



Asia Learning from Research Webinar Series

Webinar: **CCDRR: Impacts on Household Safety**

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| Research themes | Research topics |
|--|--|
| <p>Policy, advocacy and the enabling environment</p> <p>Impacts of hazards on education</p> <p>Solutions for Child-Centred Risk Reduction and School Safety</p> | <ul style="list-style-type: none"> • Comprehensive School Safety (CSS) policy implementation challenges • Critical factors for post-disaster educational continuity in urban flood impact in South and Southeast Asia • Hazard impacts in basic education in the Philippines • Economic costs of disaster impacts on education • Urban child-centred Hazard, Vulnerability and Capacity Assessment (HVCA) tools and planning process • Child-centred DRR (CCDRR): Impacts on household safety • Scalable CCDRR and CSS approaches <p>Crosscutting:</p> <ul style="list-style-type: none"> • Research into Practice briefs and summaries • Long-term agenda: Implementation science and CCDRR, Research mapping and agenda setting with partners |

For more information: follow Education Safe from Disasters on workplace and visit GADRRRES.net/resources

 **Global Alliance for
Disaster Risk Reduction & Resilience**
in the Education Sector

Research into Practice Brief

Statement of purpose

A large and increasing body of academic research and grey literature holds the evidence that practitioners working in the fields of disaster-centred disaster risk reduction (CDRR), climate change adaptation, and comprehensive school safety need to design and deliver approaches that have positive outcomes at a large scale. This literature is often very time-consuming for practitioners to find, access, and read. The purpose of this Research into Practice Brief is to provide a concise review of research findings for practitioners on the policy development processes and its application to comprehensive school safety.

Developing and Implementing Comprehensive School Safety Policy

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Abstract

Comprehensive School Safety (CSS) has become an important policy design framework to help reduce disaster impacts in the education sector, and practitioners have a crucial role. Here, we review how policies are developed and the roles practitioners can have in developing and implementing policies. We then discuss how the CSS Framework was developed through both top-down and participatory policy development processes, and highlight how practitioners can be involved in implementing, monitoring and improving the CSS Framework.

Glossary

| Term | Definition |
|----------------------------------|---|
| Community | A group of diverse people who are linked by social ties and engage in joint action in a particular place or setting. Shared rules that evolve out of common practices and the 'way things are done' within communities. |
| Policy | The process of defining and creating desirable community changes. |
| Policy Compliance | Individuals and groups conforming to policy goals out of internal motivation or self-interest, rather than a fear of punishment. |
| Policy Enforcement | Ensuring policies are followed by monitoring behavior and punishing undesirable behavior through fines, sanctions or other negative actions. Policies purposefully designed by external policymakers seeking to achieve a specific goal. |
| Participatory Policy Development | Policies developed through participatory processes that draw out a community's vision. |

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 **risk RED** **RISK**

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**Comprehensive
School Safety Policy:
Trends in the Asia-Pacific Region**

Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector

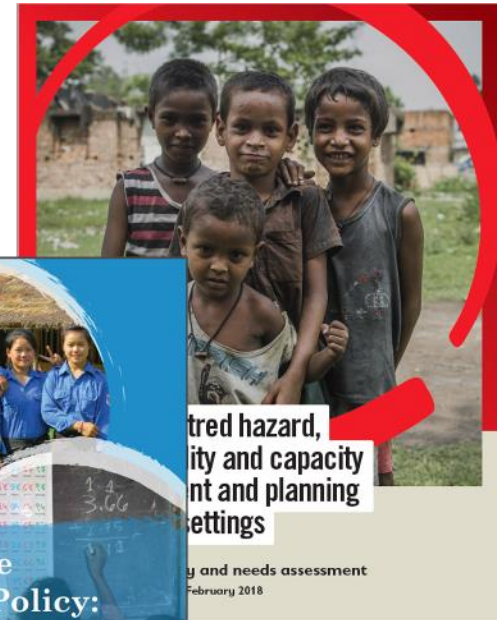
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Asia-Pacific Condition for School Safety



Outline



- Acknowledgements
- Background & research questions
- Introducing the Toolkit
 - How it was developed
 - Toolkit content
- Testing the Toolkit
 - Bangladesh
 - India
 - China
 - Focus groups
- Recommendations



Acknowledgements



- Erin Crocetti
- Research teams in BGD, IND, CHN



Concise literature review on children's impacts on household safety

- CHILDREN's IMPACTS
 - Salience and benefits
 - Knowledge vs. action
 - Bi-directional influence
 - Active ingredients for household impacts
- HOUSEHOLD SAFETY
 - Measuring household impacts (PAPE Key Messages)
 - Stages of behavior change
- PROGRAMMATIC CHOICES and QUALITY
 - Activities
 - Training
 - Social & behavioral change education materials

Research Questions



1. What do theories of learning and behaviour change teach us about teaching / learning approaches, and educational content for risk reduction education for children of pre- and primary school?
2. What program design elements are critical to child / caretaker / parent engagement, as well as sibling and adult interactions, to strengthen household risk reduction and resilience activities?
3. What kinds of educational content for DRR are most highly associated with retention and action at the household level?
4. What kinds of teaching / learning approaches for DRR education are most highly associated with retention and action at the household level?
5. What type of Toolkit and supportive research strategy is necessary to determine how children who have been involved with CCRR research projects influence household levels of security?

Introducing the toolkit



- Design considerations:
 - The research questions and findings from the literature review, including standardized household preparedness check lists, CCDRR curriculum content, and previous research projects on measuring the impact of students on household level of risk
 - Reliability, validity, and flexibility
 - User-friendly, language
- Design process:
 - Reviewed by organisational representatives and academic researchers multiple times
 - Revised, refined, and localised for each field test

Introducing the toolkit



- Topics included:
 - Participation in risk reduction & resilience programs
 - Participation in household, school & community activities
 - Risk assessment & planning
 - Risk reduction
 - Response-preparedness
 - Perceptions of levels of preparedness and knowledge.
 - Sharing of information

Introducing the toolkit



• Toolkit contents:

1. Purpose of the Toolkit
2. How to use the Toolkit
3. Research Protocol
4. Child Safeguarding & Responsibly Conducting Research
5. Example Consent and Assent Forms
6. Survey Tools:
 - a. Key informants or Programming agency
 - b. Students
 - c. Parents/Caregivers
 - d. Teachers and Organisational representatives
7. Resources/References

CHILD-CENTRED RISK REDUCTION IMPACTS ON HOUSEHOLD RISK REDUCTION
AND RESILIENCE: A MONITORING & EVALUATION TOOLKIT 1

CHILD-CENTRED RISK REDUCTION IMPACTS ON HOUSEHOLD SAFETY: A MONITORING & EVALUATION TOOLKIT

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Introducing the toolkit



- Key informants or Programming agency:
 - Hazards in the area
 - Key features of the child-centered risk reduction program
 - Target group(s)
 - Content included in the CCRR program:
 - Risk Reduction and Resilience Training
 - Standard Operating Procedures
 - Learning methods
 - Additional materials available and used

Introducing the toolkit



- Students and Caregivers/Parents:
 - Demographic information
 - Information seeking and sharing
 - Which CCRR materials they've seen or read
 - Disaster Planning
 - Hazards in the area
 - Household level:
 - Planning
 - Risk Reduction
 - Response Preparedness
 - Knowledge of SOPs
 - Learning, Knowledge and Confidence



Introducing the toolkit



- Teachers:
 - Demographic information
 - Level of training
 - Feedback from students and parents about CCRR program
 - Content included in the CCRR program:
 - Risk Reduction and Resilience Training
 - Standard Operating Procedures
 - Learning methods
 - Additional materials available and used
 - Learning, Knowledge and Confidence



Testing the Toolkit: Bangladesh



- 30 Students, 30 Caregivers, 4 Teachers
- All caregivers and students stated that they had either talked with or taken action with their families related to hazards, risk and risk reduction
- Students:
 - 70% spent between 3-10 hours on seeking or sharing DRR information in the past 6 months
 - Less likely than caregivers to be familiar with most SOPs, but were more familiar with SOPs taught in schools
 - 86% think they would be safe in an emergency
- Caregivers:
 - More likely to respond about possessing knowledge on where disaster plans were in place than students
 - Only 13 caregivers identified their children as a source of information on hazards, but all caregivers said that they felt that they were prepared for hazards because of information that they learned from their children

Testing the Toolkit: China

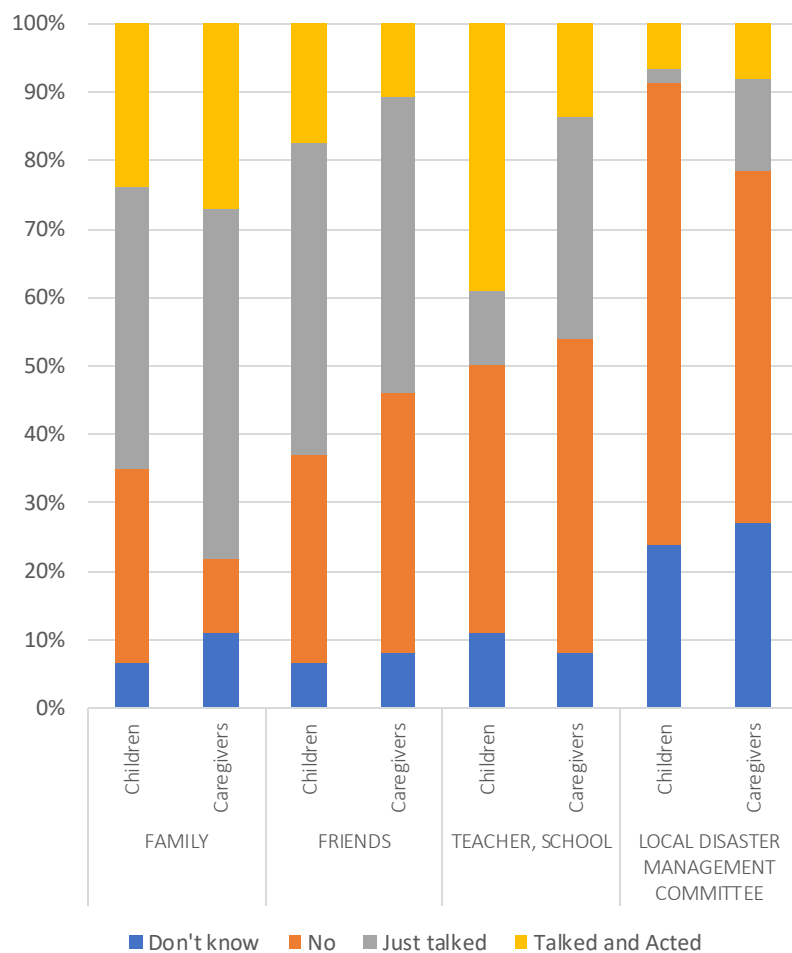


- Sample:
 - 46 students, 49 caregivers, and 16 teachers from 3 Prefectures
 - Intervention Group: 34 students, 37 caregivers, 12 teachers
 - Control Group: 12 students, 12 parents, 4 teachers
- Showed interest and capacity of students and parents in household safety and DRR
- Students who had participated in a DRR program were more aware of whether there were disaster plans in place at their home and school and the majority reported that they had learned a range of response and self-protection skills
- Both students and caregivers identified schools and teachers as an important information source about hazards and DRR, and many caregivers think that teachers know a lot about hazards and DRR

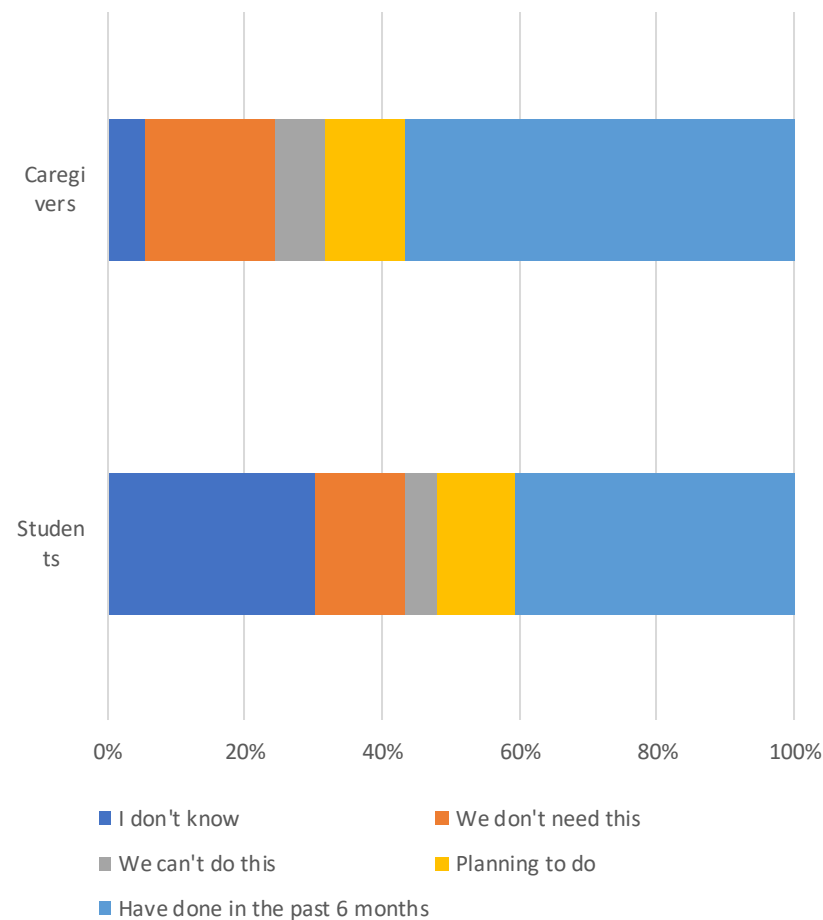
Testing the Toolkit: China



Communication & Action related to DRR



Risk reduction and response-preparation for earthquakes (Intervention Group)



Testing the Toolkit: India

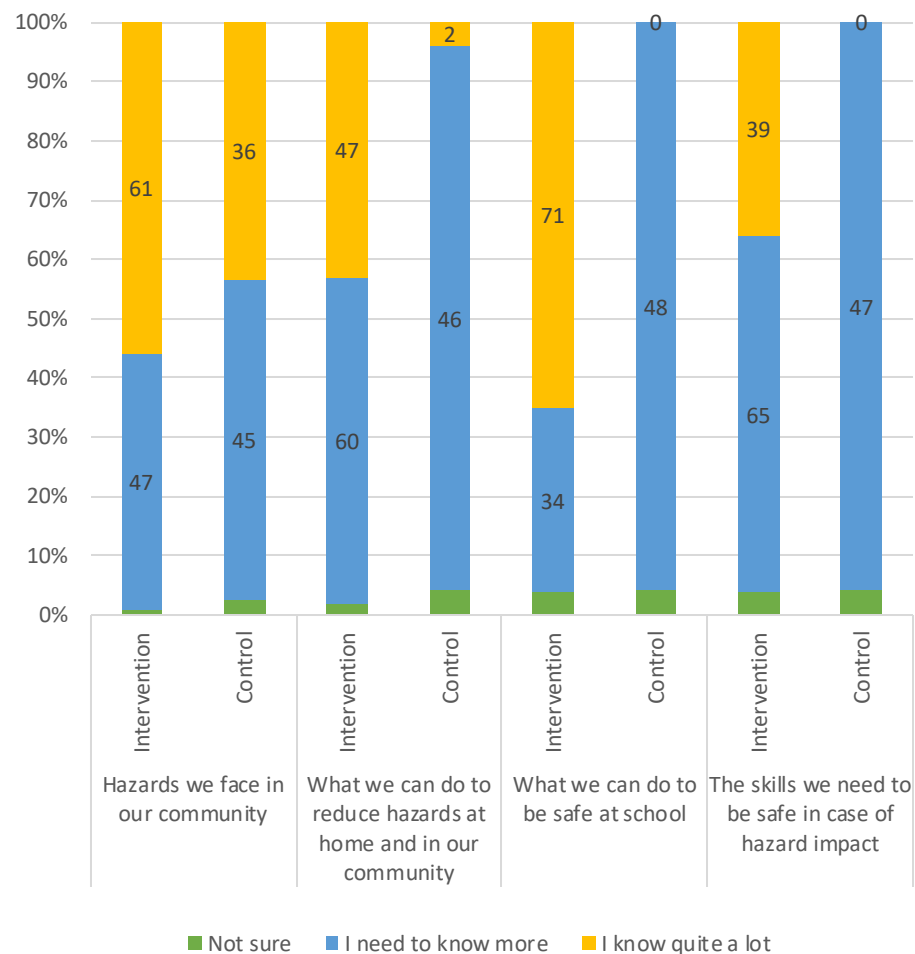


- Sample
 - 160 students, 160 caregivers, 53 teachers from 5 regions
 - Intervention group: 110 students, 110 caregivers, and 43 teachers
 - Control group: 50 students, 50 caregivers, 10 teachers
- Students who had participated in a DRR program:
 - Talked about hazards and risks more often and with more people, and more often took action with their family, friends and teachers/school
 - Identified more hazards in their home, school and community
 - Were more likely to know about/have a disaster plan at home: 85% of students who had participated in a DRR program stated that there is a disaster plan at home, compared with 5% of students from the control group.
 - Were more likely to have participated in making disaster plans at home, at school, and within the community.
 - Reported that that they had taken more preparedness, risk reduction, and response measures, and were more aware of standard operating procedures (e.g., for building evacuation) than students in the control group.

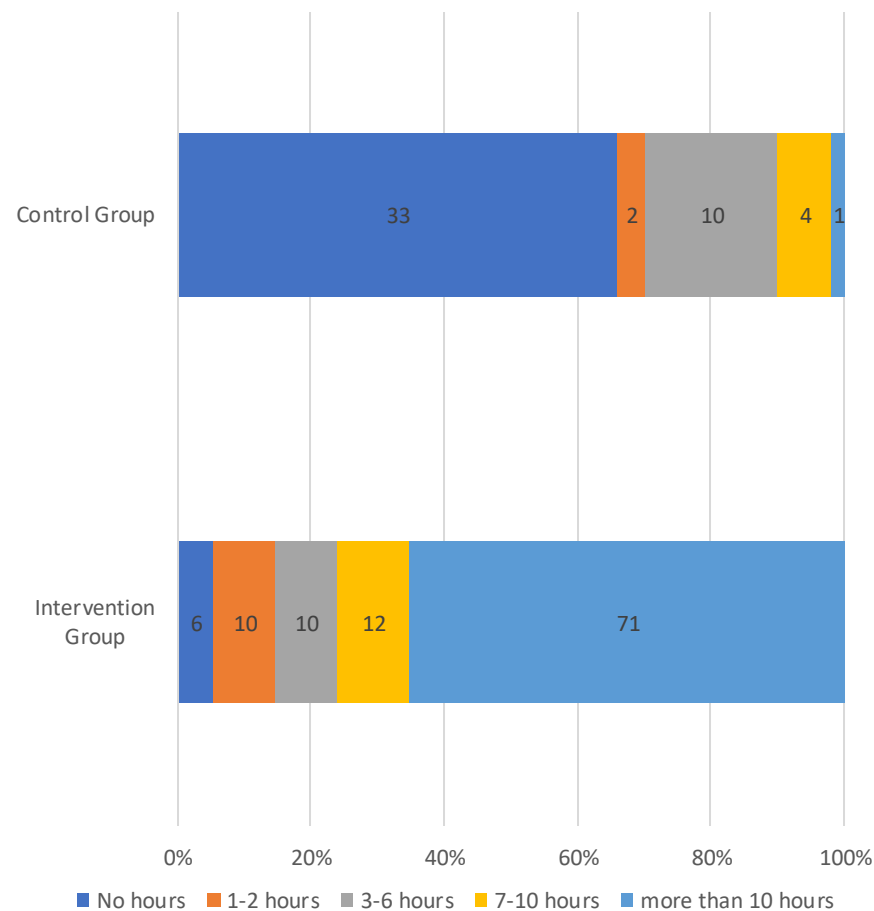
Testing the Toolkit: India



Students' knowledge related to DRR



Time spent seeking & sharing DRR information



Focus Groups: China & India



Staff enjoyed:

- process of survey tool development, localisation, translation, and testing
- students, teachers, and caregivers understood the survey
- enjoyed learning how other stakeholders (e.g., teachers) understand DRR
- people in the control group were very keen to learn more about DRR
- 'helps us to tell the story of our programs with concrete data and evidence,' to 'know if our work is achieving goals'

Key challenges and issues:

- Time
- Budget
- Translation
- Length of the Toolkit

Suggestions & recommendations:

- More time for localisation & data collection
- Qualitative data
- Extend to the community level
- Use for advocacy
- Sections that can be extracted and used when relevant

Recommendations & Discussion



General Recommendations



1. Future CCRR project design should include experimental aspects that allow the differential impact of interventions and levels of effort to be compared, with a focus on supporting and measuring fidelity and designing for scale-up.
2. Testing of the Toolkit in Bangladesh, China and India demonstrated that **practitioners can be active partners in research**, provided that there is sufficient budget allocation for researcher-practitioner partnerships, simple and focused tools, and systematic approaches to enable practitioners to collect and code data.
3. **Continuous improvement** of the Toolkit should be supported with new versions and country-level adaptations retained and shared for broader cross-country application.
4. **Shorter sub-sets** of questions can be selected for application at mid-points during programming to focus on specific expected changes. Once certain findings have been consistently demonstrated, they may not be required questions in the long-term.

To better understand household impacts



1. The **Toolkit should be used with additional qualitative research methods**, such as interviews and focus groups, which serve to ground findings from the Toolkit in context.
2. **Using additional qualitative methods will also produce stories about risk reduction and resilience or key lessons that can be shared.**
3. The Toolkit **should be used at least two times (beginning, during and/or at the end of a project) with the same community** to better understand which kinds of educational content for risk reduction are most highly associated with progress towards maintenance of behavior change at the household level.
4. Using the Toolkit in **more locations with a broader sample size** will also allow for statistical analysis in order to be able to **identify significant variables** in content and program delivery activities, and differences in gender, age, and other independent variables.

For future users of the Toolkit



1. **Sufficient time is needed to translate, localise, and contextualise the Toolkit.**
2. Sufficient **time and budget** is needed for data collection, including focus groups or interviews, and for translation of results.
3. To facilitate more efficient and wider use of the tools, **lines of questioning may be split and two or three shorter tools used** in order to more easily **integrate the research into day-to-day practice.**
4. Although the language in the Toolkit is easy for staff working in disaster risk reduction to understand, **translating the Toolkit into language that would be easily understood by research participants was difficult.** The inclusion of iconography or graphics may be a way to add variety to question type, overcome issues of language relating, and make the survey more appealing.
5. **The development of a public-facing iconographic research report format** should be a priority for sharing results to the communities that provided input.
6. **The research and its outputs should be considered as both a pedagogic and advocacy tool.**

Next steps?



A young boy with dark skin and short black hair is smiling broadly at the camera. He is wearing a bright red short-sleeved button-down shirt. On the left side of his chest, the shirt has the text 'HEAR PATTARM' in a white, serif font, with a large, ornate white monogram 'H' below it. He is holding a stack of books and papers in his arms. The background is a wall made of vertical wooden poles and horizontal bamboo or reed strips, creating a textured, woven appearance. The lighting is bright and natural, suggesting an outdoor setting.

Questions?

THANK YOU



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