Teacher facilitated child-centred disaster resilience education program: a participatory action research study in Bangladesh

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This study aims to design and test a disaster resilience education program for children within the framework of participatory action research paradigm aligning with a child-centred disaster risk reduction (CC-DRR) ethos using bottom-up and top-down design strategies.

The program is going to consist of a set of several components found to generate the best outcome. In doing so, the study is following the new evidence-infused tool, the Disaster Resilience Education (DRE) Practice Framework (Towers, Ronan, Haynes et al., 2016).

<table>
<thead>
<tr>
<th>Elements of the Program</th>
<th>Process</th>
<th>Objectives</th>
<th>Short-term outcomes &amp; feasibility</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Identifying the different elements of the program, e.g., Drill, Child club, etc.</td>
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<td>Identifying the learning objectives for the particular program element</td>
<td>Increase in children’s knowledge, skills, motivation, preparedness &amp; capacity</td>
<td>Increased resilience &amp; preparedness sustain over time</td>
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<td>Designing the learning activities/assessment tools.</td>
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<td>Setting the guidelines for teachers to facilitate the activities</td>
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Phase one: Field research
- 42 Children
- 3 Schools
- 10 Government officials
- 10 NGO practitioners
- 5 CC-DRR Programs (observations)

Phase Two (program testing)
- 40-60 Children
- 9-12 Teachers
- 1 School
- 40-60 Parents
- Community

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Results and findings
CC-DRR elements that children like the most
- DRILL: “It’s fun. We can practice and that’s the way we learn the best”
- LECTURES: “Class is boring.” “We already have enough lectures in school”
- CHILD PARLIAMENT: “We need to involve other students in DRR”
- GROUP DISCUSSION: “We can talk about things & learn from each other.”

This study is following the new evidence-infused tool, the Disaster Resilience Education (DRE) Practice Framework (Towers, Ronan, Haynes et al., 2016).