

LEARNING AND CHANGE FOR REDUCING DISASTERS AND INCREASING ADAPTATION: SCHOOLS AND ORGANISATIONS

SEMINAR AND DISCUSSION

Event details

Thursday 22 November
3.30pm – 5.00pm

Followed by refreshments

RMIT University
Access Grid Room
Building 8, Level 9, Room 66
City Campus

For further information contact
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Management Network, RMIT's Centre
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Bushfire CRC and VCCCAR



Learning for Adaptation – a reflection on organisational practice

Kate Lonsdale

It is a commonly held belief that learning is important for any kind of uncertain future, particularly for adaptation to a changing climate where there is little agreement as to what the problem is, let alone how you should respond. Despite this, organisations, even those professing to be 'learning organisations' often find it hard to articulate how this translates into practice - who should be learning what, why and how? This presentation explores some of these organisational constraints and offers some thoughts, with examples from practice, on what it means to be 'learning well'.

Kate's work focuses on understanding adaptation in practice including what it means to be well adapting, how you build adaptive capacity and what supports and constrains processes of adaptation. She has worked on adaptation as a researcher, trainer, facilitator, consultant, mentor, evaluator and in an advisory capacity for the last 16 years in both developed and developing country contexts. She has been working with the UK Climate Impacts Programme since 2008 and is also an associate of the Stockholm Environment Institute.

A critical pedagogy of risk: empowering children with the knowledge and skills for DRR

Briony Towers

The concept of child-centred disaster risk reduction (CC-DRR) has gained significant traction in research, policy, and programming. In essence, CC-DRR involves strengthening children's knowledge and skills so that they understand the risk of disasters in their communities and are able to take a lead role in reducing those risks. Education for DRR should be a fundamental element of any CC-DRR initiative. Yet, discussions relating to questions of pedagogy (or instructional strategy) seem absent from the contemporary CC-DRR discourse. This presentation addresses this absence by proposing a critical pedagogy of risk drawing on the work of Paulo Freire as well as the expanding DRR education literature. Using examples from Australian wildfire research, this presentation will argue that a critical approach has the greatest potential to empower children with the knowledge and skills they need for sustainable DRR.

Briony is a research fellow in child-centered disaster risk reduction at RMIT University's Centre for Risk and Community Safety. She is currently conducting research on critical education for disaster risk reduction and climate change adaptation. Her key research interests are socio-cultural psychology, critical pedagogy, and disaster resilience. Briony is also field report co-editor of the Children, Youth and Environments Journal and is the co-founder of the network Children and Disasters Community of Practice.