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**HAZARDS**CRC

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

## VISUALISING THE FUTURE AND THE RESEARCH TO SUPPORT

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



An Australian Government Initiative



## 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) Susan Davie: Save the Children Australia
- 8) Marla Petal: Save the Children Australia
- 9) David Johnston: JCDR, Massey/GNS Science

## 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) Julia Crowley   | BA(Hons) Student |
| 17) Libby Tooth     | BA(Hons) Student |

## PROJECT END USERS

- |  |           |
|--|-----------|
| 1) Liz Addison/Tracey Leotta                             | WA DFES   |
| 2) Mandy Moore   | A-G       |
| 3) Sandra Barber   | TFS (TAS) |
| 4) Gwynne Brennan/Matt Henry                             | CFA (VIC) |
| 5) Peta O'Donohue/Fiona Dunstan                          | CFS (SA)  |
| 6) Tamsin Achilles/Susan Davie/Jackie Quaine             | VIC SES   |
| 7) Tony Jarrett  | NSW RFS   |
| 8) Rob Purcell/Steve Dorman/Marthese Kavanagh            | MFB (VIC) |
| 9) Greg Mennie   | SA SES    |
| 10) Francie Tonkin                                       | MFS (SA)  |
| 11) Conrad Walsh/Susan Broomhall/<br>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
  - Progress
  - Challenges
- Co-producing the future: Consultations and Workshopping, 2014-2017
- The 2017-2020 vision and next research-policy-practice steps

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

**SENDAI FRAMEWORK & AUSTRALIAN NATIONAL  
STRATEGY FOR DISASTER RESILIENCE SUPPORT  
BOTH CHILD PROTECTION AND THEIR ACTIVE  
PARTICIPATION IN COMMUNITY DRR**

**NSDR notion of “shared responsibility”:**

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



# ADVOCACY IS IMPORTANT...

## BUT EMPIRICAL SUPPORT IS THE ARBITER

*Recent research and reviews of children's disaster resilience education programs done by our team document empirical **support** to date, while noting important **policy-practice-research challenges***

# YEAR 1-2 SUMMARY

## 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?

# **SUMMARY OF CC-DRR RESEARCH: TWO DECADES OF PROGRESS**

## **INCLUDING OUR 2014-16 PROGRAM OF RESEARCH**

# PROGRESS: FOCUS ON DISASTER RESILIENCE EDUCATION

1. Children's disaster resilience education (C-DRE) programs: Over 40 published studies
  - a. Only one published prior to 2000
  
2. From 2014-16, we have carried out many studies
  - a. With numerous others starting and planned
  - b. That build on progress and focus on numerous challenges

# Summary of overall literature to date

1. Child and youth disaster resilience education (C-DRE) programs produce benefits in knowledge, risk perceptions, mitigation, preparedness, reduction in fears and other indicators
2. Children, youth, parents/caregivers, teachers, EM/DRR professionals value them
  - a. kids want to participate and be actively involved in DRR decision-making at home and in school
  - b. parents and teachers endorse kids' active involvement & favour **problem-solving** delivery formats

# Summary of overall literature to date

1. Excellent progress to date, solid go forward....

2. But,

- Current programs are typically developed sans evidence-supported tenets
- Focus on key messages > resilience skills
- Often not monitored & evaluated
- Done sporadically rather than consistently or at scale
- Can produce unintended consequences
- And, we don't know about LT or costing outcomes

# Core challenges: Our research narrative

- 1. Practice-research nexus:** Are CC-DRR programs *effective* in all instances; do benefits extend to schools, homes, communities and into Response and Recovery; are benefits cost effective?
- 2. Policy-practice-research nexus:** Can effective C-DRE/CC-DRR programs be *implemented* at scale and sustained over time?



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

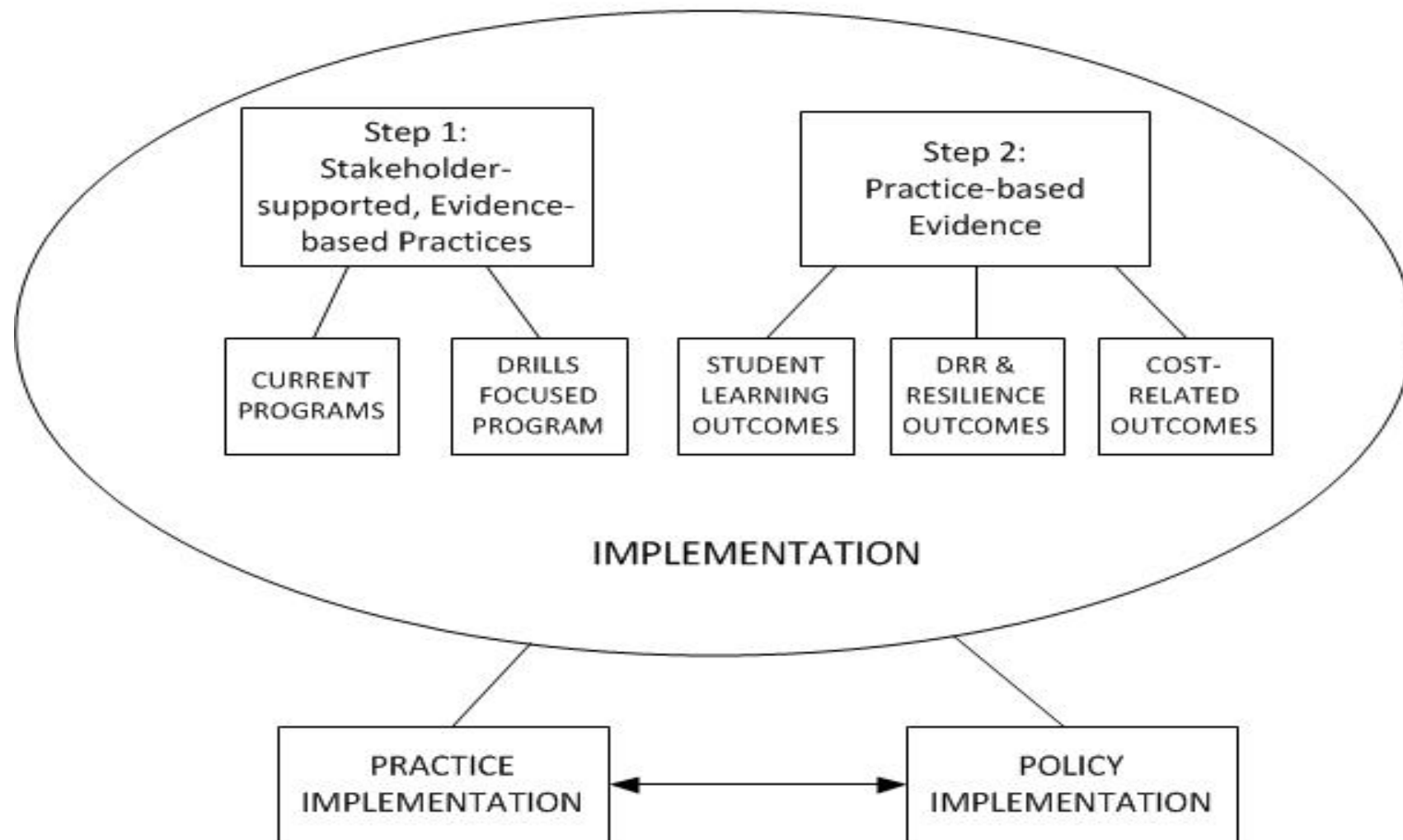
- Building on progress to date, while directly addressing challenges
- 2017-2020 vision and next steps

## 2017-20: THE SHARED VISION

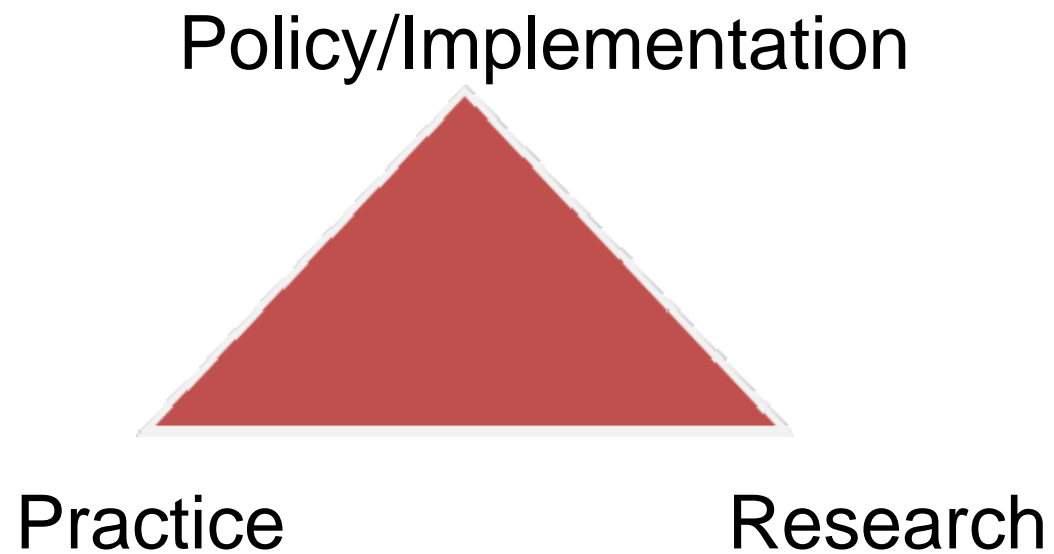
Producing additional research knowledge and End User-driven tools to promote development of effective CC-DRR approaches that translates into scaled up, cost effective programs that actually reduce risk and increase resilience for children, schools, households and communities

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

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



# TRANSLATION RESEARCH: THE TRIANGLE





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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

