Cost-related outcomes
 - a. With Veronique Florec and Fiona Gibson from UWA

2. Implementation/utilisation research

- a. How best can effective programs be implemented in classrooms and schools, at scale, and be sustained over time?

CO-PRODUCING THE FUTURE: CONSULTATIONS AND WORKSHOPPING, 2014-2017

- **Building on progress to date, while directly addressing challenges**
- **2017-2020 vision and next steps**

2017-20: THE SHARED VISION

Producing additional research knowledge and End User-driven tools to promote development of effective CC-DRR approaches that translates into scaled up, cost effective programs that actually reduce risk and increase resilience for children, schools, households and communities

- And equip tomorrow's adults with DRR and resilience skills to solve future risk related problems

BUILDING BEST PRACTICE IN CHILD-CENTRED DISASTER RISK REDUCTION

(WHAT is it): A study designed to build End User, and nationwide capacities for (1) development, delivery, monitoring/evaluation, scaled implementation of CC-DRR initiatives, inc disaster resilience education programs, that produce effective learning, DRR/resilience and cost-related outcomes, including those focused on both current and future disaster risk.

(WHO is it for): Emergency management agencies, schools, children and youth, households, communities, policy-makers

(Why will it matter) It will lead to children and youth who are better equipped to deal with disaster risks now and in adulthood, including developing knowledge and skills that can have effects on others in households and communities to reduce disaster risks and increase resilience

Key Utilisation Milestones

End User capacity building: *knowledge, skills and tools to facilitate scaled implementation of effective CC-DRR/DRE initiatives and programs*

Research-produced tools

2015-16: CC-DRR Practice Framework co-creation process w End Users

2016-2018: CC-DRR Monitoring & Evaluation Toolbox co-development

2016-2019: Drills-focused education program development & app

2018-2020: CC-DRR Implementation Toolbox co-development

2019-2020: Best Practice Guidelines: CC-DRR Research, Practice/Training, Policy

2019-2021: Scaled, sustainable implementation of cost-effective CC-DRR initiatives, including disaster resilience education, and related policy, through EM agencies and departments of education and other potential supportive mechanisms (e.g., BNHCRC, AFAC, AIDR-DRESG; ANZEEMC)

2015 2016 2017 2018 2019 2020

START HERE

2017-20 NEXT STEPS: WHAT ARE END USERS TELLING US?

- **Increasing cooperation with other agencies**
- **Policy and practice implementation, advocacy and research**
- **Develop “best practice” programming**
 - **Teacher training**
 - **Resilience education enhancement**

RESILIENCE: SOCIAL- EMOTIONAL LEARNING

<https://youtu.be/ikehX9o1Jbl>

2017-20 NEXT STEPS: WHAT ARE END USERS TELLING US?

- **Move from sole focus on DRE to a “whole of school” focus**

Comprehensive School Safety Framework

COMPREHENSIVE SCHOOL SAFETY FRAMEWORK



2017-20 NEXT STEPS: WHAT ARE END USERS TELLING US?

- **CSS Framework and Research**
 - **Schools as a “living disaster resilience education lab”**
 - **Creating a “win-win” for kids & schools**
 - **School drilling as an exemplar of win-win**

TAKING THE SHOW ON THE ROAD

- **Linking CC-DRR & school approaches with community DRR approaches**
- **To help solve the problem of both school duty of care and universally low levels of prevention, mitigation, and preparedness in communities**
- **Across areas, including this one, the focus is on End User needs combined with world first research**

THANK YOU

Kevin Ronan

k.ronan@cqu.edu.au

Briony Towers

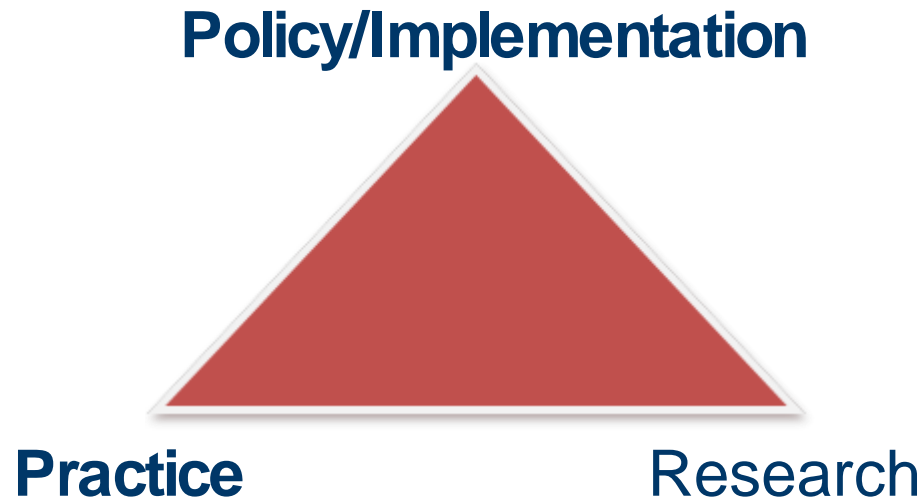
briony.towers@rmit.edu.au

BE WHAT **YOU** WANT TO BE



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

