



TEACHER FACILITATED CHILD-CENTRED DISASTER RESILIENCE EDUCATION PROGRAM: A PARTICIPATORY ACTION RESEARCH STUDY IN BANGLADESH

Mayeda Rashid¹, Kevin R. Ronan², JC Gaillard³

¹ PhD Candidate at School of Health, Medical and Applied Sciences, Central Queensland University, 120 Spencer Street, Melbourne VIC 3000 Australia

² Professorial Research Fellow at School of Health, Medical and Applied Sciences, Central Queensland University, Building 6 (2.22), Bruce Hwy, Rockhampton QLD 4701 Australia

³ Associate Professor & Associate Dean (Postgraduate Taught and Masters) at Faculty of Science, University of Auckland, Private Bag 92019, Auckland 1142 New Zealand

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

Structure of the Program

Teacher-facilitated Child-centred Disaster Resilience Education Program

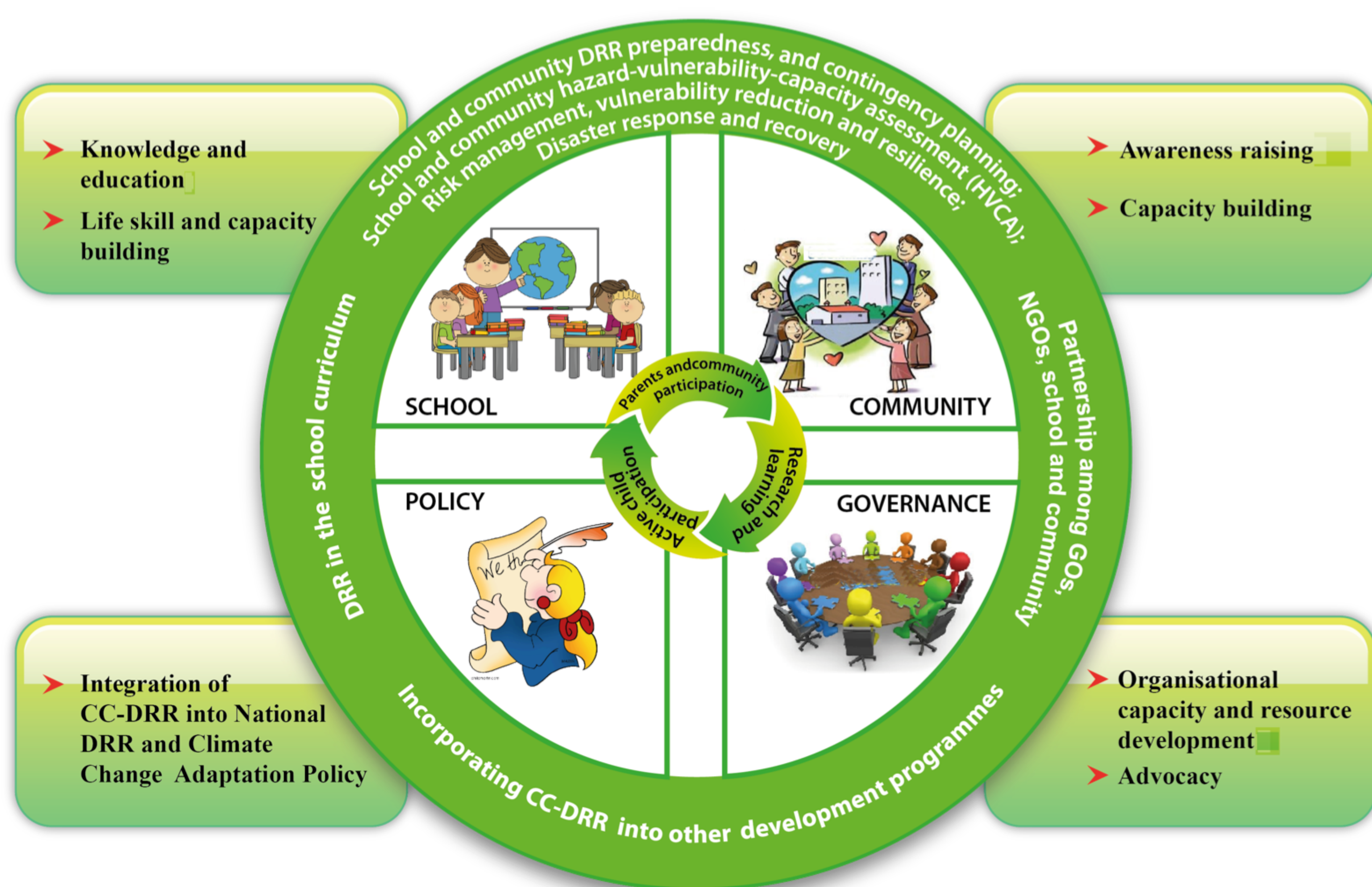
The study has identified a set of elements e.g., drill, group discussion, etc. responsible for generating the best DRR outcomes. These elements are serving as the components of the target program. In designing the program, the study is following the new evidence-infused tool, **Disaster Resilience Education (DRE) Practice Framework** (Towers, Ronan, Haynes et al., 2016).

Process

Outcomes

Elements of the Program	Objectives	Activities	Output	Short-term outcomes & feasibility	Intermediate outcomes	Long-term Impact
Identifying the different elements of the program, e.g., Drill, Child club, etc.	Identifying the learning objectives for the particular program element	Designing the learning activities/assessment tools.	Setting the guidelines for teachers to facilitate the activities	Increase in children's knowledge, skills, motivation, preparedness & capacity	Increased resilience & preparedness sustain over time	More resilient and better DRR

Impact of the Program



CC-DRR approach combined with the **bottom-up** and **top-down** design strategies enhances program's capacity to produce better DRR outcomes by bringing the **whole community** (children, parents, school and local residents) and **the service providers** (local government, NGOs and policy makers) under single umbrella, and ensure **sustainability**.

"You cannot ride a bicycle simply by reading books unless you actually ride it and practice. Then, how do you expect us to save ourselves from disasters by only putting some written chapters in our text books?"

-Himel (13)
Class VIII

