

## Evaluating disaster resilience education for young people

### Speed read

- Evaluation helps to find out if the disaster resilience education (DRE) program or activity is making change.
- Evaluation enables improvements, sharing of lessons learned, recognition and integration of feedback from young people and further development of research into DRE.
- Evaluation includes assessment of learners in schools and early learning settings and more formal program evaluation e.g. program logic.

### Key points

- Where possible, use participatory evaluation that includes children and young people. Build an evaluation framework where children and young people's feedback is heard and valued.
- Assessment of learners throughout an activity or program provides evidence of how they are progressing according to defined standards throughout a period of learning, as well as achievement at the end of the learning period. In early learning communities, refer to the *Early Years Learning Framework*. In schools, refer to the *Australian Curriculum Achievement Standards*.
- Program logic model is a program evaluation tool that can be used to enable the evaluation of the key elements of DRE programs, including outcomes and how these elements link together.

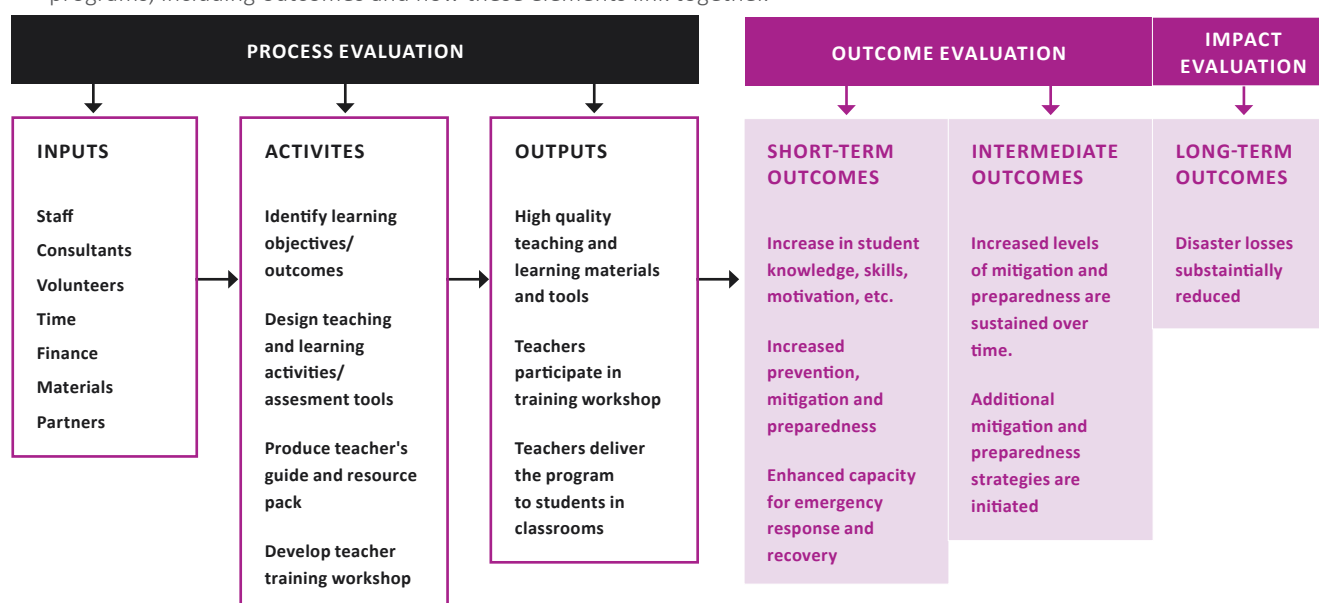


Figure 1: Program logic model for disaster resilience education in schools (Source: Towers et al. 2016)

## Evaluation considerations for effective DRE:

PRINCIPLE	EVALUATION CONSIDERATIONS
PLACE THE LEARNER AT THE CENTRE	<ul style="list-style-type: none"> <li>Have learners' voice and choice been considered through negotiated learning objectives, success criteria and marking rubrics?</li> <li>Is there an opportunity to enable self and peer assessment of learning?</li> </ul>
REFLECT THE LOCAL CONTEXT	<ul style="list-style-type: none"> <li>Are the activities or programs being evaluated for their contribution to local disaster risk reduction and resilience?</li> </ul>
BE INCLUSIVE	<ul style="list-style-type: none"> <li>Have learner's been able to provide feedback about how included they felt during activities?</li> <li>Have learners been able to provide feedback on how well their learning needs were catered for?</li> </ul>
ESTABLISH AND STRENGTHEN PARTNERSHIPS	<ul style="list-style-type: none"> <li>Have effective partnerships been established and demonstrated throughout the learning?</li> <li>Will partnerships be sustained over time, even after a learning activity or program is completed?</li> <li>Has there been shared responsibility for:                             <ul style="list-style-type: none"> <li>identifying program or activity objectives</li> <li>success criteria</li> <li>sharing perspectives on learning outcomes</li> <li>identifying shared responsibility and action.</li> </ul> </li> </ul>
ENGAGE AND CHALLENGE LEARNERS	<ul style="list-style-type: none"> <li>Has learner engagement and learning been evaluated?</li> <li>Does the assessment recognise achievement at a range of achievement standards?</li> </ul>
FOCUS ON ACTION	<ul style="list-style-type: none"> <li>Have skills through practical demonstrations been included and evaluated?</li> <li>Is there the opportunity for community audiences to provide feedback on the impacts of the learners' activities on local understanding of risk and overall resilience?</li> </ul>
BUILD CAPABILITY	<ul style="list-style-type: none"> <li>Has improvement in skills, knowledge and capability of the learners been demonstrated?</li> <li>Have the outcomes of evaluations been shared with broader networks in education, disaster risk reduction and resilience?</li> </ul>

## Take action

- Review the Early Years Learning Framework and/or Australian Curriculum Achievement Standards for assessment guidelines.
- Use Figure 1 as a foundation to develop your own program logic.
- Read case studies, [A formative evaluation of the Triple Zero Kids' Challenge Teacher's Guide](#) and [Evaluation of the Survive and Thrive Program](#).

## More information

- [Disaster Resilience Education for Young People](#) (AIDR 2021)
- [Our World, Our Say Report](#) (2020)
- [Comprehensive School Safety Framework](#) (2022)
- [The Alice Springs \(Mparntwe\) Education Declaration](#) (2019)
- [Sendai Framework for Disaster Risk Reduction](#) (2015–2030)
- [Community Engagement for Disaster Resilience](#) (AIDR 2020)
- [Child-centred disaster risk reduction](#) (BNHCRC)
- [National Principles for Child Safe Organisations](#)
- [National Disaster Risk Reduction Framework](#) (2018)