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**Child-Centred Risk Reduction Impacts on Household Safety: What's the Evidence**

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**Objectives/aims**

Our goals are to improve the effectiveness of child-centred risk reduction education programs to maximize the transition from knowledge to action and to use a theory-based evaluation framework to assess program impacts and design more effective interventions. We sought to understand existing research about the child-parent transmission of safety knowledge and behaviour, learn th effectiveness of specific household intervention approaches, measure impact by looking at behaviour change at the household level, and develop a stronger vision for how to maximize and scale-up effective approaches.

**Methods**

A concise literature review addressed the question of “What do theories of learning and behaviour change teach us about teaching /learning approaches, and educational content for risk reduction education for children of primary school children?” A ‘translation’ toolkit with interview instruments for children, caretakers, and teachers, and program staff was used in Bangladesh, China and India. It sought to answer questions about program effectiveness, and household risk reduction. Focus group discussions with program implementation teams provided further insight into the potential effectiveness of these tools during the course of program implementation.

**Main findings**

Child-centred risk reduction education has been dominated by project rather than program oriented approaches. A strong evidence base is needed during program design in order to be able to differentiate and test key programmatic elements for impact. Practitioners can be active partners in this research, provided that there is sufficient budget allocation for researcher-practitioner partnership, simple and focused tools, systematic approaches to enable practitioners to collect and code data, and implementation for baseline, mid-line, and end-line appraisal, ideally over the course of years, rather than months.