



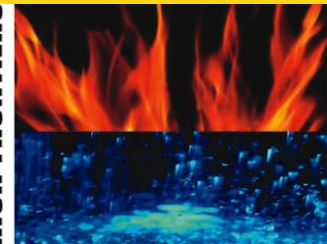
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# BUILDING BEST PRACTICE IN CHILD-CENTRED DISASTER RISK REDUCTION

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RISK FRONTIERS



Save the Children



MASSEY UNIVERSITY

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# Presentation goals

1. Disaster Risk Reduction: Moving from expert to shared responsibility, community & education-based models
2. The role of children and youth
  1. The promise
  2. The challenges

# 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 households and families
  2. Who are nested in organisations and communities
3. Why do it and is it worth doing?

# AUSTRALIAN NATIONAL STRATEGY FOR DISASTER RESILIENCE

## NSDR notion of “shared responsibility”:

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

# UNISDR CONSULTATION ON POST-2015 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, both for the HFA2 process and in the empirical literature, document empirical support to date, while noting important challenges*

Ronan (in press). Background Chapter in UNISDR Global Assessment Report 2015

Johnson, Ronan, Johnston, Peace (2014). *IJDRR*



# Reviews of practice and research: The promise

1. Children's disaster resilience education (C-DRE) programs: 35 published studies
  1. Only one published prior to 2000, 34 since
2. Experimentally-based studies support child & youth "interest" and increases in resiliency indicators
3. More recent 2014 study with youth in high bushfire hazard and lower SES area

# A participatory C-DRE education program

## 1. Brief description of program and youth

1. More participatory, interactive and experiential
2. 4 sessions
3. Youth were from high hazard, low SES area, half were not attending school/vocational training

## 2. Incorporated DRR- and behaviour change-theory and previous research

1. Inc enhanced emphasis on “key messages”
2. Increased interactivity within and between sessions

# Findings of this study

1. Child-reported resiliency indicators
  - a. Reduced hazards anxiety and fears
  - b. Increased knowledge on risk reduction behaviours
  - c. Increased, and verified, planning and practice
  
2. Parent-reported
  - a. Increase of 6 additional preparedness activities done at home

Webb & Ronan (2014), in *Risk Analysis*

# Summary of overall literature to date

1. Child and youth disaster resilience education produces benefits
2. Empirically-supported “ingredients” linked to increases in preparedness behaviours
  - a. Increased disaster knowledge including focus on “key messages” = more preparedness activities
  - b. Repetition: more programs = more benefits
  - c. Interaction including guided discussions with parents = more child- and parent-reported prep activities at home

# Core challenges I

## 1. Practice-research nexus: Does it help?

- a. Do C-DRE programs benefits extend over time including during Response and Recovery?
  - a. Johnson, Johnston, Ronan, & Peace (2014) in *Journal of Homeland Security*
- b. Do Preparedness programs that include C-DRE programs save money?
- c. Can C-DRE programs lead to other future benefits?
  - a. Ronan & Towers (2014) in *Systems*

# Core challenge II

## Policy-practice nexus: Problem of scale

- a. Small scale studies and demonstration projects are the norm
- b. How do we deliver effective programs at scale?
  - i. Research on facilitators and deterrents to implementing programs in school settings

# Going to scale: Obstacles and facilitators as seen by school personnel

1. Facilitators to incorporating disaster resilience programs in school/classroom settings
2. Deterrents/obstacles

- Johnson & Ronan (2014), in *Natural Hazards*
- Johnson, Ronan, Johnston, & Peace (2014) in *Disaster Prevention & Management*
- Ronan (in press). In UNISDR GAR15

# Tackling key challenges in our research

1. Ensuring program effectiveness over time
  - a. Going beyond pre-post studies
  
2. Going to Scale: Solving problems for practice and policy-makers
  - a. Inc innovative, evidence-supported solutions that align with both practice/policy aspirations & realities



# THANK YOU

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