BUILDING BEST PRACTICE IN CHILD-CENTRED DISASTER RISK REDUCTION

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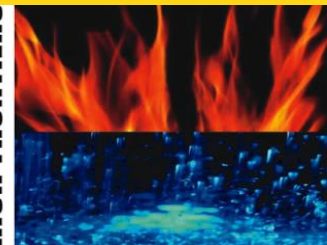
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AUSTRALIAN NATIONAL STRATEGY FOR DISASTER RESILIENCE

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."

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?

# 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 post-2015 Sendai Framework process and in the empirical literature, document empirical support to date, while noting important policy-practice-research challenges

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

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

- Ronan, Alisic, Towers, Johnson, Johnston (2015). *CPR*
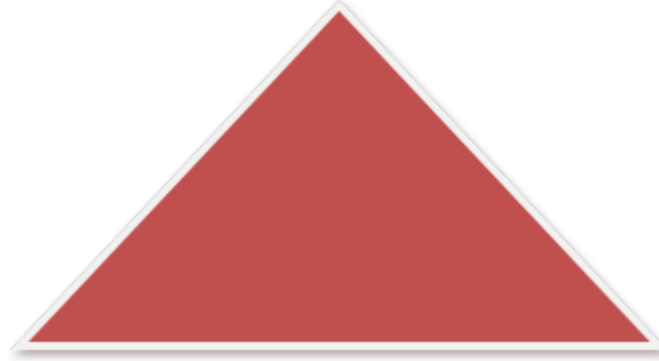
Reviews of practice and research: The promise

1. Children's disaster resilience education (C-DRE) programs: 38 published studies
   1. Only one published prior to 2000, 37 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 DRR messages"
   2. Increased interactivity within and between sessions

Findings

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 between pre- and post-test

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

Summary of overall literature to date

1. Child and youth disaster resilience education programs produce 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:

   a. Do current C-DRE programs reflect good practice principles?

   b. Do C-DRE programs produce benefits over time including during Response and Recovery?

   c. Do Preparedness programs that include C-DRE programs save money?

   d. 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, demonstration projects and
        one off delivery are the norm

    b. How do we deliver effective programs at scale?
        i.   Research on facilitators and deterrents to
              implementing programs in school settings

- Johnson & Ronan (2014), in *Natural Hazards*
- Johnson, Ronan, Johnston, & Peace (2014) in *Disaster Prevention & Management*
- Ronan (2015). In UNISDR GAR15

POST-RAF ROADMAP

1. Ensuring both "evidence-based practice" and "practice-based evidence"
   a. EBP: Co-production of a practice evaluation framework with end users
   b. PBE: Evaluating programs over time using a mixed methods approach

2. Going to Scale: Solving problems for practice and policy-makers
   a. Inc innovative, evidence-supported, stakeholder-supported solutions that align with practice/policy aspirations & realities

POST-RAF ROADMAP

3. Working closely with our end users to ensure participation, input, uptake and utilisation

- And, with that closer alignment, better attack multiple issues linked to the policy-practice-research nexus in this area
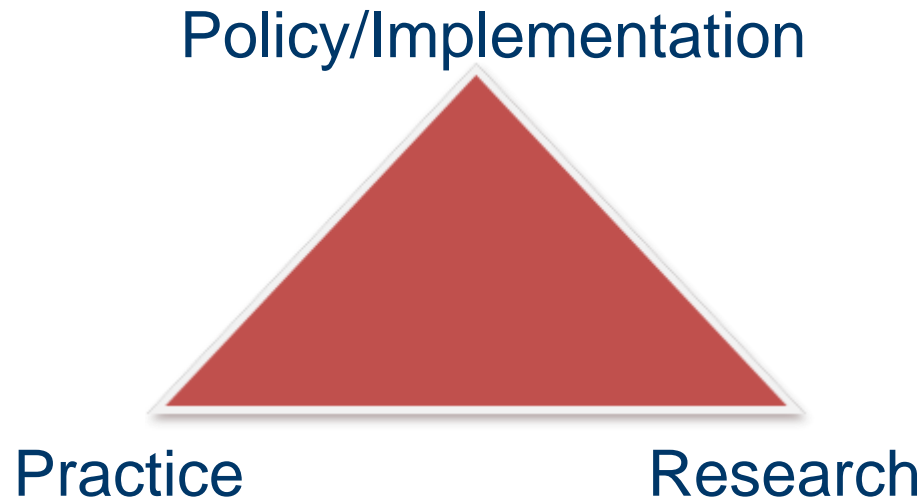
THANK YOU

Content Slide

The "translational space": The policy-practice-research nexus

Policy/Implementation

Practice   Research

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

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AUSTRALIA

Australian examples

1. PFA/SPR capacity building through
   1. partnerships,
   2. on-line training,
   3. 'train the trainers'

2. Keeping children's needs "front and centre"
   1. For protection
   2. For participation
   3. For educational continuity

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