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

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

April 2018

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C&A Foundation

Save the Children

C&A

Child-Centred Risk Reduction and School Safety Research

Research Objectives

Building a foundation for evidence-based programming

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 <u>effectiveness</u> and <u>implementation</u>

Child-Centred Risk Reduction & School Safety Research

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

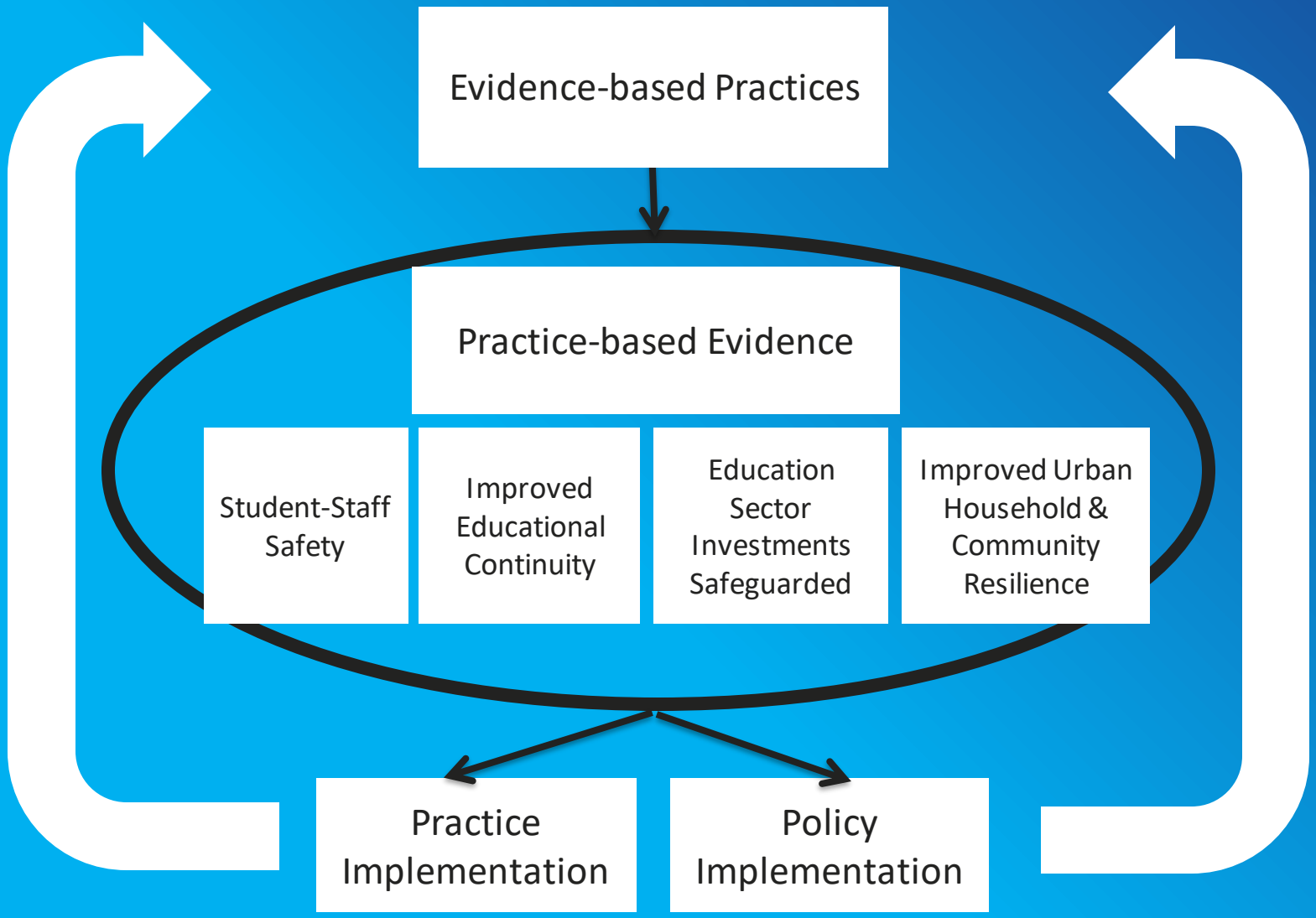
Evidence. Quality. Effectiveness. Impact

Current Experience-based Practices

Need guiding model for evidence-based practice

Child-Centred Risk Reduction & School Safety Research

Research Framework and guiding model for practice



Child-Centred Risk Reduction & School Safety Research

Comprehensive School Safety Framework

Global Alliance for
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in the Education Sector

Child-Centred Risk Reduction & School Safety Research

Research partnership 2016-2018: Save the Children, C&A Foundation and C&A

Building a foundation for evidence-based programming

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.

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.

Child-Centred Risk Reduction & School Safety Research

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 COMMITEE

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

Child-Centred Risk Reduction & School Safety Research

C&A and C&A Foundation funded research 2017-2018

THEME	TOPICS
1. Policy, advocacy & the enabling environment	• Comprehensive School Safety (CSS) Policy Trends in the Asia Pacific Region & Policy Case Studies • Child-Centred Risk Reduction and School Safety White Paper: Evidence-based Practice Framework and Roadmap
2. Impacts of hazards on education	• Post-disaster Educational Continuity in Urban Floods in South and Southeast Asia • Hazards Impacts on Basic Education in the Philippines • Economic Consequences of Hazard Impacts on Education Education Disrupted: Education denied series
3. Solutions for child centred risk reduction and school safety	• Urban Child-centred HVC Assessment and Planning • Child centred DRR: Impacts on Household Safety • CCDRR and CSS: Scalability Assessment & Planning

Child-Centred Risk Reduction & School Safety Research

Research-into-Action Briefs

THEME	TITLES
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

CQUniversity AUSTRALIA

GFDRR Global Facility for Disaster Reduction and Recovery

TANGO INTERNATIONAL TECHNICAL ASSISTANCE to NGOs

RISK FRONTIERS

risk RED

THE UNIVERSITY OF NEWCASTLE AUSTRALIA

ODI

irma Integrated Risk Management Associates LLC

DepED DEPARTMENT OF EDUCATION

ASIAN INSTITUTE OF TECHNOLOGY 1959

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BRAC UNIVERSITY

Child-Centred Risk Reduction and School Safety Whitepaper:

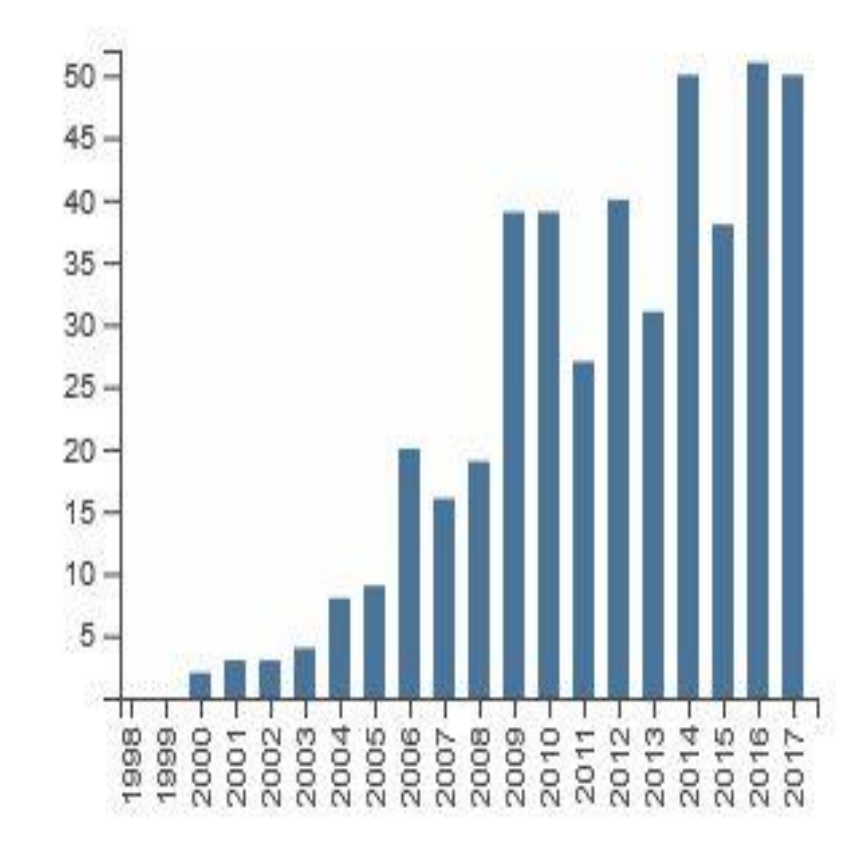
Evidence-based Practice Framework and Roadmap

Prof. Kevin Ronan
Dr. Marla Petal
Dr. Matalena Tofa

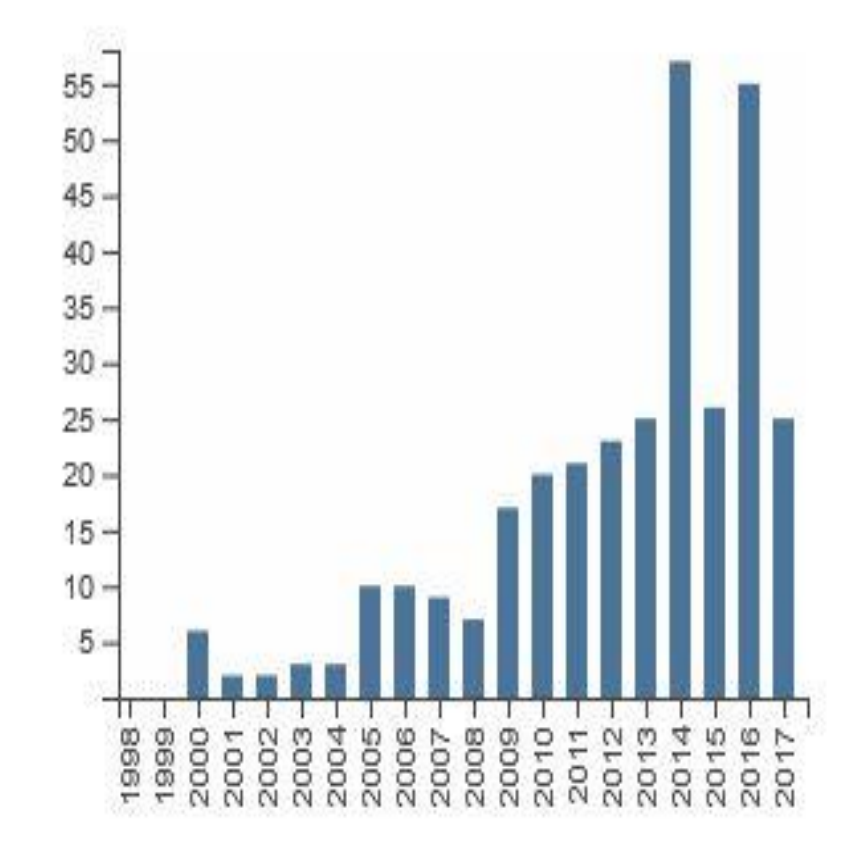
Child-Centred Risk Reduction & School Safety Whitepaper

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

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CCDRR & CSS

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Title	Added By	Date Modified
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The Roles of Children and Youth in Communicating Disaster Ri...	Matalena Tofa	10/23/2017, 17:48:43
Shifting the narrative: child-led responses to climate chang...	Matalena Tofa	10/23/2017, 17:48:36
Local Environmental Initiatives Oriented to Children and You...	Matalena Tofa	10/23/2017, 17:48:25
Disaster Prevention for Schools: Guidance for Education Sect...	Matalena Tofa	10/23/2017, 17:48:12
Disaster and Emergency Preparedness : Guidance for Schools	Matalena Tofa	10/23/2017, 17
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Can Vulnerability be Understood?	Matalena Tofa	10/23/2017, 17:47:39
A l'ombre du géant aigre-doux. Vulnérabilités, capacités et ...	Matalena Tofa	10/23/2017, 17:47:31

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This is a collection of resources about child-centered disaster risk reduction and comprehensive school safety.

http://www.gadrrres.net/

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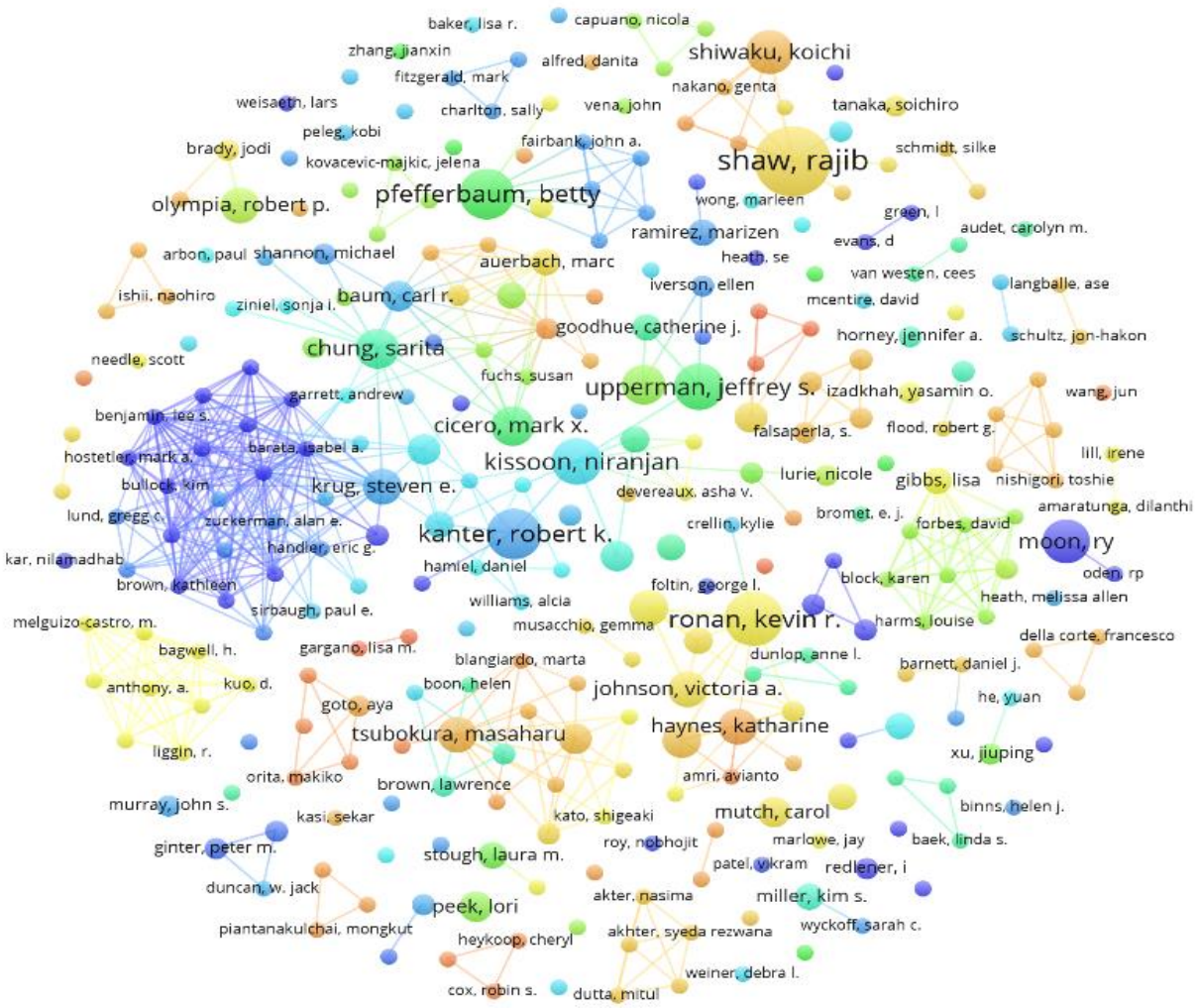

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Identified Challenges and Priorities

Challenges identified by practitioners	Research priorities identified by practitioners	Gaps between research, policy and practice identified by researchers
• Working with multiple stakeholders • Monitoring and data access • Challenging timelines, lack of resources • Lack of easy access to research evidence.	• Monitoring, evaluation and data on impact and effectiveness • Collaboration & integration • Children's active roles • Inclusive practice • Proven resources & tools for risk reduction and resilience	• Limited research implementation in practice • Limited relationships between practitioners, policy makers & researchers • Lack of practitioners in research agenda development • Top-down processes, i.e. information provision vs. participatory, translational approaches • Lack of context-sensitivity • Education theory and evidence-based practices

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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

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Identified Challenges and Priorities (2 of 2)

Risk Reduction & Resilience Education	• 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)
Monitoring and evaluation	• 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

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Priorities to bridge research and practice

What to do better	How to do better	Evidence gaps to be filled
• Bridge research, practice, policy siloes • Develop and maintain community-of-practice networks (global, regional, national) • Develop stakeholder capacity (systems, organisations, adults, children & youth)	• Partner across disciplines and research/practice divides • Develop common framework, adaptable across contexts • Develop effective and scalable tools, adaptable across contexts • Collect data to monitor progress in safety and related outcomes • Produce better and targeted practice-research communication tools • Child participation	• Longer-term programmatic impact assessment versus sole reliance on singular project-based outcomes • 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 • Resources & tools for child-centred risk reduction and school safety • Cross-generational learning and children's roles • Inclusive practice • Adaptations for young children

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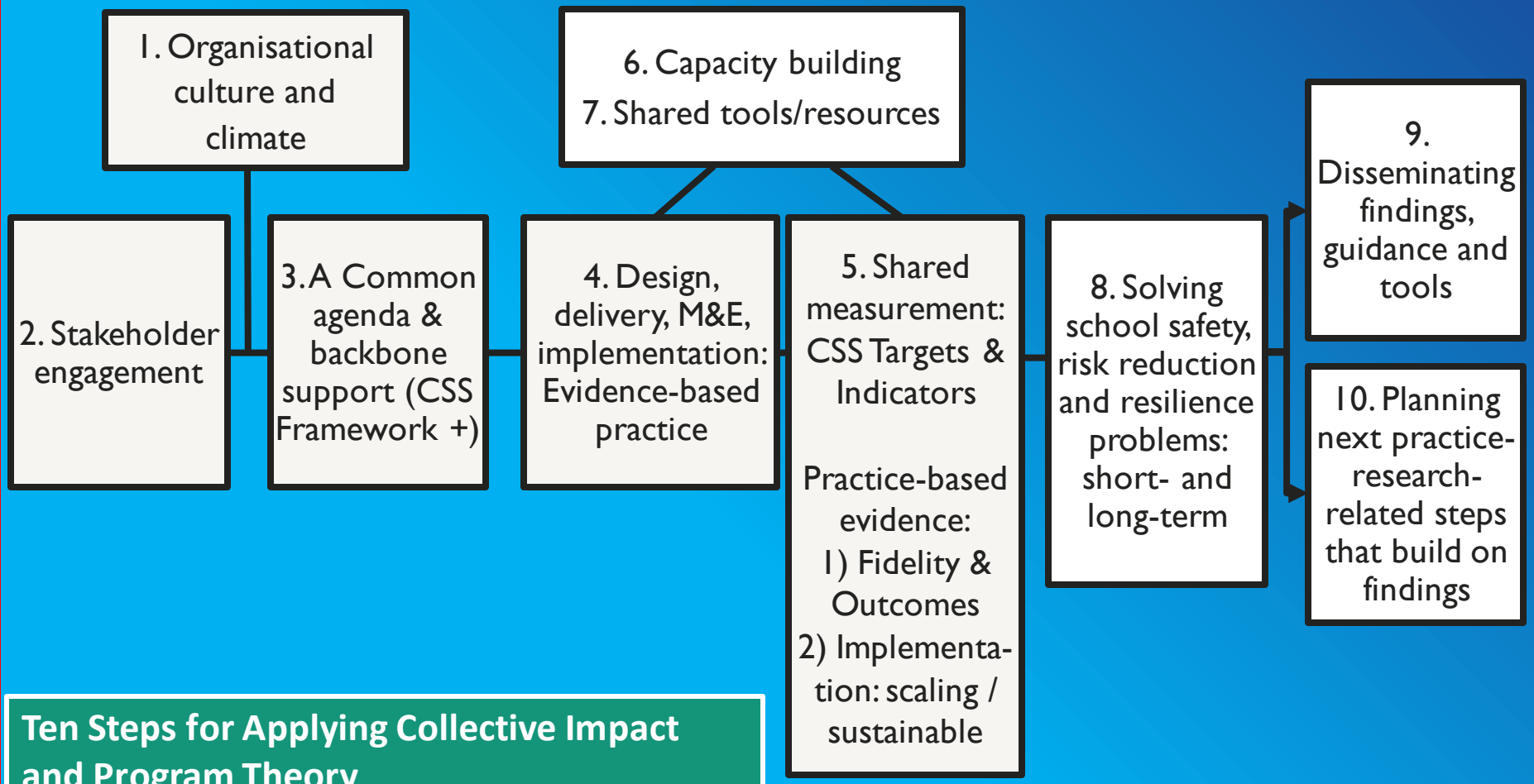
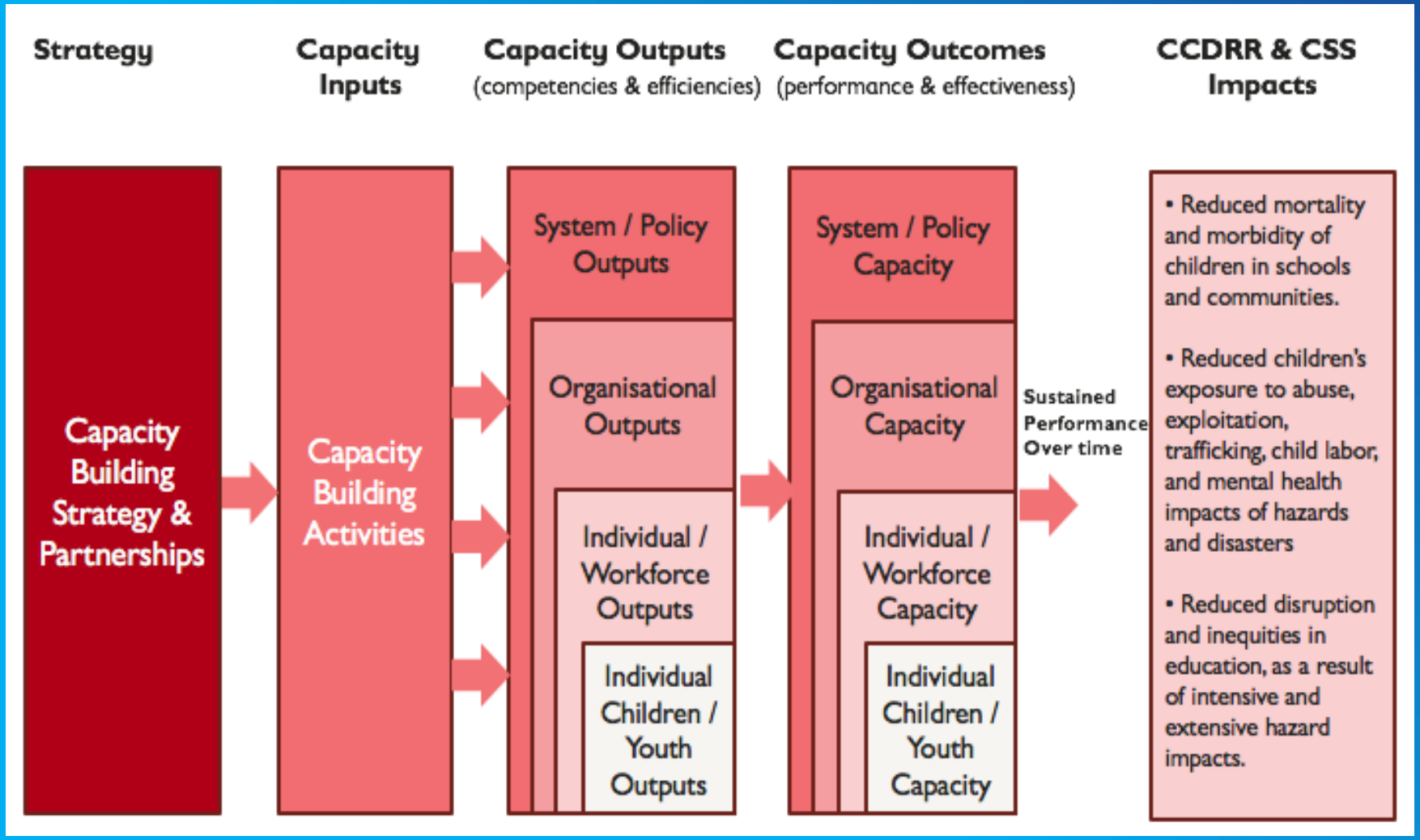
Strategic Roadmap Components for Collective Impact



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



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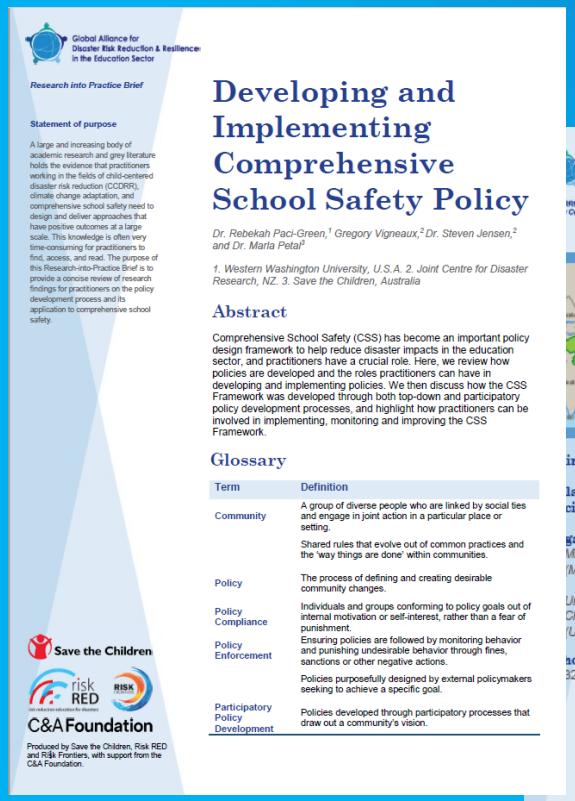
Research Utilisation resources and tools



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 child-centered disaster risk reduction (CCDRR), climate change adaptation, and comprehensive school safety need to design and deliver approaches that have positive outcomes at a large scale. This knowledge 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 process and its application to comprehensive school safety.

Developing and Implementing Comprehensive School Safety Policy

Dr. Rebekah Paci-Green,[1] Gregory Vigneaux,[2] Dr. Steven Jensen,[2] and Dr. Marla Petal[3]

1. Western Washington University, U.S.A. 2. Joint Centre for Disaster Research, NZ. 3. Save the Children, Australia

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.

Save the Children

risk RED

C&A Foundation

Produced by Save the Children, Risk RED and Risk Frontiers, with support from the C&A Foundation.

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Assessing and Implementing Structural Interventions in China

Ana Miscolta, Risk RED

Overview

Hazard and Educati

Save the Children

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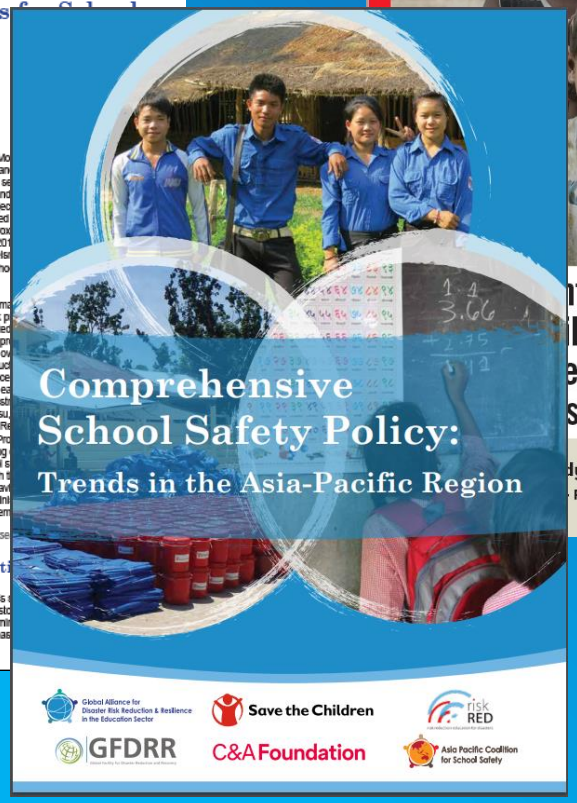

Comprehensive School Safety Policy:

Trends in the Asia-Pacific Region

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GFDRR

C&A Foundation

Asia Pacific Coalition for School Safety

ntred hazard,
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settings

dy and needs assessment
February 2018

Differentiated formats for different audiences

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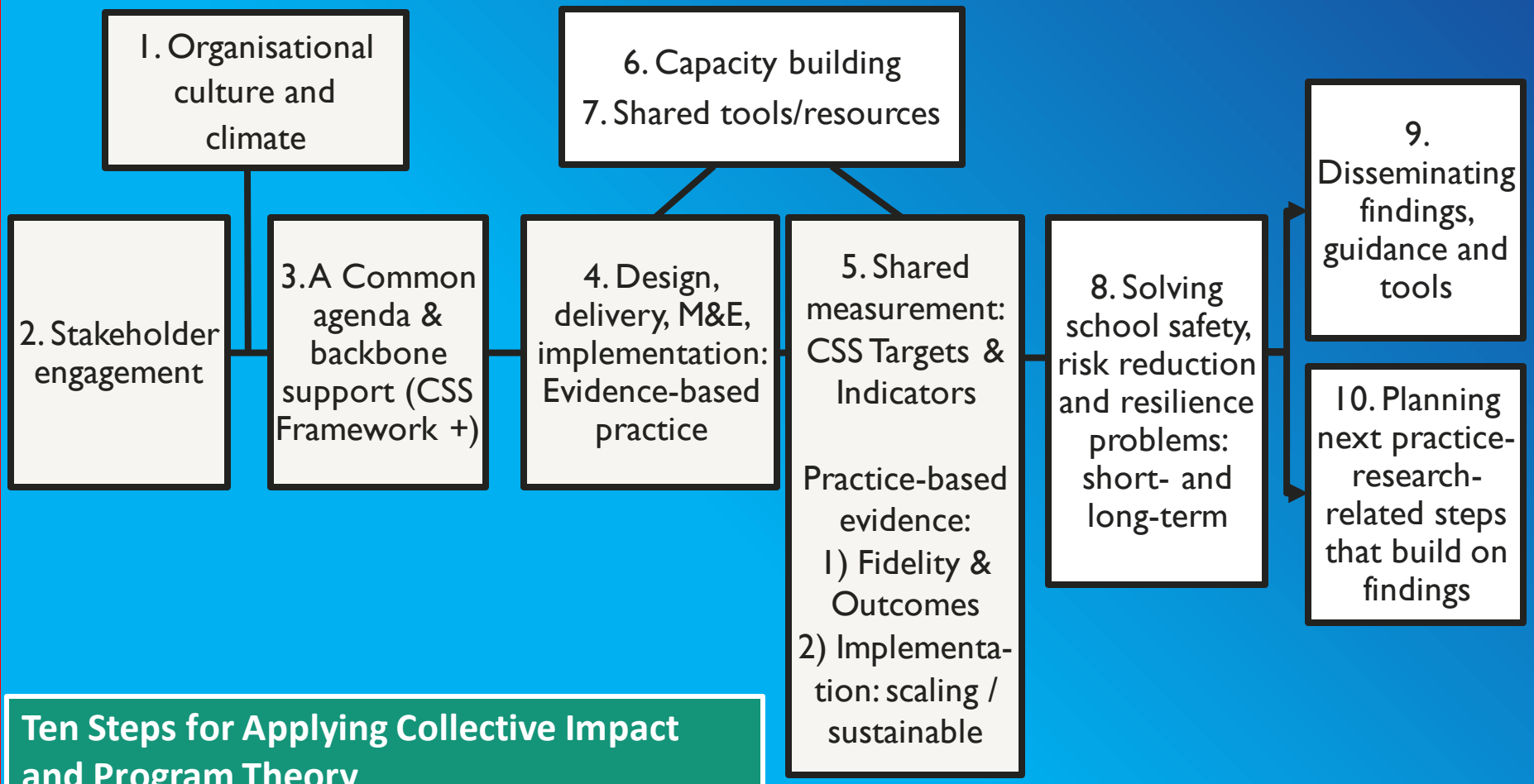
Strategic Roadmap Components for Collective Impact



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.

3. Promoting evidence-based practice, practice-based evidence and research utilisation.

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

Next steps?

Questions?

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