



# Disaster Risk Reduction and Resilience Education Developing a National Framework for Implementation

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The importance of school-based Disaster Risk Reduction and Resilience Education (DRRRE) has been emphasised in the UNISDR Sendai Framework and the Australian National Strategy for Disaster Resilience. In recent years, DRRRE has also been added to the National Curriculum. Yet, the scaled implementation of effective DRRRE in schools remains a significant challenge.

To address this challenge, this research aims to develop a National framework for implementation that embeds DRRRE within a whole school ethos of Comprehensive School Safety (CSS) (GADDRESS, 2017) that incorporates governance, networks and partnerships, safe school facilities, school emergency management planning, curriculum organisation, and teaching and learning (see Figure 1).



Figure 1: A whole school approach to DRRRE where the school ethos is Comprehensive School Safety (adapted from Gough & Sharpley, 2005).

## THE RATIONALE FOR A WHOLE SCHOOL APPROACH

In recent years, emergency management agencies have developed a range of programs and resources to support the implementation of DRRRE in Australian schools. Yet, implementation remains ad hoc and DRRRE competes with a multitude of other educational priorities in the school curriculum. Existing education resources also tend to focus on household safety, which can limit opportunities for child-centred teaching and learning in the school setting. Meanwhile, in all States and Territories, schools are required to develop emergency management plans and procedures that specifically address local hazards and threats, but students are often assigned a passive role in that process. Adopting a whole school approach to DRRRE that centers on CSS, would not only address the shared concerns and priorities of the emergency management and education sectors, but provide students with genuine opportunities to actively participate in risk reduction processes and activities in their school communities.

## THE RESEARCH STRATEGY

Employing a suite of methods, including document analysis, key informant interviews and multi-stakeholder workshops, this research aims to:

1. Identify existing emergency management requirements in schools and the role emergency services play in the fulfilment of those requirements;
2. Identify opportunities for integrating CSS into the school curriculum and developing child-centered teaching and learning activities;
3. Develop a framework for schools which integrates child centred participatory DRRRE with emergency management in schools; and
4. Investigate the acceptance of the framework to State and Territory education authorities and emergency management agencies.

### References

Gough, A. & Sharpley, B. (2005). *Educating for a Sustainable Future: A National Statement on Environmental Education for Schools*. Curriculum Corporation for the Australian Government Department of the Environment and Heritage: Carlton South.  
GADDRESS & UNISDR (2017). *Comprehensive School Safety*. UNISDR: Geneva.