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WORLD ASSOCIATION FOR DISASTER AND EMERGENCY MEDICINE

# **CS45: NATIONAL STANDARDS FOR HIGHER EDUCATION PROGRAMS IN DISASTER MANAGEMENT IN AUSTRALIA**

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## **DISCLOSURE INFORMATION**

**Presenting Author: None to declare.**

**Co-Authors: None to declare.**





## Generic Emergency and Disaster Management Standards (GEDMS)

### Context

- Tertiary education plays a key role in developing capabilities within the workforce, leading to more effective emergency and disaster management
- Recognised need for evidence-based curriculum design informed by industry needs

### Aim

- To develop a framework for higher education programs in emergency and disaster management for Australia.

### Cooperation

- GEDMS were developed through the involvement of 34 interdisciplinary experts from government & non-government organisations and academic institutions in Australia, New Zealand, USA, UK





# M e t h o d s

## Step 1

- A detailed analysis of the current university programs in Australia and subsequent thematic analysis and consolidation.

## Step 2

- A comprehensive literature review to identify graduate competencies and recommendations for course contents.

## Step 3

- Five focus groups to inform the analysis and guide their consolidation.

## Step 4

- Two rounds of feedback, involving those who participated in the focus groups and a smaller number of individuals who expressed their interest to be involved.

## Step 5

- One day consultation with the industry to validate the findings of the research and to ensure the appropriateness of their utility and application.





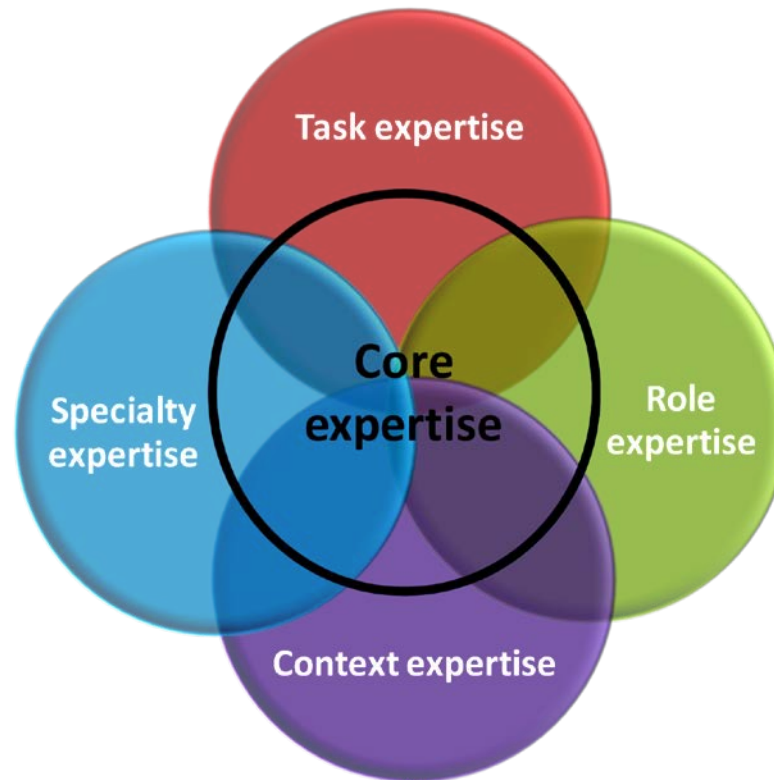
## Philosophical basis of the GEDMS

- All disaster management is **local and community based**
- Focus on the **shared understanding** required to work cooperatively
- **Focus on Australian environment** (but recognise a need to work across various communities and cultures)
- Focus on **core knowledge**
- Take a **comprehensive view** that recognises the mitigation impact of strategies such as land use planning, public health protections and building construction standards
- Will **require continual review and updating.**



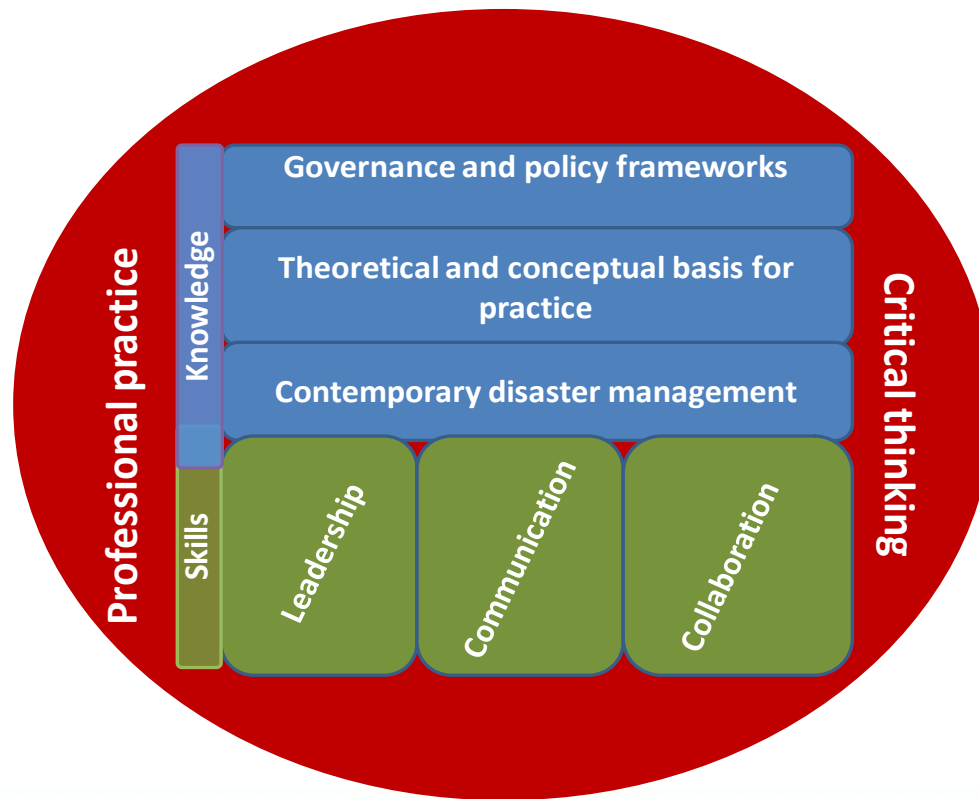


## Relationship between core and specific expertise (knowledge and skills)





## Domains of the Generic Emergency and Disaster Management Standards





## Example

### 1.1 Governance and policy frameworks

#### 1.1.1 Theory and principles that underpin disaster policy

- Ethical principles in DM
- Information management and data protection
- Equity of access and allocation of resources
- Reflection of culture, sociology and religion
- Application of political theory to DM
- Application of public administrative principles to DM

#### 1.1.2 EDM policy and legislation within the complex organisational and governance arrangements

- Legislative frameworks, legislation, regulations, standards and guidelines
- International, national, regional and local policy frameworks such as those derived from contemporary initiatives (e.g. Sendai framework for risk reduction)
- Policy advocacy, development and evaluation, e.g. processes and strategies of policy development as they apply to DM







## Future steps

1. Further consultation to validate the GEDMS & its acceptability
2. Endorsement of the standards by an 'appropriate authority'
3. Inclusion of the standards on an appropriate website and/or the Knowledge Hub
4. Consideration of how these standards inter-relate with vocational training programs
5. Review of university programs against these standards
6. Establishment of the education and training consortium.



FitzGerald G, Rego J, Ingham, V, Brooks B, Cottrell A, Manock I, Surjan A, Mayner L, Webb C, Maguire B, Crawley H, Mooney J, Toloo S, Archer F. 2017. Teaching emergency and disaster management in Australia: standards for higher education providers. *Australian Journal of Emergency Management*, accepted.





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**See you in Brisbane,  
Australia in 2019!**





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