Webinar: **Moving from Projects to Programs: Evidence-based Roadmap and Whitepaper**

April 2018

Kevin Ronan, Marla Petal, Matalena Tofa
Child-Centred Risk Reduction and School Safety Research
Research Objectives

LONG-TERM

• To **identify a body of knowledge** relevant to our goals for comprehensive school safety, and the survival, protection, and development of children.

• To **add to the body of knowledge** about risk reduction in the education sector.

• To **increase staff capacity to design and deliver effective and scalable child-centred risk reduction and resilience programs** consistent with evidence.

SHORT-TERM

• To **identify priority research questions** based on the experience of planners, practitioners, and advocates.

• To **carry out short-term research projects** to fill priority knowledge gaps, and inform longer-term research planning.

• To **seek and develop partnerships for research on child-centered risk reduction in the education sector**.
Child-Centred Risk Reduction & School Safety

Progress and Challenges

**Progress**

- Recognition of children’s rights to protection and participation including rights to access a basic quality education and as “agents of change”.
- Duty-bearers accept responsibility for school safety, in principle
- There is a small but quickly growing body of research that overall reflects well on child-centred disaster risk reduction and school safety practice and promotion.

**Challenges**

- Project mentality & experience-based versus evidence-based practice
- Many gaps related to CCRR & school safety initiative effectiveness and implementation
Achieving large-scale impact for complex social problems

### Collective Impact Theory

1. **Common Agenda**
   - Common understanding of the problem
   - Shared vision for change

2. **Shared Measurement**
   - Collecting data and measuring results
   - Focus on performance management
   - Shared accountability

3. **Mutually Reinforcing Activities**
   - Differentiated approaches
   - Coordination through joint plan of action

4. **Continuous Communication**
   - Consistent and open communication
   - Focus on building trust

5. **Backbone Support**
   - Separate organization(s) with staff
   - Resources and skills to convene and coordinate participating organizations
Research Goals


Current Experience-based Practices

Need guiding model for evidence-based practice
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Comprehensive School Safety Framework
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Research partnership 2016-2018:
Save the Children, C&A Foundation and C&A

**Overall objective**
To generate knowledge, document good practice from ongoing initiatives and promote cross-program learning between the countries involved in the C&A program as well as other countries in the Asia and Latin America regions.

**Seeking alignment and integration** into existing initiatives of Save the Children and the wider sector to facilitate future uptake of evidence-based programming.

Building a foundation for evidence-based programming
Child-Centred Risk Reduction & School Safety Research

Research themes

1. Strengthening the **Policy and Enabling Environment**

2. Measuring **Disaster Impacts on Education**

3. Identifying **Effective and Scalable Solutions** for child-centred risk reduction and school safety program design and implementation.
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Research process and quality control

STEP 1: Inception

STEP 2: TORS/RFP completed & circulated

STEP 3: Researcher selection process

STEP 4: Research implementation support

STEP 5: Research report review and approval

STEP 6: Presentation of findings

HUMAN SUBJECT RESEARCH COMPLIANCE

RESEARCH QUALITY CHECKLIST

ACADEMIC REVIEW BOARD

TA TECHNICAL TEAM

RESEARCH STEERING COMMITTEE
Child-Centred Risk Reduction & School Safety Research

Next steps

STEP 7: Research Dissemination and Monitoring of Research Utilisation

STEP 8: Working to a Collaborative Research Agenda and Linking Evidence and Practice

Continuing to identify and fill research gaps, and demonstrating best practices in implementation science
<table>
<thead>
<tr>
<th>THEME</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1. Policy, advocacy &amp; the enabling environment</td>
<td>• Comprehensive School Safety (CSS) Policy Trends in the Asia Pacific Region &amp; Policy Case Studies</td>
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<td>• Child-Centred Risk Reduction and School Safety White Paper: Evidence-based Practice Framework and Roadmap</td>
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<td>2. Impacts of hazards on education</td>
<td>• Post-disaster Educational Continuity in Urban Floods in South and Southeast Asia</td>
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<td>• Hazards Impacts on Basic Education in the Philippines</td>
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<td>• Economic Consequences of Hazard Impacts on Education</td>
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<td>Education Disrupted: Education denied series</td>
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<td>3. Solutions for child centred risk reduction and school safety</td>
<td>• Urban Child-centred HVC Assessment and Planning</td>
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<td>• Child centred DRR: Impacts on Household Safety</td>
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<td>• CCDRR and CSS: Scalability Assessment &amp; Planning</td>
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## Child-Centred Risk Reduction & School Safety Research

Research-into-Action Briefs

<table>
<thead>
<tr>
<th>THEME</th>
<th>TITLES</th>
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</table>
| **1. Policy, advocacy & the enabling environment** | • CSS Policy Development  
• Gender & Disasters: Considering Children  
• Inclusion in Disaster Risk Reduction  
• Risk Reduction and Early Childhood |
| **2. Impacts of hazards on education** | • Disaster Impacts on Education  
• Critical Factors for Post-Disaster Educational Continuity in Urban Floods |
| **3. Solutions for child centred risk reduction and school safety** | • Child-centred Disaster Risk Reduction  
• Children’s Education for Disaster Risk Reduction  
• CBDRM & HVCA  
• Child-centered Risk Reduction Impacts on Household Safety  
• Understanding Scalability  
• Best Practices in Community-based School Construction  
• School Drills |
Child-Centred Risk Reduction & School Safety Research
Partnerships for Research
Child-Centred Risk Reduction and School Safety Whitepaper:
Evidence-based Practice Framework and Roadmap

Prof. Kevin Ronan
Dr. Marla Petal
Dr. Matalena Tofa
Child-Centred Risk Reduction & School Safety Whitepaper

Publications on CCRR & School Safety

Number of publications per year on children, disaster, and preparation

Number of publications per year on school disaster management
Child-Centred Risk Reduction & School Safety Whitepaper

Zotero shared Bibliography

www.zotero.org/groups/1857446/ccdrr_css
Child-Centred Risk Reduction & School Safety Whitepaper
Co-authorship patterns
### Identified Challenges and Priorities

<table>
<thead>
<tr>
<th>Challenges identified by practitioners</th>
<th>Research priorities identified by practitioners</th>
<th>Gaps between research, policy and practice identified by researchers</th>
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<tbody>
<tr>
<td>Working with multiple stakeholders</td>
<td>Monitoring, evaluation and data on impact and effectiveness</td>
<td>Limited research implementation in practice</td>
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<td>Monitoring and data access</td>
<td>Collaboration &amp; integration</td>
<td>Limited relationships between practitioners, policy makers &amp; researchers</td>
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<td>Challenging timelines, lack of resources</td>
<td>Children’s active roles</td>
<td>Lack of practitioners in research agenda development</td>
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<td>Lack of easy access to research evidence.</td>
<td>Inclusive practice</td>
<td>Top-down processes, i.e. information provision vs. participatory, translational approaches</td>
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<td>Proven resources &amp; tools for risk reduction and resilience</td>
<td>Lack of context-sensitivity</td>
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<td>Education theory and evidence-based practices</td>
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### Research Utilisation Priorities (1 of 2)

| **School Safety policy, enabling environment & advocacy** | • policy implementation challenges  
• community transformation  
• vulnerability & risk creation  
• progress towards Comprehensive School Safety targets & indicators  
• reach out to engage more/new stakeholders  
• public awareness / social media campaign implementation  
• leveraging disaster impacts for teachable moments, advocacy & mobilisation  
• child safety & social protection |
| **Safer School Facilities** | • impacts of community-based construction  
• guidance for small-scale mitigation projects in schools |
| **School Disaster Management** | • student mastery of standard operating procedures for disasters and emergencies  
• robust and living plans  
• school and community linkages  
• support to meet national standards |
<table>
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<tr>
<th>Risk Reduction &amp; Resilience Education</th>
<th>Monitoring and evaluation</th>
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</table>
| • child & youth participatory, inquiry-based pedagogies  
• experiential learning  
• use of video  
• gamification  
• cross-generational learning (school to household)  
• critical thinking  
• scope & sequence of learning objectives (age-appropriate)  
• translating knowledge, attitudes, and skills into observable behaviour change  
• utilisation of disaster management, NGO & volunteer roles in classroom (Australia) | • program impact evaluation (esp. long-term)  
• incorporating DRR into student assessment  
• teacher/student engagement in M&E  
• scalability assessment and scalability planning  
• online learning for teachers  
• engagement of youth movements |
# Child-Centred Risk Reduction & School Safety Whitepaper

## Priorities to bridge research and practice

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<tr>
<th>What to do better</th>
<th>How to do better</th>
<th>Evidence gaps to be filled</th>
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<tbody>
<tr>
<td>Bridge research, practice, policy siloes</td>
<td>Partner across disciplines and research/practice divides</td>
<td>Longer-term programmatic impact assessment versus sole reliance on singular project-based outcomes</td>
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<td>Develop and maintain community-of-practice networks (global, regional, national)</td>
<td>Develop common framework, adaptable across contexts</td>
<td>Impact and scalability evaluation in all areas of child-centred risk reduction and school safety, knowledge about how to do more effectively and whether implementation and scaling is successful</td>
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<tr>
<td>Develop stakeholder capacity (systems, organisations, adults, children &amp; youth)</td>
<td>Develop effective and scalable tools, adaptable across contexts</td>
<td>Resources &amp; tools for child-centred risk reduction and school safety</td>
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<td>Collect data to monitor progress in safety and related outcomes</td>
<td>Cross-generational learning and children’s roles</td>
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<td>Produce better and targeted practice-research communication tools</td>
<td>Inclusive practice</td>
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<td>Child participation</td>
<td>Adaptations for young children</td>
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Child-Centred Risk Reduction & School Safety Whitepaper
Strategic Roadmap Components for Collective Impact

1. Organisational culture and climate
2. Stakeholder engagement
3. A Common agenda & backbone support (CSS Framework +)
4. Design, delivery, M&E, implementation: Evidence-based practice
5. Shared measurement: CSS Targets & Indicators
   Practice-based evidence:
   1) Fidelity & Outcomes
   2) Implementation: scaling / sustainable
6. Capacity building
7. Shared tools/resources
8. Solving school safety, risk reduction and resilience problems: short- and long-term
9. Disseminating findings, guidance and tools
10. Planning next practice-research-related steps that build on findings

Ten Steps for Applying Collective Impact and Program Theory to Child-centred Risk Reduction & School Safety
Child-Centred Risk Reduction & School Safety Whitepaper

Capacity development framework

- **Strategy**
  - Capacity Building Strategy & Partnerships

- **Capacity Inputs**
  - System / Policy Outputs
  - Organisational Outputs
  - Individual / Workforce Outputs
  - Individual Children / Youth Outputs

- **Capacity Outputs**
  - System / Policy Capacity
  - Organisational Capacity
  - Individual / Workforce Capacity
  - Individual Children / Youth Capacity

- **Capacity Outcomes**
  - Reduced mortality and morbidity of children in schools and communities.
  - Reduced children's exposure to abuse, exploitation, trafficking, child labor, and mental health impacts of hazards and disasters.
  - Reduced disruption and inequities in education, as a result of intensive and extensive hazard impacts.

- **CCDrr & CSS Impacts**
  - Sustained Performance Over time
Child-Centred Risk Reduction & School Safety Whitepaper

Research Utilisation resources and tools

Differentiated formats for different audiences
Child-Centred Risk Reduction & School Safety Whitepaper
Strategic Roadmap Components for Collective Impact

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Ten Steps for Applying Collective Impact and Program Theory to Child-centred Risk Reduction & School Safety
Recommendations
& Discussion
1. **Promoting research-practice collaboration**: Adopting a common agenda and focus; identifying partnerships.

2. **Organisational and sector culture and climate change** to support shift to evidence-based, programmatic agenda and work.


4. **Capacity building**: communities of practice; competency framework; ensuring best practice in day-to-day work.
Next steps?