

Australian Institute for
Disaster Resilience



MINUTES PACKAGE

DISASTER RESILIENT AUSTRALIA SCHOOL EDUCATION NETWORK (DRASEN)

**NATIONAL ANNUAL FORUM, WEDNESDAY 27 JULY 2016,
MELBOURNE**

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Minutes

Disaster Resilient Australia School Education Network (DRASEN) inaugural National Forum

Date: 27 July 2016

Attendees: See Appendix 1

Apologies: See Appendix 1

Item	Agenda Topic	Responsibility
1	Welcome Acknowledgment of traditional owners Forum commenced at 11am. Dr Bates welcomed all delegates.	Dr John Bates
2	Introduction to AIDR's Disaster Resilience Education Strategy <ul style="list-style-type: none">"What is resilience?" Building resilience, especially in young people, is our shared responsibility due to our interconnectedness as communityRisk management is only part of emergency management - building resilience is another part; not all situations can be predicted, e.g. the Nice event; resilience can be developed as a lifelong skill irrespective of life events"Why we're here" - a long-term journey to empower young people by enabling them to develop skills which will: help them to avoid getting into catastrophic situations; give them an ability to make good decisions that will minimise damage to self and others; encourage them to have a plan.	Dr John Bates
3	Discussion: <ul style="list-style-type: none">i. DRE (disaster resilience education) strategyii. DRASEN role/Terms of Referenceiii. Dr Briony Towers: Educators' Forums - preview of future DRE teacher training guidelines development opportunities. <p>i. AIDR's DRE strategy comprises a three-tiered structure of engagement:</p> <ul style="list-style-type: none">(1) DRESG - DRE strategic reference group: aims to broaden the understanding of disaster resilience and to embed that into school curriculum alongside capabilities in specific disasters, and seeks to strengthen the ability of schools to deliver DRE so as to build in students a foundation for lifetime resilience;(2) DRASEN - disaster resilient Australia school education network national and state/territory forums: aim to provide leadership and guidance for implementation of the DRE strategy. This will occur by fostering and strengthening the ability of the education sector to deliver DRE more confidently and consistently;(3) Educators' forums: participants will include university teaching course coordinators, subject teachers' associations, school principals, teachers and pre-service teachers; aim to provide information to DRASEN about the support needs of pre-service and experienced teachers.These three groups will incorporate the means for communicating back and forth between the three tiers. <p>ii. DRASEN role/Terms of Reference - points of discussion:</p> <ul style="list-style-type: none"><u>DRASEN role</u>	All, led by Dr John Bates

Item	Agenda Topic	Responsibility
	<ul style="list-style-type: none"> • each school has its own priorities/values with enormous demands on teachers • school leadership needs to be 'won over' regarding DRE • groups that ought to be included - childcare, pre-school, foster carers: these often feel left out of conversations • schools are not the only places where education of young people occurs - we need to be inclusive • best ways of including parents/caregivers/guardians - important to avoid inconsistencies • need to include community education/community leaders - those who are in trusted positions in the community • role for local government in promoting community education, e.g. resources on websites, in libraries, etc. - a role for DRASEN in pushing LGAs to take this on • alignment of messages across all sectors is important • AIDR has the unique ability to build social capital and bring all these diverse groups together. <p>Terms of Reference (see Appendix 2)</p> <ul style="list-style-type: none"> • Page 4: Aims, objectives and outcomes: currently focused on schools instead of children - not all education occurs in schools • Page 5: Membership: include details about what types of people make up the group, i.e. those involved in emergency services, education, engagement • Page 5: Quorum: given that there is representation by the majority of states and in consideration of the number of members, five (5) members is too small • General - DRASEN: change of name is desirable. Bearing in mind that if NZ agencies' involvement is to be maintained, 'NZ' ought to be included in name. <p>iii. Dr Briony Towers: Educators' Forums - preview of future DRE teacher training guidelines development opportunities:</p> <ul style="list-style-type: none"> • Consideration of teacher training about building the capacity of teachers • Teachers hesitant about delivering DRE without training • Briony potentially involved in project with Bushfires & Natural Hazards Cooperative Research Centre (BNHCRC) to write guidelines on teacher training • Current position - stepping back from writing actual guidelines and now consulting stakeholders nationally, asking "what can we do in regard to teachers' needs in delivering DRE? E.g. PD, one-off training, short courses, etc." • Dr Kevin Ronan has short discussion paper on this topic • Extending invitation to National Forum delegates to join advisory group for her project to contribute to what's needed • Lots of diversity across the country - could be individual/specific needs for schools in each state • Deliverables within 12 months • Suggests consulting Australian Institute of Teaching and School Leadership (and maybe also ACARA) in regard to parameters for what constitutes PD • This is potentially a good opportunity for data collection. 	
4	<p>Keynote speaker: Dr Briony Towers, RMIT</p> <ul style="list-style-type: none"> • See Appendix 3 - PDF version of Briony's PowerPoint <i>DRE - A Practice Framework</i>. 	Dr Briony Towers
5 & 6	Activity: What does success look like for the DRE strategy and DRASEN? (using proposed work plan) and report back to whole group and discussion	Dr Briony Towers & Dr Liz Tomazic,

Item	Agenda Topic	Responsibility
	See Appendix 4: <i>AIDR DRASEN draft proposed work plan.</i>	All
7	Planning state/territory DRASEN Forum activities for 2016/2017 It was proposed that this would be completed via a post-Forum survey. All in agreement. Go to Survey Monkey link: https://www.surveymonkey.com/r/77ZXRTY	All
8	Summing up; conclusion/afternoon tea John and Liz thanked all delegates for their attendance and input throughout the day. All materials will be emailed as soon as possible post-Forum. Forum concluded at 4.00pm.	Dr John Bates, Dr Liz Tomazic

**DISASTER RESILIENT AUSTRALIA SCHOOL EDUCATION NETWORK (DRASEN)
NATIONAL ANNUAL FORUM**

APPENDIX 1: FORUM ATTENDEES & APOLOGIES

ATTENDEES

Adventist Development & Relief Agency (ADRA) Aust Ltd
Association of Independent Schools of SA
Association of Independent Schools of the NT
Australian Geography Teachers' Association
Australian Red Cross
Bureau of Meteorology
Catholic Education Office Ballarat
Catholic Education Office Bendigo
Catholic Education Office Melbourne
Catholic Education Office Sale
Country Fire Authority
Department of Education & Training Vic
Department of Education (NT)
Department of Education WA
Education Services Australia
Geography Teachers' Association of SA
Geography Teachers' Association of Victoria
Independent Schools Queensland
Independent Schools Victoria
Life Saving Victoria
Metropolitan Fire Brigade (MFB) Victoria
New Zealand Ministry of Civil Defence & Emergency Management
Northern Territory Emergency Service
NSW Rural Fire Service
Queensland Fire & Emergency Services
RMIT University
Save the Children Australia
Scouts Victoria
South Australia Country Fire Service
Strathewen Primary School (Vic)
Surf Life Saving Australia
Yarra City Council

APOLOGIES

Association of Independent Schools of the ACT
Association of Independent Schools of Western Australia
Brisbane Catholic Education Office
Department of Education Papua New Guinea
Department of Education & Training Qld

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Department of Education Tasmania
Independent Schools Tasmania
Tasmanian Catholic Education Office
Western Australian Local Government Association

Australian Institute for Disaster Resilience

Disaster Resilient Australia School Education
Network (DRASEN)

DRAFT Terms of Reference

Version 1.0_LT



Australian Institute for
Disaster Resilience

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TERMS OF REFERENCE

This Terms of Reference document is informed by the AIDR Disaster Resilience Education for Schools Strategy (see Appendix 1).

Context

In 2012 the Disaster Resilient Australia School Education Network (DRASEN) was formed with the support of the Australian Government Attorney-General's Department and the former Australian Emergency Management Institute (AEMI) to encourage the development of disaster resilience education in school programs nationally. In 2014, DRASEN was extended to include New Zealand emergency service agencies and DRANZSEN was formed.

Following the Attorney-General's decision in 2014 to close AEMI in June 2015, the Australian Institute for Disaster Resilience (AIDR), a partnership between the Australasian Fire and Emergency Service Authorities Council (AFAC), the Australian Red Cross and the Bushfire and Natural Hazards Cooperative Research Centre (CRC) was successful in its proposal to deliver a range of products and services previously delivered by AEMI and is working closely with the Attorney-General's Department to deliver those programs. Launched in November 2015, AIDR is delivering a range of disaster resilience-related products and services including professional development, schools education and knowledge management to professionals and volunteers in the education sector.

The major objectives of AIDR for the Disaster Resilient School Education program are:

- To develop a common context and framework for the delivery of disaster resilience education in Australian schools
- To strengthen the capacity of the education sector to deliver disaster resilience education to young people.

AIDR has begun establishing a three-tier structure to support the School Education program, as follows:

- National disaster resilience educational strategy group (DRESG)
- State and territory forums (DRASEN), and
- Educators' forums.

Details of the overarching program delivery strategy can be found in Appendix 1.

National disaster resilience educational strategy group (DRESG)

The strategic reference group will develop strategies and explore options that will broaden the understanding of disaster resilience in primary and secondary schools and the embedding of that understanding into school curriculum alongside capabilities in specific disasters. DRESG will provide leadership for the School Education program and will work closely with DRASEN forums in the implementation of the strategies that are developed. The reference group will also play a significant role in the evaluation of new evidence as it is developed.

State and territory forums (DRASEN)

The DRASEN state and territory forums are the central element of the schools education strategy. The forums will provide feedback on the strategies developed by DRESG and develop implementation plans for those strategies at national and regional levels – understanding that whilst much of the implementation may be common, there may be regional nuances that need to be understood and incorporated into planning.

The core objective of the DRASEN forums is to foster and strengthen the ability of the education sector to deliver disaster resilience education with confidence and consistency.

Membership of this group is open to each state/territory's representatives drawn from the education faculties of universities; federal, state and local governments; educational institutions; professional associations; community agencies; and other organisations with an interest and ability to contribute to the implementation of the disaster resilient schools education program.

The forums will guide engagement with schools to encourage them to more actively teach disaster resilience education as a fundamental life skill by translating strategies into professional development activities, links to relevant teaching materials and other initiatives that the DRASEN forums identify. Open communication between the three elements of the program will ensure consistency in the objectives of the program and the sharing of any initiatives that are developed by an individual or state/territory.

The forums will:

- 1 Occur five times a year in locations across Australia (in some cases, there may be joint state/territory events to ensure annual coverage). One of those will be a national forum to share and discuss the work of the state/territory forums and the progress of the program.
- 2 Include an annual national teleconference or webinar featuring a spokesperson from the DRESG speaking about and providing updates on development and progress with the implementation of the disaster resilience education strategy and updates on recent research.
- 3 Take place in central and accessible locations across Australia.

It is anticipated that at least five forums will take place during the 2016 calendar year and every year thereafter. Delegates are expected to fund their own travel and incidental expenses although the budget will allow for assistance with transport costs for up to two remote delegates to each forum.

Educators' forums

These forums will provide educational opportunities for pre-service teachers and professional development opportunities for experienced teachers to bring disaster resilience into their teaching repertoire and to provide them with guidance and teaching materials that will support the consistent and confident delivery of disaster resilience education. These opportunities may include, for example, training, professional development programs, one-off professional development sessions and teaching resources.

Participants in these forums will be university teaching course coordinators, subject teachers/associations, school principals, teachers and pre-service teachers.

The network will leverage on other existing networks rather than developing a completely new structure.

Aims, objectives and outcomes

The aim of the Disaster Resilient Australia School Education Network (DRASEN) is to foster and strengthen the ability of teachers and other educators to deliver disaster resilience education to young people with confidence and consistency.

The objectives and outcomes required to achieve this aim form the basis of the DRASEN Work Plan, constructed collaboratively by the members of DRASEN and contained in a separate document.

Review

This Terms of Reference is effective from June 2016 and continues until the cessation of funding of AIDR by the Attorney-General's Department. Subsequent to annual reviews, it will be ongoing until terminated by agreement between the parties.

Membership

- DRASEN membership reflects education departments/authorities, community engagement/school program officers from state and territory emergency service agencies, academics, non-government agencies and co-opted specialists, ensuring a balance across jurisdictions and sectors. For example: Australian state/territory Departments of Education, Catholic Education Offices, Independent Schools' Associations, researchers and/or other staff of universities (e.g. ACU, RMIT, CQU), local government authorities (e.g. councils), fire and emergency services, Scouts Victoria, Save the Children, etc. Membership of DRASEN is not limited. DRASEN members are free to propose additional ongoing or ad hoc members from other relevant and interested agencies and specialists whose involvement might be necessary in order to achieve the aims of the group.
- Membership of the group will be geographically inclusive.
- AIDR will provide a secretariat for the group.

Membership term

Membership of DRASEN is ongoing, but will be reviewed every two (2) years to ensure the membership list remains current.

Organisation

- DRASEN state/territory chapters will aim to meet face-to-face at least once a year.
- DRASEN will maintain out-of-session contact through agreed communication channels.
- Through the Annual National Forum, DRASEN will establish a three-year strategic plan that is refreshed annually.
- DRASEN can form working groups if and as required.

Responsibilities

- The AIDR Secretariat is responsible for convening meetings and/or other events as required.
- DRASEN will report to the AIDR DRASEN Project Officer.
- Jurisdictional delegates are responsible for briefing their own organisational networks.

Resourcing

Any costs involved in participating in the forums and/or other events will be borne by participants or their organisations unless otherwise agreed in advance with the AIDR Director.

Quorum

A quorum for any national DRASEN Forum will be twenty (20) members.

For any state / territory Forum, the quorum will be influenced by the size of the state or territory. A quorum will be the larger of 10 members or 50% of the number of members registered to attend the Forum.

Voting

Decisions will be made by consensus (i.e. members are satisfied with the decision even though it may not be their first choice).

Submission of new business

All correspondence will be submitted to the AIDR Secretariat – liz.tomazic@aidr.org.au.

Distribution of documentation

- Members will be supplied with complete, accurate and meaningful information in a timely manner.
- Meeting Agendas and Minutes, including the preparation of agendas, supporting papers, meeting notes and information, will be provided by the AIDR Secretariat.
- Minutes will be distributed within one (1) week of meetings.

Reporting

- Individuals will be responsible for reporting to the agencies or organisations they represent and for communicating views and opinions of those agencies and organisations to the group.
- AIDR will develop and maintain an information sharing capability for the network.
- Public sharing of group documents will be with the agreement of the group.

Amendment, modification or variation

This Terms of Reference may be amended, varied or modified in writing after consultation and agreement by DRASEN members and ratification by AIDR.

(Appendix 1 to Terms of Reference)

Australian Institute for Disaster Resilience

DISASTER RESILIENCE EDUCATION FOR SCHOOLS STRATEGY

Version 1.0_LT



Australian Institute for
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Disaster Resilience Education for Schools Strategy

From November 2015, the Australian Institute for Disaster Resilience (AIDR) assumed responsibility for the development and delivery of national initiatives to enhance the teaching of disaster resilience in Australian schools.

It is AIDR's intention that the Disaster Resilience Education for Schools Strategy will function at three levels: a national strategic group (the Disaster Resilience Education Strategic Group - DRESG), state/territory forums (the Disaster Resilient Australia School Education Network - DRASEN) and educators' forums.

1 National Disaster Resilience Education Strategic Group (DRESG)

DRESG aims to broaden the understanding of disaster resilience and to embed that understanding into school curriculum alongside capabilities in specific disasters. This group seeks to strengthen the ability of schools to deliver disaster resilience education (DRE) so as to build in students a foundation for lifetime resilience.

The membership of this group reflects education departments/authorities, community engagement/school program officers from State and Territory emergency service agencies, academics, non-government agencies and co-opted specialists, ensuring a balance across jurisdictions and sectors. Initial membership of the strategic group will be up to eight members. DRESG is free to propose additional permanent or ad hoc members from other relevant and interested agencies and specialists that are necessary to achieve the aims of the group.

DRESG will:

- Establish and communicate a shared understanding of disaster resilience with professionals and volunteers engaged in the education of children and young people
- Develop and maintain a clear understanding of the role and expectation of education in the development of disaster resilience across our communities
- Build an understanding of the needs of schools so that they are comfortable in developing and delivering integrated disaster resilience education/programs that align with the Australian Curriculum
- Develop strategies that actively engage all levels of teachers so that they become confident practitioners in delivering disaster resilience education
- Encourage schools to adopt and teach sustainable disaster resilience practices
- Provide guidance to developers of emergency management and disaster resilience content so that it aligns with disaster resilience education principles/philosophies
- Identify opportunities for partnerships between emergency management agencies and school education communities.

Members of DRESG will be appointed for two year terms and may be reappointed for up to three terms. DRESG will meet three times in the 2016 calendar year, otherwise face-to-face at least twice a year and maintain contact by email or Sharepoint in the interim. Meeting venues will be determined according to group membership.

2 State/Territory Forums (Disaster Resilient Australia School Education Network - DRASEN)

The purpose of these forums is to provide leadership and guidance for the implementation of the DRE strategy. This will occur by fostering and strengthening the ability of the education sector to deliver DRE more confidently and consistently. The forums will assist the engagement of schools in more actively teaching DRE as a fundamental life skill by translating the strategy into professional development activities and links to relevant teaching materials. As communication between the three strategic groups is enabled, consistency in the needs of each state/territory will be ensured.

The membership of this group will comprise of each state/territory's representatives drawn from the education faculties of universities; federal, state and local government; agencies/organisations.

The forums will:

- 1 Occur five times a year in locations across Australia (in some cases, there may be joint state/territory events to ensure annual coverage)
- 2 Be complemented by an annual national teleconference/webinar featuring a spokesperson from the DRESG speaking about and providing updates on outcomes of the disaster resilience education strategy
- 3 Take place in central and accessible locations across Australia.


It is anticipated that five forums will take place during the 2016 calendar year and every year thereafter. Delegates are expected to fund their own travel and incidental expenses although the budget will allow for assistance with transport costs for up to two remote delegates to each forum.

3 Educators' Forums

These forums will provide information to the state/territory forums (DRASEN) about the support needs of both pre-service and experienced teachers in regard to enhancing consistent and confident delivery of DRE. For example, training, professional development program, one-off professional development sessions, resources, and so forth.

Participants in this group will be suggested by university teaching course coordinators, subject teachers' associations, school principals, teachers, pre-service teachers.

The network will leverage on other existing networks rather than developing a completely new structure. Input could be provided at the physical or online meetings of any of the following:

- 
- established/already existing networks
 - individual university / school faculties
 - subject teachers' associations
 - principals' / deputy principals' professional bodies
 - schools' websites.

A Communication Strategy detailing the best ways to maintain an ongoing relationship with this group will be developed.



bushfire&natural
HAZARDSCRC

APPENDIX 3

DISASTER RESILIENCE EDUCATION

A PRACTICE FRAMEWORK FOR THE AUSTRALIAN EMERGENCY MANAGEMENT SECTOR

Dr Briony Towers

Research Fellow in Child-Centred Disaster Risk Reduction
Centre for Risk and Community Safety, RMIT University

BUSHFIRE AND NATURAL HAZARDS CRC

Building best practice in Child-Centred Disaster Risk Reduction

Research Team

Kevin Ronan	CQUniversity
Briony Towers	RMIT University
John Handmer	RMIT University
Kat Haynes	Risk Frontiers
Eva Alisic	Monash University
Nick Ireland	Save the Children Australia
Susan Davie	Save the Children Australia
Marla Petal	Save the Children Australia
David Johnston	Massey University
Vicki Johnson	Massey University

End-users from Emergency Management Sector

Liz Addison & Tracey Leotta	Dept. Fire & Emergency Services (WA)
Sandra Barber	Tasmania Fire Service (TAS)
Gwynne Brennan & Matthew Henry	Country Fire Authority (VIC)
Tony Jarrett	Rural Fire Service (NSW)
Rob Purcell	Metropolitan Fire Brigade(VIC)
Jacqueline Quaine	State Emergency Service (Vic)
John Richardson	Australian Red Cross
Greg Mennie	State Emergency Service (SA)
Peta O'Donahue	Country Fire Service (SA)
Francie Tonkin	Metropolitan Fire Service (SA)
Conrad Walsh	Fire & Rescue New South Wales (NSW)

DRE in national and international policy frameworks

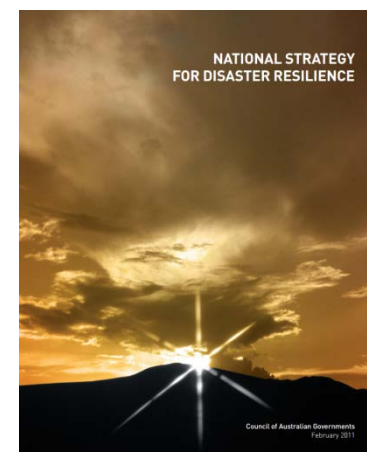
UNISDR Sendai Framework

“Children and youth are agents of change and should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricula”



Australian National Strategy for Disaster Resilience

“Risk reduction knowledge is included in relevant education and training programs, such as enterprise training programs, professional education packages, schools and institutions of higher education”



DRE in the Australian National Curriculum

2009 Victorian Bushfires Royal Commission

Recommendation 6: Victoria lead an initiative of the Ministerial Council for Education, Early Childhood Development and Youth Affairs to ensure that the national curriculum incorporates the history of bushfire in Australia and that existing curriculum areas, such as geography, science and environmental studies include elements of bushfire education.



Australian Curriculum and Assessment Authority

- Year 5 Humanities and Social Sciences: The impact of bushfires or floods on environments and communities, and how people can respond
- Year 7 Geography: Causes, impacts and responses to an atmospheric or hydrological hazard
- VCE Unit 1 Geography: Natural and ecological hazards



A PRACTICE FRAMEWORK FOR DRE

Purpose:

To provide Australian emergency management agencies with a strategic, evidence-based approach to the development of DRE programmes that *reduce risk, increase resilience* and can be *implemented at scale*.

Informed by:

- National and international frameworks (Sendai, NSDR).
- Existing DRE practice guidelines (AFAC, UNESCO/UNICEF).
- Peer reviewed research (education, geography, sociology, anthropology, psychology).
- Tacit knowledge within the EM sector (co-authored with agency representatives).



Photo: Rebecca Hosking

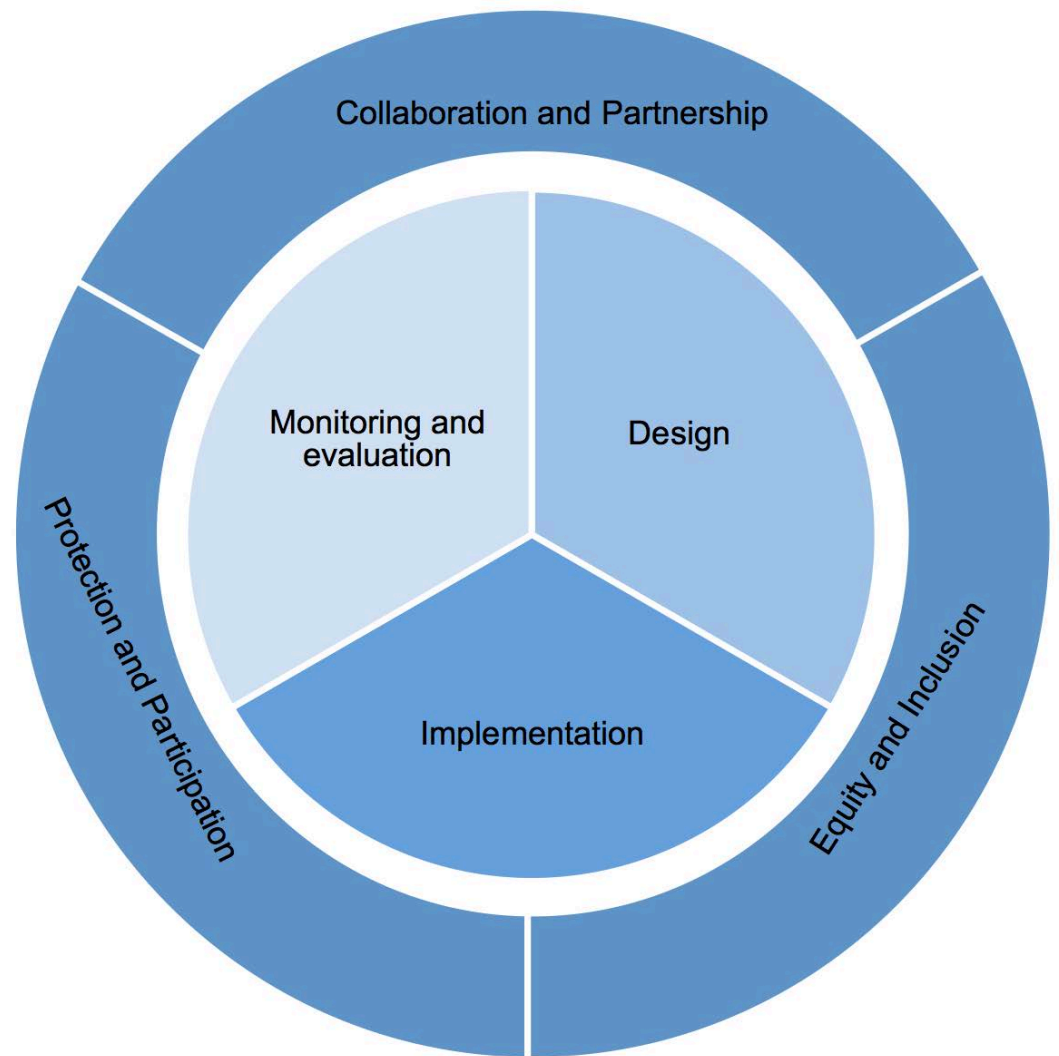
STRUCTURE AND CONTENT OF THE FRAMEWORK

Three guiding principles:

1. Collaboration and partnership
2. Equity and diversity
3. Protection and participation

Three core dimensions:

1. Design
2. Implementation
3. Monitoring and evaluation



COLLABORATION AND PARTNERSHIP

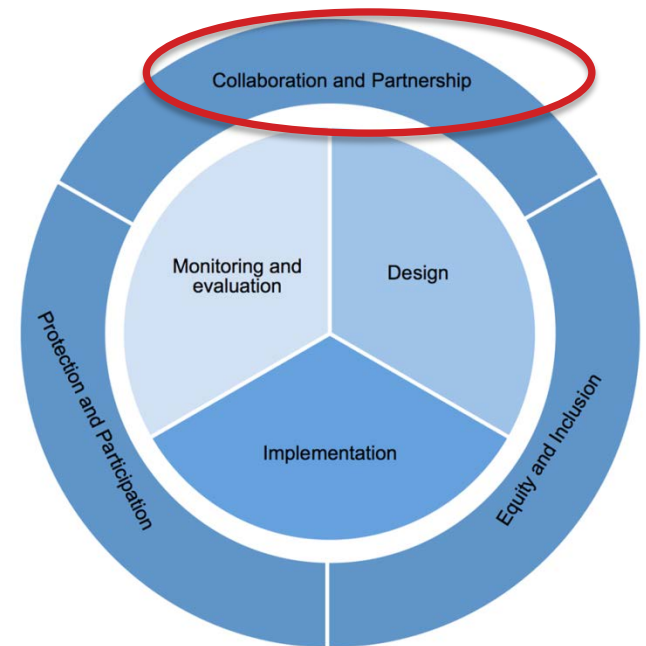
“Working together and drawing on the expertise and capacity of various partners produces far greater results than do individual efforts alone” (NSDR, 2011).

“DRR takes the world of education and curriculum into new and unfamiliar territory, which calls for alliance and partnership” (UNESCO, 2014).

Key stakeholders

- Emergency management sector
- Education sector
- Private sector (with a caveat)
- Academia
- NGOs and not-for profit organisations
- Community-based organisations
- CHILDREN, YOUTH AND CAREGIVERS

DRASEN plays a major role



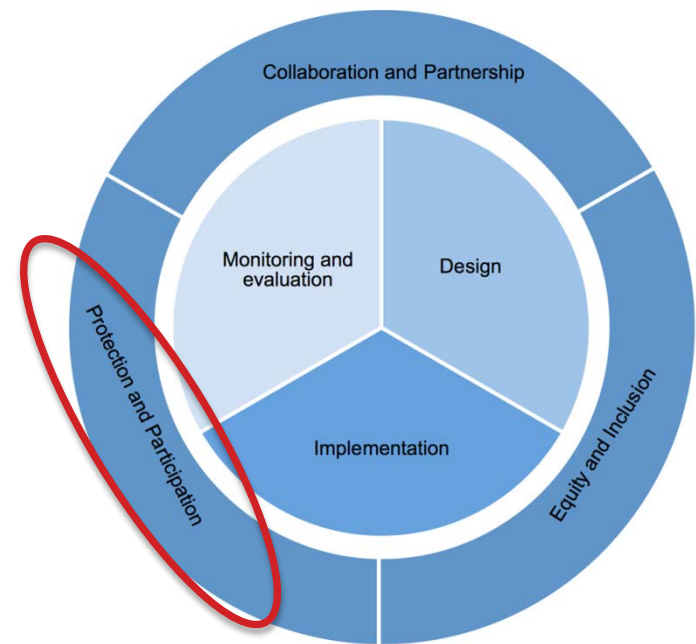
PROTECTION AND PARTICIPATION

The United Nations Convention on the Rights of the Child

Article 3 State parties must ensure the child such protection and care as necessary for his or her well-being...and to this end should take all appropriate legislative and administrative measures.

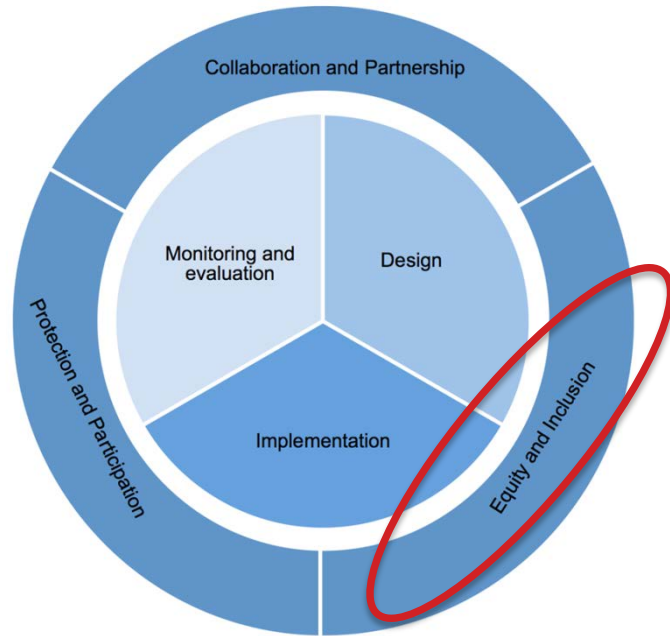
Article 13.1: Children have the right to seek, receive, and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 12.1 State parties must assure to the child who is capable of forming his or her own views, the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.



EQUITY AND INCLUSION

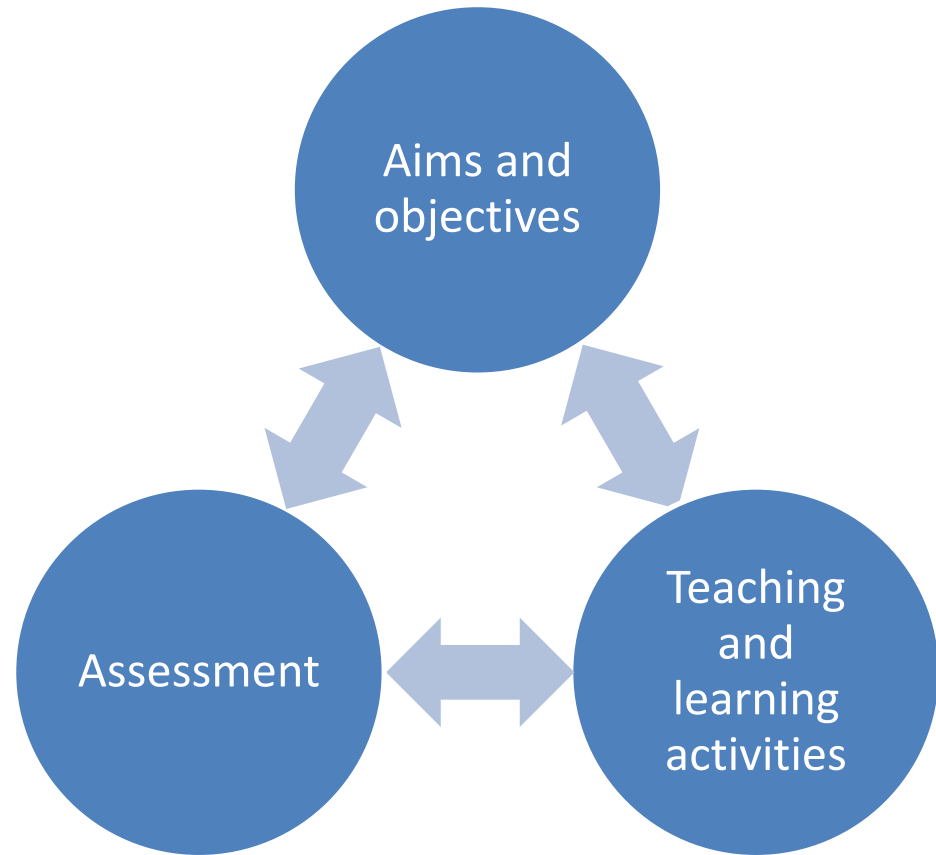
Australian children are not a homogenous group



- Language
- Culture
- Race
- Socioeconomic status
- Gender
- Disability
- Geographic location (rural and remote)
- Digital divide

“Disaster risk reduction requires inclusive, accessible and non-discriminatory participation, paying special attention to people disproportionately affected by disasters, especially the poorest. A gender, age, disability and cultural perspective should be integrated in all policies and practices...” Sendai Framework (2015).

DESIGN



Aims and objectives

Program aims

UNICEF/UNESCO (2014): DRE should aim to build students' understanding of the causes, nature and effects of hazards while also fostering a range of competencies and skills to enable them to contribute proactively to the prevention and mitigation of disaster.

DRASEN (2013): Should aim to build disaster resilience in students - the ability to anticipate, prevent or mitigate, prepare for, respond to and recover from the impacts of hazards.

“Children and youths are not just passive in the face of disasters. They are not merely victims and dependent observers of the scene, having everything done for them both before and after an event. Even though lacking the authority of adults, children and adolescent youths can still take certain protective actions”

- William Anderson, 2005

RESILIENCE OBJECTIVES

Children and youth as agents of change



Opportunities for genuine participation in resilience activities

E.g.

- Students conduct a risk assessment of the school site and present their findings to the school community.
- Students design and implement strategies for increasing school safety.
- Students evaluate the school emergency management plan and implement recommendations for improvement.



Should be:

- Developed in collaboration with key stakeholders and technical experts
- Tailored to developmental stage of learners (cognitive, social, emotional, psychomotor)
- Incorporate the full spectrum of resilience activities (prevention, mitigation, preparedness, response, recovery).

Boxing Day Tsunami



Hurricane Katrina



Black Saturday Bushfires



Tohoku Tsunami



Southern Leyte, Philippines



LEARNING OBJECTIVES

What **knowledge, skills and values** will students need to achieve a particular resilience objective?

Knowledge

- Propositional or declarative knowledge; knowledge of 'facts'
 - "I know that my school is on the bushfire risk register"
 - "I know that driving through flood waters is dangerous"

Skills

- Procedural knowledge; knowledge of how to do something
 - "I know how to read a flood risk map"
 - "I know how to look up the fire danger rating for my district"

Values

- Dispositional knowledge; includes attitudes, moral dispositions, motivation, will and commitment
 - "I know to speak up if I don't feel safe"
 - "I know to make sure that my elderly neighbour has an emergency plan"

TEACHING & LEARNING ACTIVITIES

Participatory, active learning approaches

Interactive learning (brainstorming, pair and group discussion exercises, interactive multimedia presentations by students, teachers, community members, DRR experts).

Inquiry learning (individual and team case study research and analysis; project work; undertaking surveys and interviews; internet searching)

Surrogate experiential learning (board games; digital games, role plays and drama, simulation gaming).

Field experiential learning (field visits to emergency management agencies; hazard mapping; hazard vulnerability and capacity assessments; transect walks; emergency drills and simulations);

Imaginal learning (visualising what to do in crisis situations, writing fictional stories).

Affective learning (sharing feelings, hopes and fears around hazards and disasters through multiple media).



EVIDENCE FOR SUPERIORITY OF ACTIVE LEARNING

Large scale, controlled studies in education

- Superior to rote-learning in terms of both attitudes to learning and achievement of learning outcomes.

Research on children's knowledge of disaster risk and resilience

- Conceptual development requires two-way dialogue with more knowledgeable adults or peers and genuine participation in DRR and resilience activities.
- Children need opportunities to apply to their knowledge to different contexts and scenarios.

Extensive research on disaster risk reduction and disaster resilience

- Top-down messaging doesn't work
- Understanding the existing knowledge and experience of local people is fundamental to the development and implementation of effective DRR and resilience strategies.

ASSESSMENT

“Student assessment is the least considered and least developed aspect of DRR curriculum innovation” (UNESCO/UNICEF, 2014).

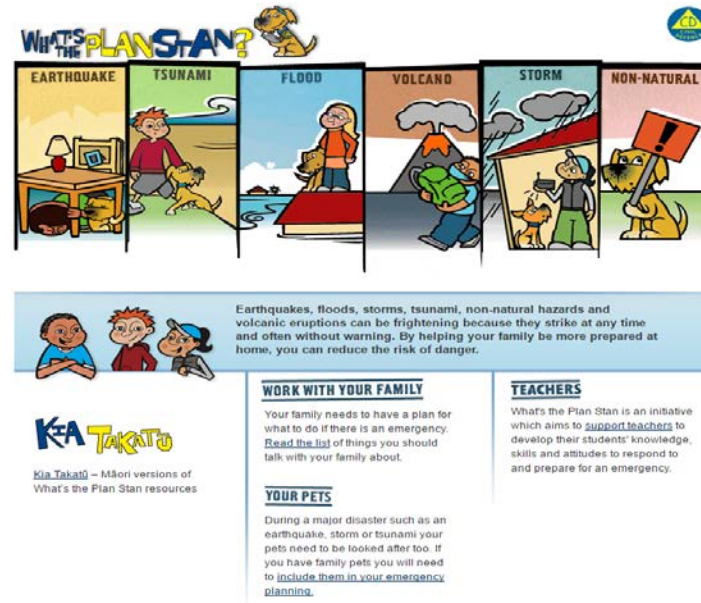
Types of assessment

- Formative assessment
 - Provides teachers with a basis for addressing misconceptions and accommodating existing knowledge and context
 - Teacher-student dialogue, class-based discussion, short tests or quizzes, think-pair-share activities, general observations of student learning
- Summative assessment
 - Evaluates whether a particular learning objective or resilience objective has been achieved.
 - Presentations, role plays, simulations, closed- or open-ended questions, analysis of case studies or fictional scenarios, diaries or journals.

Designing assessments forces us to be clear about our objectives:
“How will students show us that they are where we want them to be?”

IMPLEMENTATION

What mechanisms and processes support uptake in schools?

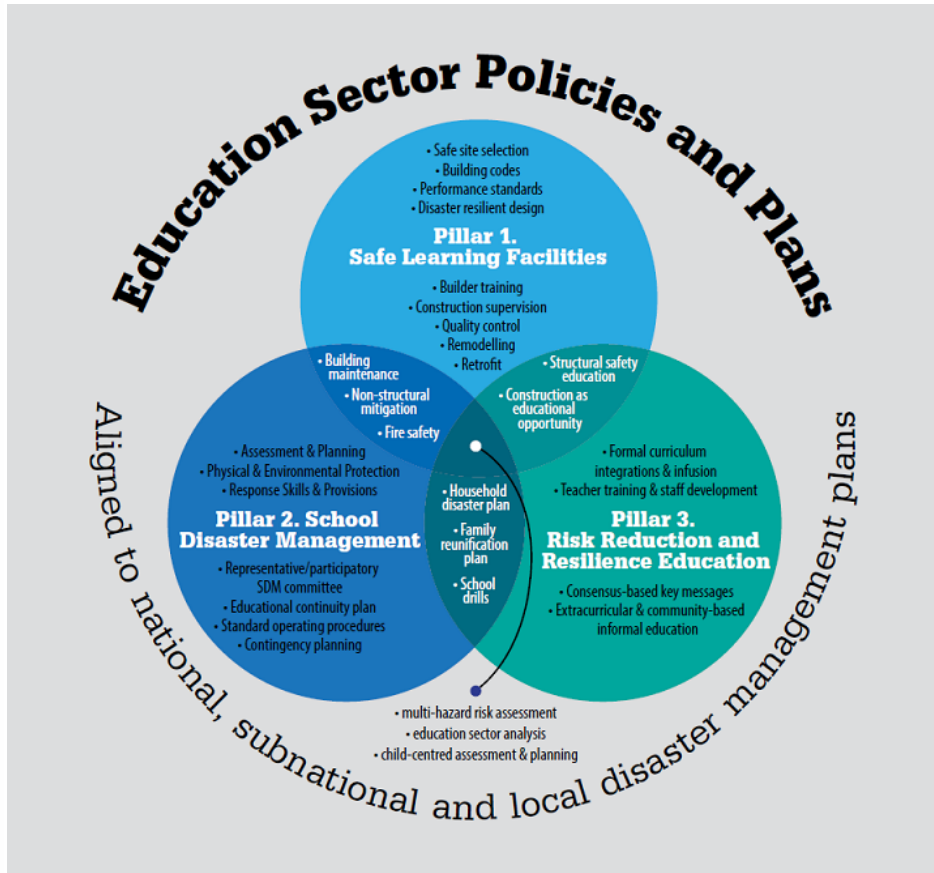


Facilitating factors (Vicki Johnson et al. 2014)

- Curriculum alignment
- Teacher training and professional development
- Relationships with local emergency management agencies

IMPLEMENTATION

Leveraging existing policy and practice



Comprehensive school safety framework

- Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector School
- UNESCO, Save the Children, Plan International, World Vision et al.

Embedding DRE in school safety

- Student participation enhances school emergency management
- Schools become active learning laboratories.
- Students can then extend their learning to their household and community.

MONITORING AND EVALUATION

Outcome evaluation

- Are students achieving the resilience objectives?
- Are students achieving the intended learning objectives?

Process evaluation

- Is the programme being implemented as intended?
- Are the teaching guides or training sessions adequate?
- What challenges did teachers and students confront during the programme and how were these addressed?



**Comprehensive
evaluation**

RESEARCH METHODS

Quantitative methods

- Measuring change over time
- Generalisable results

Qualitative methods

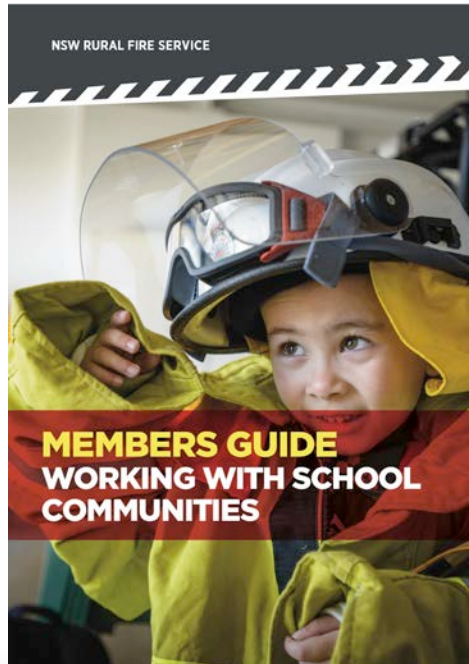
- Understanding context
- Understanding the full range of experience and understanding

Longitudinal designs

- Impact evaluations
- Measuring resilience in the event of a hazard or disaster



Mixed methods designs



Luc: *If I went up to my parents and said “Can you tell us what to do if there’s a bushfire nearby?”, they’d probably just laugh at me and walk away. They’d probably just think “You’re too young. You don’t even need to worry about it”.*

Nina: *Yeah, because no-one ever believes us!*

Pam: *Yeah because we’re just kids and they think “Oh yeah, they don’t know anything”. But like what if there is a bushfire? What then? People should worry about bushfires more but they don’t.*

Nina: *Every kid should know.*

-9/10yrs, Warrandyte, December 2008

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Appendix 4: AIDR DRASEN draft proposed work plan

AIM		
To foster and strengthen the ability of the education sector to deliver disaster resilience education more confidently and consistently.		
OBJECTIVES	OUTCOMES	ACTIVITIES/TASKS (Specific, Measurable, Attainable, Realistic, Timely)
1. To define an agreed definition and vocabulary for disaster resilience	<ul style="list-style-type: none"> Develop common vocabulary for disaster resilience for use by agencies/organisations and schools and make available on the AIDR websites 	<ul style="list-style-type: none"> Map current <i>resilience</i> and <i>disaster resilience</i> definitions in use, including international sources (NB: QFES Emergency Management is currently working on lexicon.) Look for commonalities/differences and reasons for these Choose most appropriate definitions and edit carefully to ensure consistent use of vocabulary in all contexts Develop guiding principles to inform future development Accept that changes will take time as everyone 'owns' their own definitions Undertake an active review of vocabulary when documents are reviewed. <p>Completed by?</p>
2. To inform emergency management agencies and other organisations of exemplars of evidence-based disaster resilience education (DRE) principles and/or frameworks	<ul style="list-style-type: none"> Establish ongoing communication between DRESG and DRASEN chairs to disseminate appropriate current DRE information Demonstrate application of evidence-based principles/frameworks to agencies/other organisations in the development of DRE programs 	<ul style="list-style-type: none"> AIDR to coordinate use of Sharepoint/other restricted platform for sharing info; agencies and other organisations then use internal info channels Encourage use of standard evaluation tools Remove duplication of materials Build on learnings from other areas. <p>Completed by?</p>
3. To develop a shared understanding and appreciation of local and jurisdictional differences in DRE; AND	<ul style="list-style-type: none"> Provide opportunities for agencies and educators to share and demonstrate their knowledge and experiences of DRE, e.g. case studies 	<ul style="list-style-type: none"> DRASEN acts as facilitator between agencies and organisations Develop MOUs between agencies and AIDR to

Appendix 4: AIDR DRASEN draft proposed work plan



<p>4. To establish an environment of collaborative practice between emergency management agencies/organisations</p>	<ul style="list-style-type: none"> Establish and maintain opportunities for agencies to interact, share knowledge, expertise and strategic objectives in regard to DRE 	<p>formalise stakeholders and relationships and to ensure succession/continuation of DRASEN</p> <ul style="list-style-type: none"> DRASEN to advocate for DRE curriculum and teacher PD. <p>Completed by?</p>
<p>5. To define the scope and role of the education sector in delivering DRE</p> <p>NB: the group commented: “Is there a mandate for schools to do this? i.e. who will be ‘making’ schools do this?”</p>	<ul style="list-style-type: none"> Enable ongoing open dialogue with the education sector on their capabilities and needs in delivering DRE 	<ul style="list-style-type: none"> Develop clear understanding of the scope/terms of Disaster Resilience Education – ensure teachers understand this principle Equip teachers with skills/values (knowledge) and practical learning Develop shared language of being “active agents” Develop the same process for defining scope and role of schools but allow adequate flexibility so that sites can adapt to their own situation Distinguish formal/informal learning and define role of service-based learning <p>Completed by?</p>
<p>6. To understand the diverse needs of schools in order to better assist them in delivering disaster resilience education that is consistent with the Australian curriculum</p> <p>NB: the group commented that this dot point forms the key query for the Educators’ Forums.</p>	<ul style="list-style-type: none"> Collect and analyse data from representative sample of schools on factors that enable or hinder their ability to deliver DRE that is consistent with the Australian curriculum 	<ul style="list-style-type: none"> Collect and share case studies – what are enablers; what’s achieved and how: schools use as a guide Survey Monkey vs focus groups – ensure outcomes are clear Survey limitations: locations/different regions; challenge to find key person in school; networks could select schools Understand that schools are time poor Relevant to level of engagement/schooling; Primary/Secondary Inquiry based learning; inquiry topics Ask why schools do/do not include DRE What are their priorities Schools in disaster regions; high vs low hazard areas; proximity to disaster areas; these schools

Appendix 4: AIDR DRASEN draft proposed work plan



		<p>provide advice/support</p> <ul style="list-style-type: none"> • Examine the use/expansion of current programs, e.g. Mind Matters, Kids Matter, Dep of Ed programs • What motivates individuals to teach DRE • Teacher or outsider led • How is the community involved • Level of Principal’s involvement • Time, experience, confidence • Demographics • How will data be used • How do teachers make it fit with Australian Curriculum: show links to all areas in curriculum – bubble map, visual connection, multi-pronged approach • Gaming, e.g. Tornado in a bottle, etc. • Educators’ Forums – opportunity to gather data incl. qualitative • Dialogue around “what is the driver for DRE” → UN; climate change; why we need to educate children/YP about DR <p>Completed by?</p>
<p>7. To encourage all schools to incorporate evidence-based and sustainable disaster resilience practices into their school policies</p>	<ul style="list-style-type: none"> • Share examples of how evidence-based and sustainable disaster resilience practices have been incorporated into school policies 	<p>Yet to be completed</p>
<p>8. To enable all levels of teachers to become confident practitioners in delivering effective disaster resilience education</p>	<ul style="list-style-type: none"> • Ongoing dialogue with university faculties and agencies to establish collaborative design and delivery of a calendar of appropriate of PD activities for pre-service and registered teachers 	<p>Yet to be completed</p>
<p>9. To identify and promote opportunities for partnerships</p>	<ul style="list-style-type: none"> • Maintain open dialogue with agencies and schools in 	<p>Yet to be completed</p>

Appendix 4: AIDR DRASEN draft proposed work plan



between emergency management agencies and the education sector

regard to their capabilities and/or needs in regard to DRE

DRAFT