Child-centred Teacher-facilitated Disaster Resilience Education Program

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Overview

Introduction

WHAT THIS PHD IS ABOUT

This PhD aims to design and test a **child-centred teacher-facilitated disaster resilience education program for children** within the framework of **Action Research** paradigm aligning with a **child-centred disaster risk reduction (CC-DRR)** ethos using **bottom-up** and **top-down** design strategies.
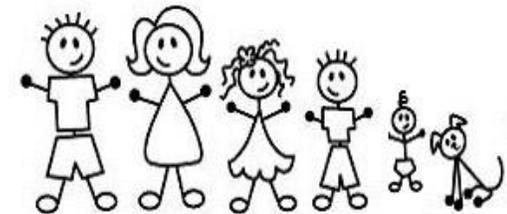
Background & Rationale

WHY THIS RESEARCH?

➢ Children are the **most diverse vulnerable** group.

➢ Children are the **agents of change.**

➢ Disaster resilience education is recognized as an integral component of **DRR framework.**

➢ Preliminary **research and anecdotal evidences** speak favorably of CC-DRR

➢ Lack of **empirical research**

➢ Some **research gap**

➢ Sustainable **implementation**
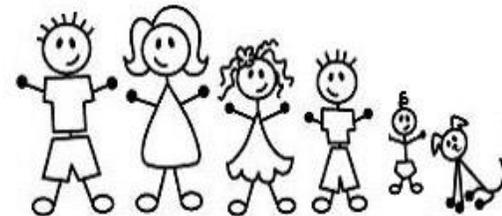
Rationale cont...

Why this research when we already have disaster integrated DRR in the textbooks?

WHAT HIMEL (13 YEARS) SAYS:

" You cannot ride a bicycle simply by reading books unless you actually ride it and practice.
Then, how can you expect us to save ourselves during disasters by only putting some written chapters in our text books ? "

Specific Focus
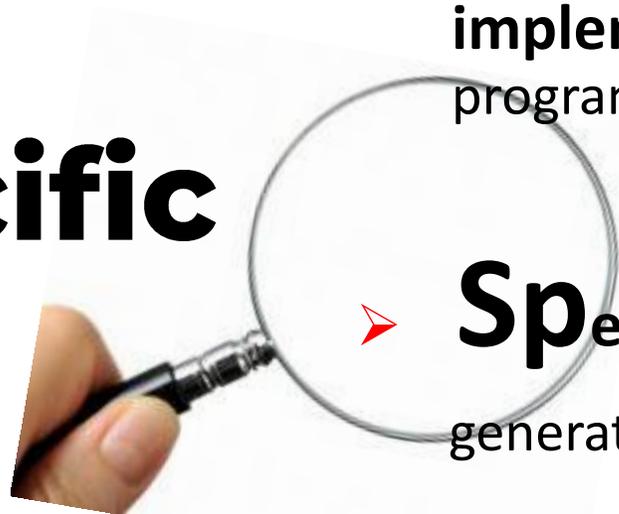
- The **structures, components and implementation process** of current CC-DRR programs

- **Sp**ecific program component responsible in generating specific **effective outcome**

- **Bottom-up** and **top-down** design strategy

- **Scaled up** and **sustainable implementation**
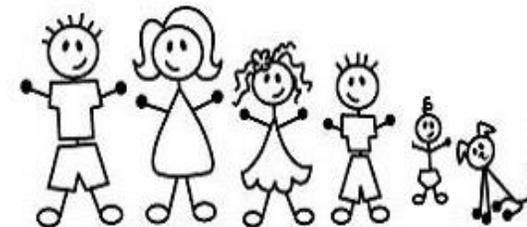
Research Design

PRIMARY DATA COLLECTION

Phase-1: DESIGNING the child-centred teacher-facilitated disaster resilience education program

Step-1:
Key Informant Interview

20 interview with CC-DRR implementing agencies and Ministry of Education and Disaster Management.

Observation of currennt DRR education programs

Observation of 5 CC-DRR program events.

Focus groups with children

6 focus groups with 43 kids

Step-2:
Analysing data and designing program

Using a framework analysis approach

Phase 2: TESTING the child-centred teacher-facilitated disaster resilience education program

Step-3:
Selection of School and training of teachers

Training 5-6 teachers for facilitating the program

Step-4:
Testing the program in Dhaka

Involving 30-60 kids in the program

Step-5:
Review of the expert Professionals in AU

Consulting 10 professional experts
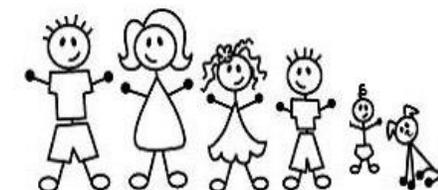
Data Collection

LOCATION AND PARTICIPANTS

Dhaka, capital city of Bangladesh
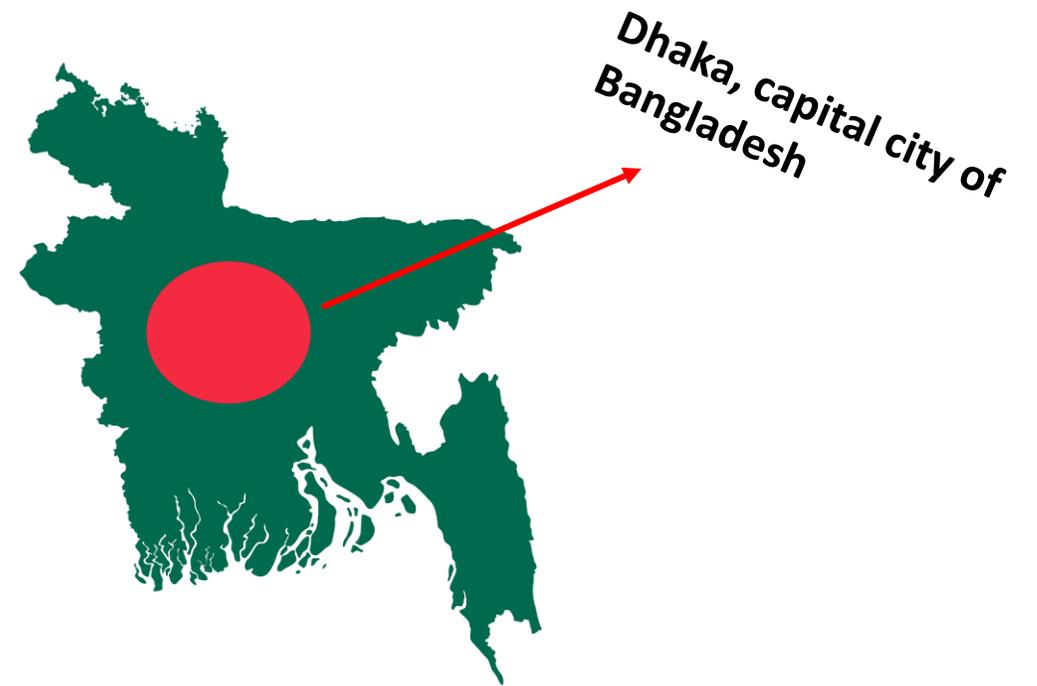
## Research Participants (Stakeholders)

Phase one: Program design

- 43 **C**hildren
- 3 **S**chools
- 10 **G**overnment officials
- 10 **N**GO practitioners
- 5 **CC**-DRR Programs (observations)

Phase Two: program testing

- 30-60 **C**hildren
- 5-6 **T**eachers
- 1 **S**chool
- 30-60 **P**arents
- **C**ommunity
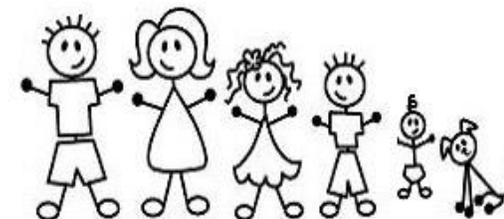
Data Analysis

USING A FRAMEWORK ANALYSIS APPROACH
(Ritchie & Spencer, 1994)

Stages:

1: Transcription

**2:** Familiarisation through immersion in the data

3: Coding

4: Developing a working theoretical/analytical framework by identifying recurrent and important themes

5: Applying the analytical framework

6: Summarising and charting data into the framework matrix

7: Interpreting data

Data Analysis cont...
Yes it's fun!
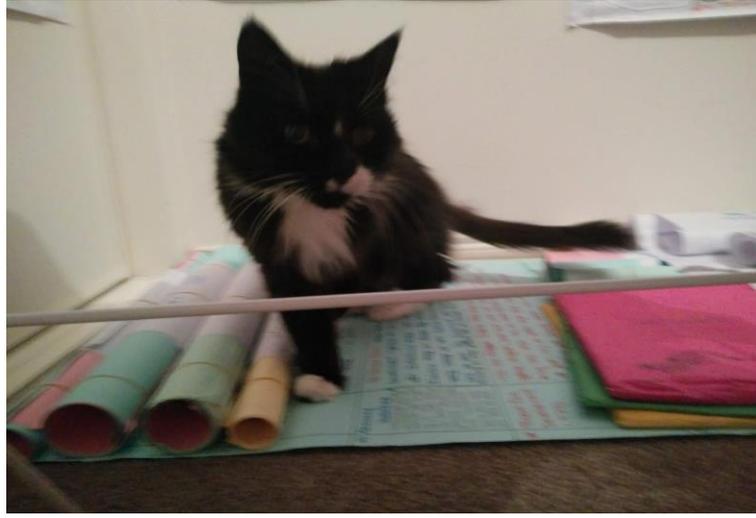
Findings

WHAT ELEMENTS CHILDREN LIKE THE MOST
AND WHAT THE LEAST?

CC-DRR elements that children like the most

CC-DRR elements that children do not like

DRILL
"It's fun"
"We can practice and that's the way we learn the best"

CHILD PARLIAMENT
"It also creates chances to involve other students in DRR"

LECTURES
"OMG so boring"; "we already have enough lectures in school"

GROUP DISCUSSION/WORK
"We can talk/work together & learn from each other."
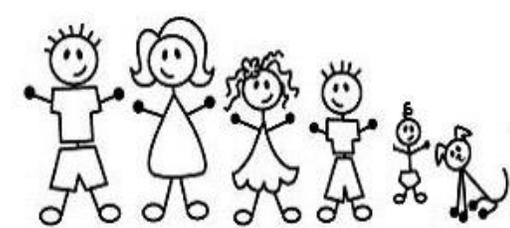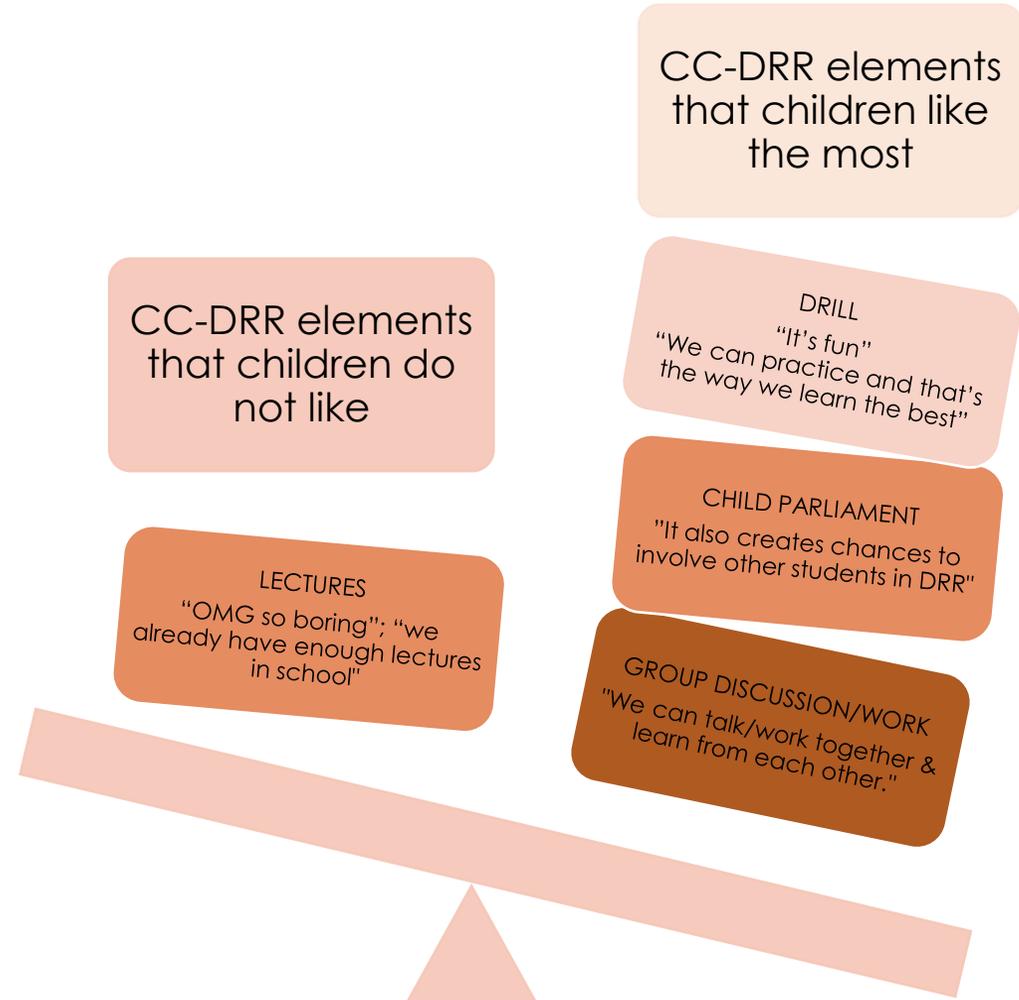
Findings Cont..

OF THE CHILDREN- BY THE CHILDREN- FOR THE CHILDREN

➢ **That children like the most:** 11 Program elements identified by the children and CC-DRR practitioners responsible in generating the best DRR and resilience outcome

➢ **That children want to do with their knowledge:** Involving parents-siblings-out of school children-community-local government.

➢ **That children are :** Agents of DRR

➢ **That children demand:** A sustainable disaster resilience education program
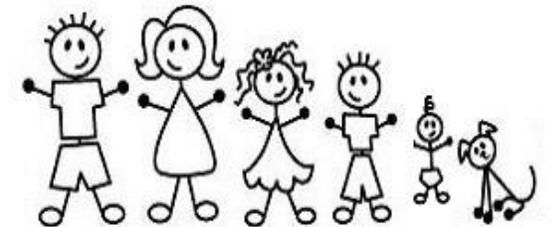
Structure of the Program

Following DRE Practice Framework (Towers, Ronan, Haynes et al., 2016).

Child-centred Teacher-facilitated Disaster Resilience Education Program

The study has identified a set of elements e.g., drill, group discussion, etc. responsible in generating the best DRR outcomes. These elements are serving as the components of the target program. In designing the program, the study is following the new evidence-infused tool, the **Disaster Resilience Education (DRE) Practice Framework** (Towers, Ronan, Haynes et al., 2016).

Process

Elements of the Program
Identifying the different elements of the program, e.g., Drill, Child club, etc.

Objectives
Identifying the learning objectives for the particular program element

Activities
Designing the learning activities/assessment tools.

Output
Setting the guidelines for teachers to facilitate the activities

Outcomes

### Short-term outcomes & feasibility
Increase in children's knowledge, skills, motivation , preparedness & capacity

Intermediate outcomes
Increased resilience & preparedness sustain over time

Long-term Impact
More resilient and better DRR

Expected impact of the program

SUSTAINABLE DISASTER RESILIENCE: BRINGING THE WHOLE COMMUNITY TOGETHER

> Knowledge and education
> Life skill and capacity building

> Awareness raising
> Capacity building

> Integration of CC-DRR into National DRR and Climate Change Adaptation Policy

> Organisational capacity and resource development
> Advocacy

School and community DRR preparedness, and contingency planning;
School and community hazard-vulnerability-capacity assessment (HVCA);
Risk management, vulnerability reduction and resilience;
Disaster response and recovery

DRR in the school curriculum

Incorporating CC-DRR into other development programmes

Partnership among GOs, NGOs, school and community

SCHOOL   COMMUNITY

POLICY   GOVERNANCE

Parents and community participation

Research and learning

Active Child participation

CC-DRR approach combined with the **bottom-up** and **top-down** design strategies enhance program's capacity to produce better DRR outcomes by bringing the **whole community** (children, parents, school and local residents) and **the service providers** (local government, NGOs and policy makers) under single umbrella, and to ensure **sustainability**.
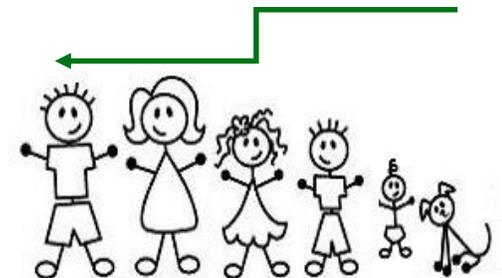
Research Progress

WHERE WE ARE AND WHAT NEXT: AND MILES TO GO BEFORE I

SLEEP

Exploring the existing theories & practices

Conducting field research

Designing the resilience education program by incorporating theories & research

Testing the resilience education program

Results and findings
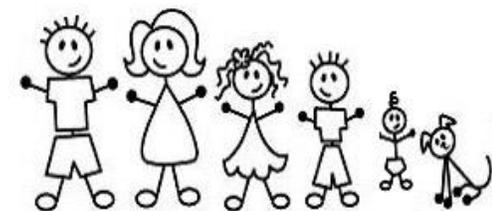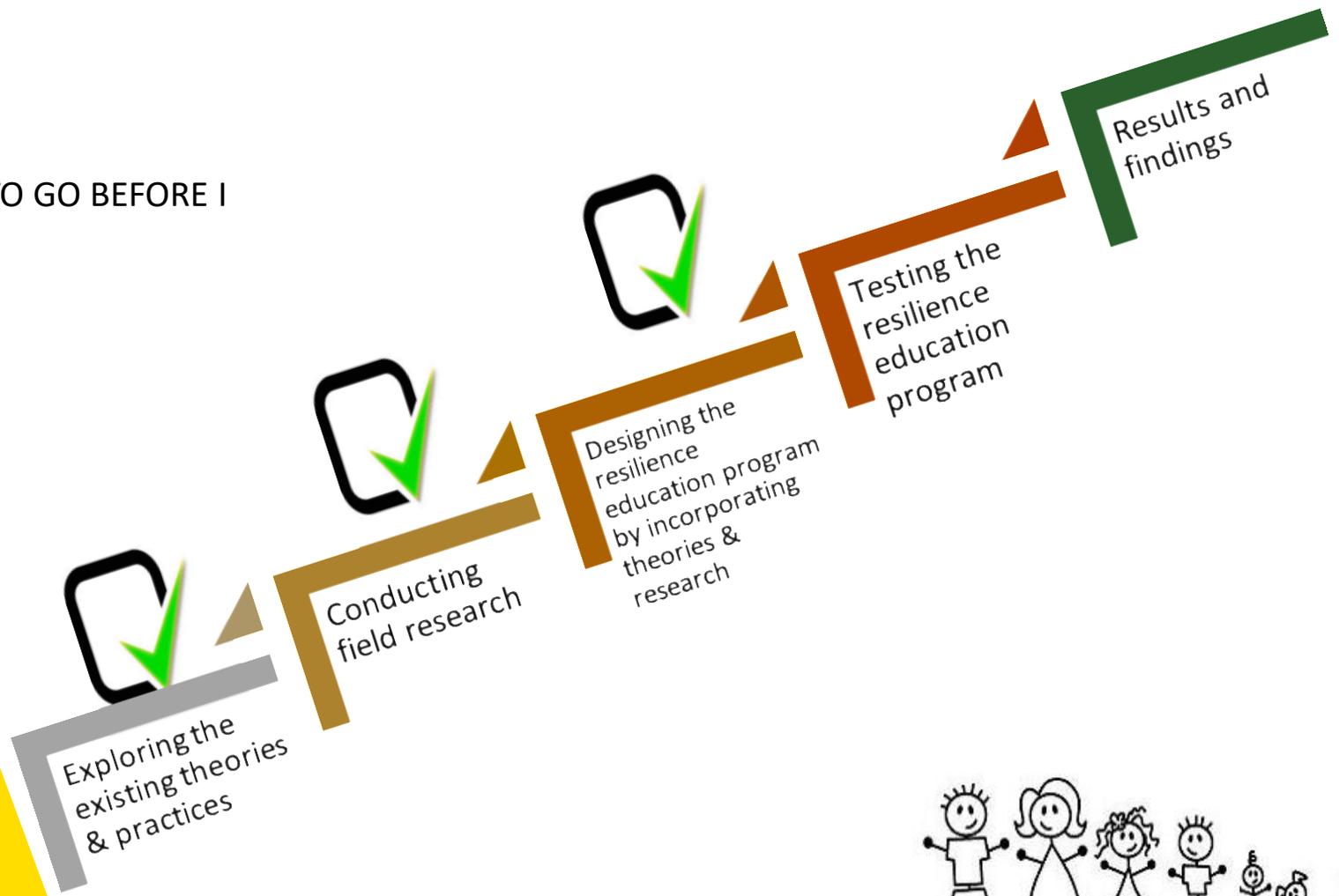
THANK YOU

"Datta. Dayadhvam. Damyata.
Shantih shantih shantih"

-The Waste Land (T.S. Eliot, 1922)