

# Actions that service providers can take on DIDRR

📅 15 May, 2023

🕒 2pm - 3.30pm AEST

📍 [aidr.org.au/events](https://aidr.org.au/events)



Leave Nobody Behind webinar series



THE UNIVERSITY OF  
SYDNEY

Centre for Disability  
Research and Policy

# Welcome

**Dr Margaret Moreton**

*Executive Director,*

Australian Institute for Disaster Resilience (AIDR)



# Acknowledgement of Country

AIDR acknowledges the Traditional Custodians of the various lands on which you all join us from today and the Aboriginal and Torres Strait Islander people participating in this event.

We pay our respects to Elders past and present and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters across Australia.

# Housekeeping

- Today's event is supported by Auslan Interpreters and Live Captions
- Today's event will be recorded and made available after the event.
- Please enter questions for our speakers in the Q&A function, not the chat box.
- Please use the chat box to share any thoughts or reflections during the presentation – remember to select 'all panellists and attendees' to ensure everyone can read your message.
- Please be respectful to each other when posting your comments or questions.
- You will remain muted and your camera will not be activated for the duration of today's event.

Leave Nobody Behind webinar series



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Research and Policy

# Leave Nobody Behind Project

**Dr Margaret Moreton**

*Executive Director,*  
AIDR

Leave Nobody Behind webinar series



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Centre for Disability  
Research and Policy

# Speaker introduction

## Associate Professor Michelle Villeneuve

*Deputy Director, Centre for Disability Research and Policy,  
The University of Sydney*

## Disability Inclusive Disaster Risk Reduction (DIDRR)

DIDRR requires actions of multiple stakeholders working together with people with disability to identify and remove barriers to the safety and well-being of people with disability before, during, and after disasters.

Person-Centred Emergency Preparedness (P-CEP) and Disability Inclusive Emergency Planning (DIEP) activate cross-sector collaboration to achieve DIDRR.



Presented by: Associate Professor Michelle Villeneuve

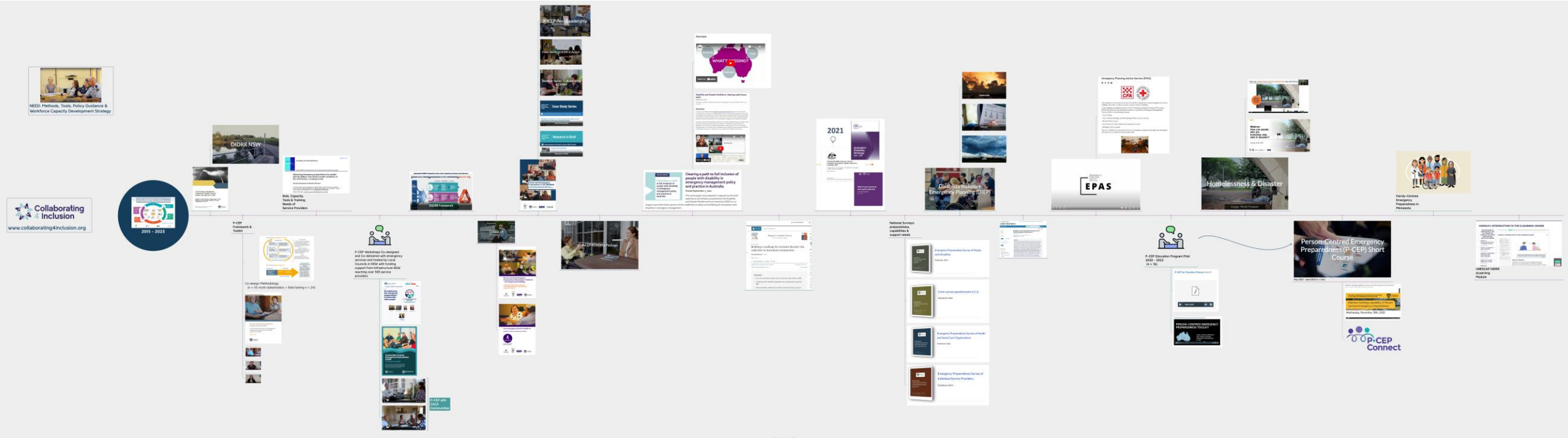
Learn more  
[www.collaborating4inclusion.org](http://www.collaborating4inclusion.org)





# DIDRR timeline

[2015 – 2023]



identify scope

define roles & responsibilities

build cross-sector mechanisms





**Co-producing  
Disability Inclusive  
Disaster Risk  
Reduction (DIDRR)  
Practices that Leave  
Nobody Behind  
2015 - 2023**

Framework for Action

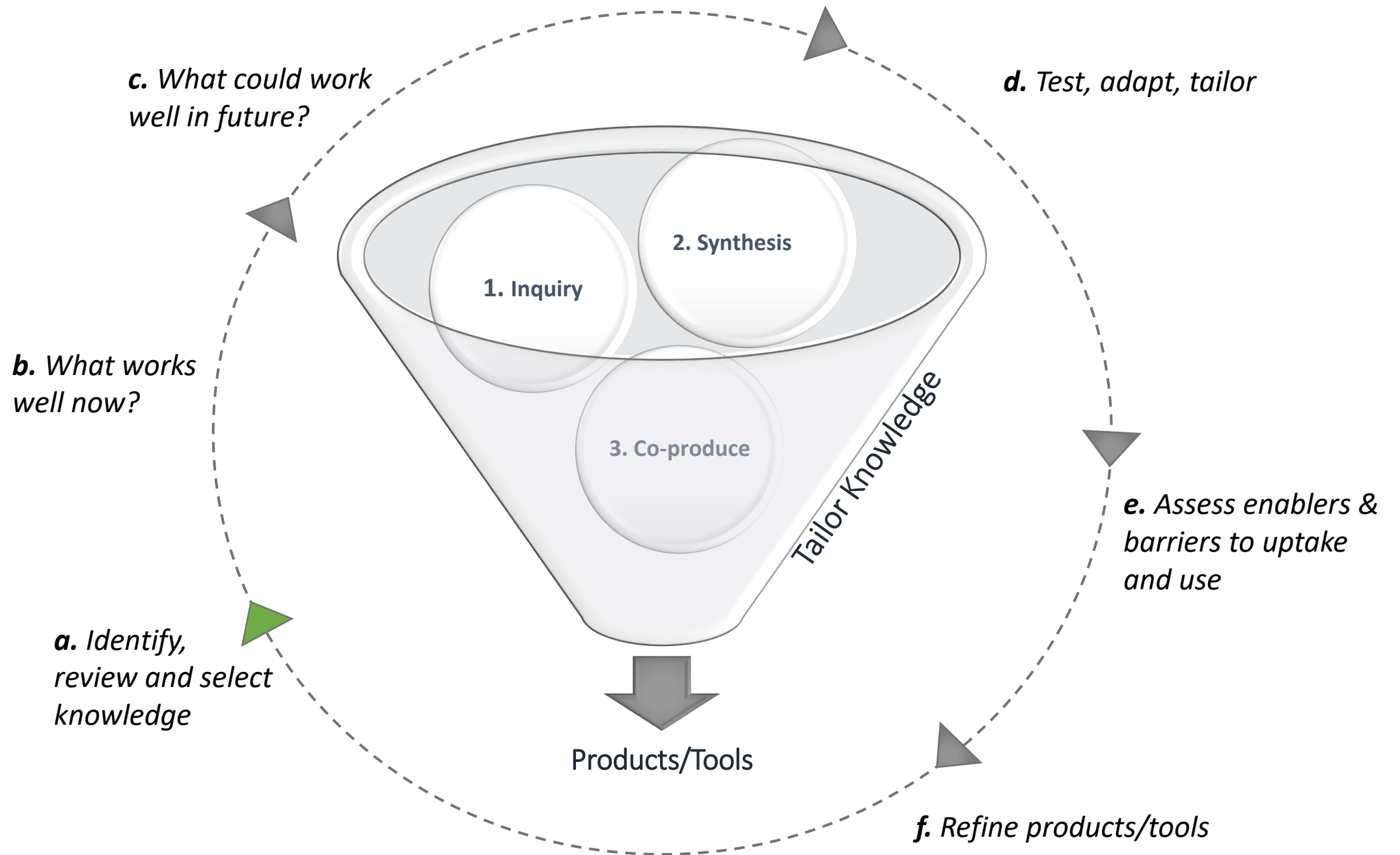
Delivery Mechanisms

Research & Evaluation

Policy Guidance

Capacity Development





**Appreciative Inquiry Action Cycle**



[www.collaborating4inclusion.org](http://www.collaborating4inclusion.org)

## Person-Centred Emergency Preparedness (P-CEP)



## Disability Inclusive Emergency Planning (DIEP)





## Person-Centred Emergency Preparedness (P-CEP)



P-CEP activates capability-focused self-assessment and preparedness actions of multiple stakeholders to enable personal emergency preparedness tailored to individual support needs; resulting in the identification of and planning for unmet needs that increase disaster risks.

## Disability Inclusive Emergency Planning (DIEP)



DIEP activates inclusive community-led preparedness actions of multiple stakeholders that focus on pre-planning for the extra support needs of people with disability in emergencies, and building community willingness and capability to share responsibility for the organisation and delivery of supports, so that nobody is left behind.

Learn more  
[www.collaborating4inclusion.org](http://www.collaborating4inclusion.org)



# National Forum on Disability Inclusive Disaster Risk Reduction

📅 Friday 2 June 2023

🕒 9.30am – 4.30pm AEST

📍 The University of Sydney, Camperdown NSW



Centre for Disability Research and Policy

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# Speaker introduction

**Parvathi Subramaniam**

*Research Assistant,*  
University of Sydney

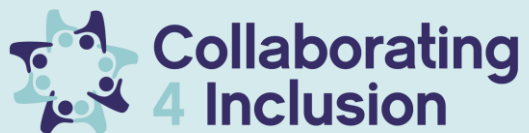




# Person-Centred Emergency Preparedness (P-CEP) Education

Presented by Parvathi Subramaniam

*Research Assistant, Centre for Disability Research & Policy, University of Sydney*





# Presentation Overview

1

**Why do we need P-CEP Education?**

2

**P-CEP Online Certificate Course: Evaluation**

3

**How can you take part in the course and learn more about P-CEP?**

**Why do we need P-CEP  
Education?**



**People with disabilities,  
and other at-risk groups  
are disproportionately  
impacted during  
emergencies**

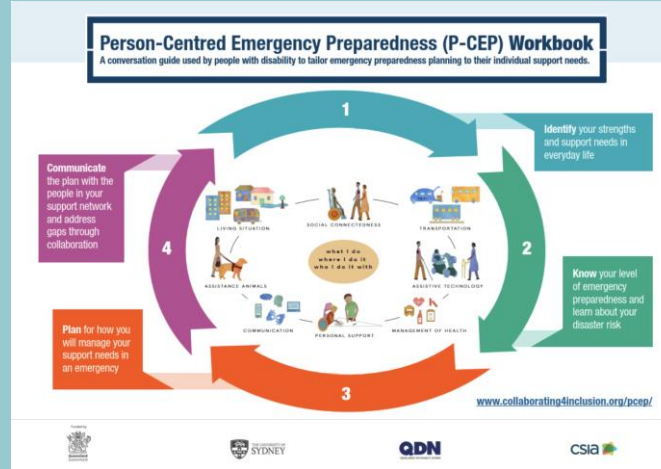


**More frequent  
emergencies and  
disasters**

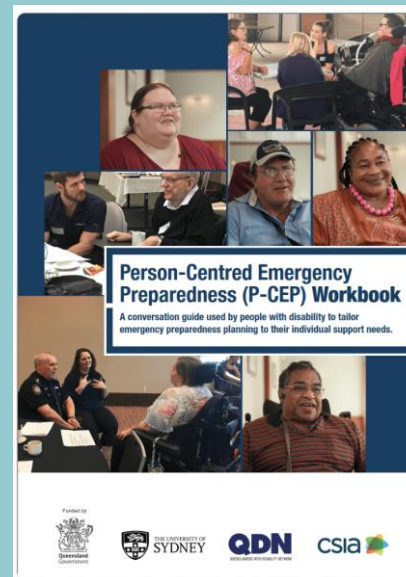


**Policy changes and  
legislative  
amendments require  
service providers to be  
prepared during  
emergencies**

Service providers have expertise, knowledge of local assets & trusted relationships



Service providers need the right tools and education to prepare themselves and enable others

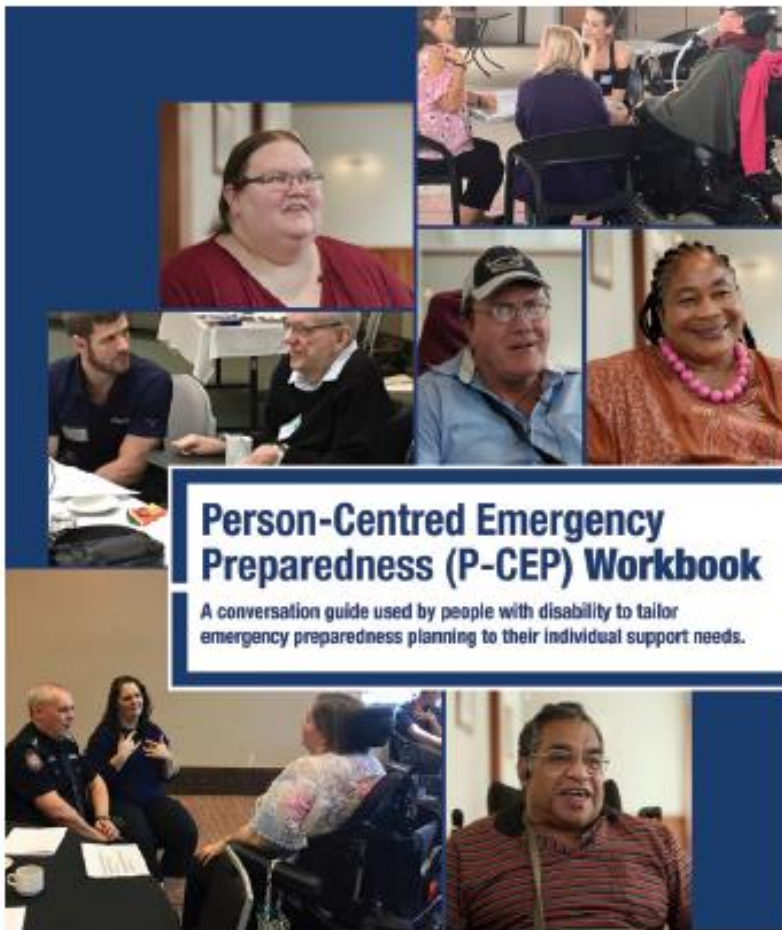




**What is P-CEP?**

# Person-Centred Emergency Preparedness (P-CEP)





The P-CEP helps to match  
emergency planning to the  
supports people need for their  
health and safety in emergencies.



**Person-Centred Emergency Preparedness (P-CEP) Workbook**

A conversation guide used by people with disability to tailor emergency preparedness planning to their individual support needs.

Funded by



To view the workbook:  
[www.collaborating4inclusion.org/pcep/](http://www.collaborating4inclusion.org/pcep/)

# The P-CEP has three components:

1

## A Capability Wheel



The capability wheel guides self-assessment and tailored emergency preparedness planning in eight areas.

# 2

## Three Principles

### PRINCIPLES

- 1 Emergency preparedness is a process, not a one-time event.
- 2 People are experts in their lives, planning starts with them.
- 3 Person-centred planning conversations build capability of multiple stakeholders toward disability inclusive disaster risk reduction.

**Three principles guide person-centred emergency preparedness conversations.**



# 3

## Four Steps

1	<b>Identify</b> your strengths and support needs in everyday life
2	<b>Know</b> your level of emergency preparedness and learn about your disaster risk
3	<b>Plan</b> for how you will manage your support needs in an emergency
4	<b>Communicate</b> the plan with the people in your support network and address gaps through collaboration

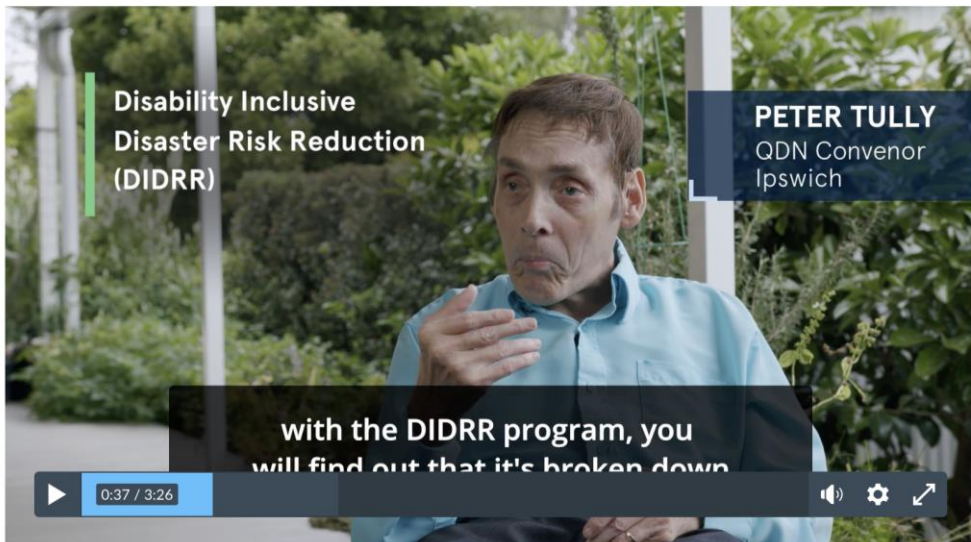
**Four steps bring emergency personnel together with people with disability and the services that support them to enable effective risk communication and preparedness actions.**



# **The P-CEP Online Certificate Course & Evaluation**

# Structure and Format of the Online Certificate Course

- **Co-produced and pilot-tested** with **76** learners (people with disability, emergency personnel and representatives from the health and disability sectors) in **4 LGAs in NSW**.
- **6 self-paced, online modules** help learners develop the **knowledge and skills** required to **facilitate P-CEP**.
- Learners are required to **read content, watch videos**, and reflect on their learning through **discussion board posts** and **creating an implementation plan**.



Published Edit

End of Step 1 Discussion Nov 5 at 18:08  
All Sections 11

In this module, we covered Step 1 of the 4-step P-CEP process. To support the development of your facilitation skills, we asked you to practice using the Capability Wheel as a reflective and/or conversational tool to support learning about an individual's strengths, capabilities and support needs. We also asked you to think about how you might adjust your delivery depending on who you were starting the conversation with.

**Activity:** Before moving on to the next module, we would love for you to have a go at having a conversation using the Capability Wheel with a family member or friend.

Then, please use the discussion board below to share your experience of this conversation.

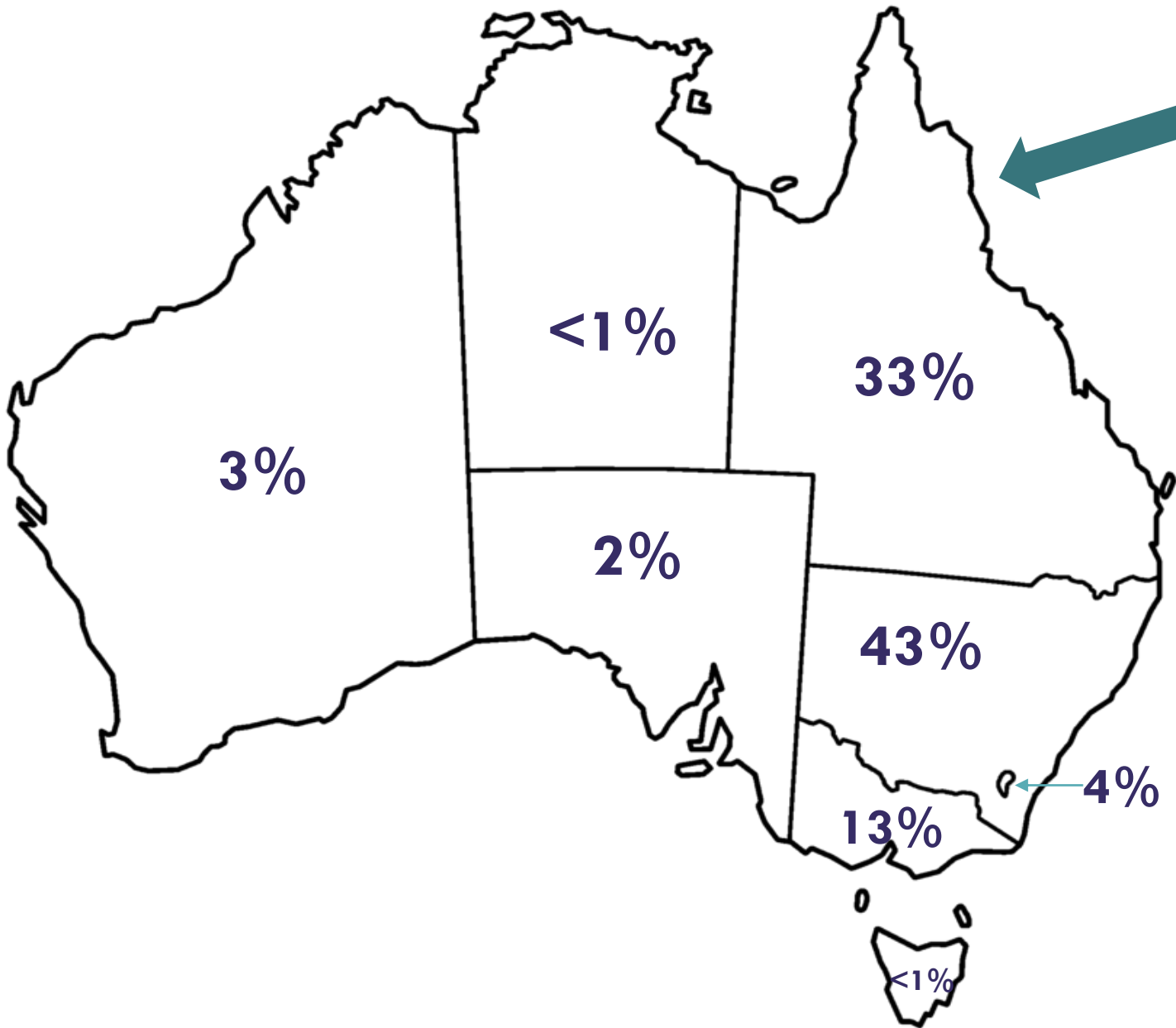
- How did it go?
  - What went well?
  - What would you change?

Search entries or author Unread

Subscribed

Write a reply...

The image shows a screenshot of a discussion board post. At the top right, there are buttons for 'Published', 'Edit', and a menu icon. The post title is 'End of Step 1 Discussion' with a date 'Nov 5 at 18:08' and a view count '11'. The main text of the post describes the module content and includes an activity prompt. Below the text, there is a list of questions for the discussion board. At the bottom, there is a search bar, an 'Unread' button, and a 'Subscribed' button. A text input field for 'Write a reply...' is also visible.



**688**

Expressions of Interest

May 2022 – March 2023



**318**

Enrolled

May 2022 – April 2023



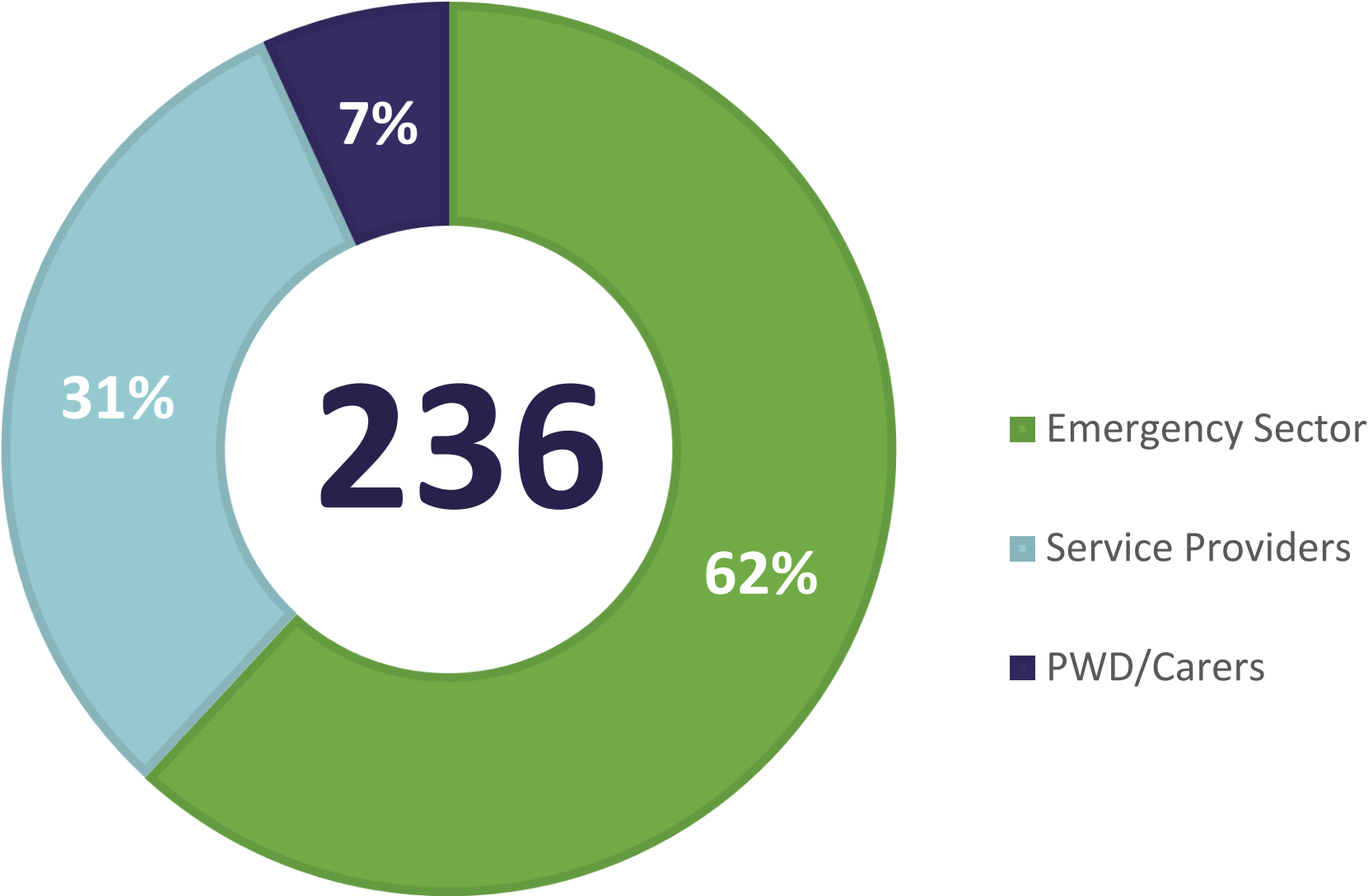
**74%**

**236**

Completed

May 2022 – April 2023

# Who completed the Course?



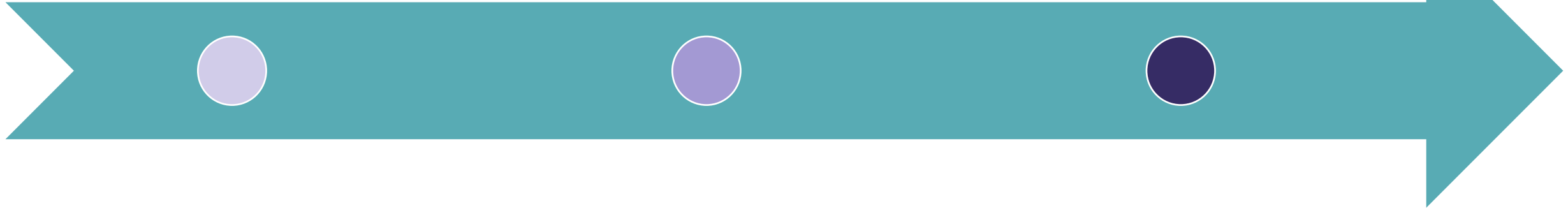


# Evaluation Method & Timeline

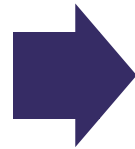
**Before** starting the P-CEP Course

**After** the P-CEP Course

**60 days after completing** the  
P-CEP Course



- **Demographics**
- **Learning & Behaviour (Pre-test)**



- **Reaction**
- **Learning & Behaviour (Post-test)**



- **Learning & Behaviour**
- **Implementation**

**Facilitators and Barriers to Implementation**

# Evaluation Results: Reaction

**On a scale of 1 to 5**

**Strongly Agree &  
Agree (n = 87)**

**I can use what I have learnt to make an  
emergency plan for myself**

**90%**

**I can use what I have learnt to support someone  
else to make an emergency plan**

**100%**

# Evaluation Results: Reaction

On a scale of 1 to 5	Strongly Agree & Agree (n = 86)
I feel <u>confident</u> embedding P-CEP into my work role	95%
I am <u>likely to use</u> what I learned in the future	96%

# Evaluation Results: Pre-Post Learning & Behaviour

Participating in the P-CEP Certificate Course **improves the personal emergency preparedness of learners**

**Compared to baseline, there was significant change in the following:**

“I know where to get information on how to prepare for and respond to an emergency.”

Paired t-test:  
 $t(41) = 2.61, p = .012$

“I know what help I will need in an emergency and how to get the help I need.”

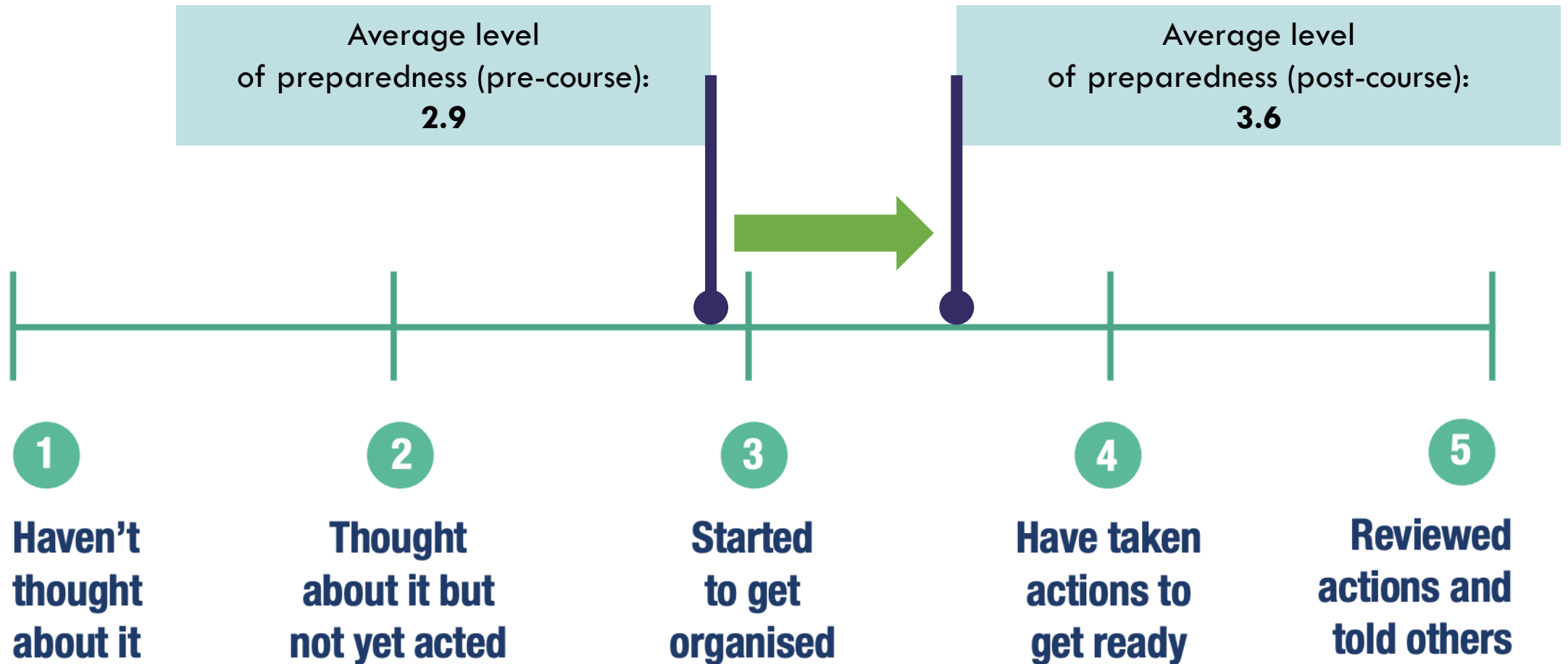
$t(41) = 2.672, p = .011$

“I have an emergency plan.”

$t(41) = 2.93, p = .006$



# Evaluation Results: Change in Personal Preparedness



Paired t-test:  $t(41) = 5.04, p < .001$

# Evaluation Results:

## Change in knowledge and actions in enabling emergency preparedness for people with disabilities

Significant improvements in **ALL** learning objectives – based on person-centred practice and 4 steps of P-CEP.

1	<b>Identify</b> your strengths and support needs in everyday life
2	<b>Know</b> your level of emergency preparedness and learn about your disaster risk
3	<b>Plan</b> for how you will manage your support needs in an emergency
4	<b>Communicate</b> the plan with the people in your support network and address gaps through collaboration

# 1

## Step 1: Identify your strengths and support needs in everyday life

### Your Role

### Start with the everyday



### Evaluation of Learning Outcomes

I know why person-centred approaches are critical in enabling emergency preparedness with people with disability. \*

*“If we do not consider all elements of the capability wheel as the first and foremost important part of people’s emergency planning, then we are not truly able to understand what the person needs to consider, and their planning needs will not be met.”*

I know how to start conversations with people with disability about their everyday strengths and support needs. \*\*

*“Preparedness is a process and I learned that **conversation and active listening is the biggest tool** when assisting someone to make a plan.”*

*“I have learnt so many things but what stood out was how important it is to **just start the conversation.**”*

I know how to support people with disability to self-assess their personal strengths and support needs during emergencies. \*\*

*“A key learning was how important the person-centred nature of the program is, and that **people are the authors of their own plan.**”*

I know why informal and formal social support networks are critical in person-centred emergency preparedness planning.\*

*“The P-CEP facilitator also needs to look for ways to build links with the partner’s informal network as well as formal network of organisations that can play a role to support that person’s emergency management preparation, and recovery.”*

## 2

# Step 2: Know your level of preparedness and learn about your disaster risk

## Your Role

### Connect people to emergency information, people and resources



### Evaluation of Learning Outcomes

I can recognise the risks and issues faced by people with disability and their families in disasters. \*

*“There is clearly a space in emergency management for a tool that **drills down** below the community level to **address the unmet needs** of persons with disabilities and others who are most at risk.”*

I know how to support people with disability to self-assess their level of emergency preparedness. \*\*

*“The process needs to **adapt to the individual’s specific set of capabilities, level of resilience, and challenges.**”*

I know how to support people with disability to match local hazard risks to their preparedness planning. \*\*

*“I valued the **step-wise approach** to planning. Assessing the current level of preparation first. **Not rushing** and making it an **iterative process.**”*

I know what makes an effective emergency plan. \*\*

*“Although I have completed emergency preparedness plans before they were missing a lot of essential information that this course covered. This will add more of a personal touch to plans whereas previously on reflection plans created were heavily based on the organisation perspective on service interruption.”*



# 3

## Step 3: Make a plan for how you will manage your support needs in an emergency

### Your Role

### Evaluation of Learning Outcomes

### Brainstorm together



I am aware of the current legislative context in terms of Disability Inclusive Disaster Risk Reduction. \*\*

*“I learned how important it is to work with local council and other stakeholders to make change.”*

I know how to support people with disability to create a plan to address anticipated challenges that may arise during emergencies. \*\*

*“P-CEP is a valuable and easy tool to use for everyone, and everyone can benefit from using it to prepare for emergencies.”*

I know how to support people with disability to prioritise preparedness actions. \*\*

*“My key take away is that it's important for people with disability to have an emergency plan which supports their individual needs, allows them to make independent choices, is communicated well and enables advocacy to fill gaps highlighted.”*

I know how to support people with disability to leverage their strengths and capabilities to increase preparedness. \*\*

*“It is ALL about the PWD, not the service provider, the emergency services or the facilitator...Each conversation will be different and the outcomes from each planning process will be unique and tailored to the individual's circumstances, abilities and wishes.”*

\* P < .05; \*\* P < .01

# 4

## Communicate the plan with the people in your support network and address gaps through collaboration

### Your Role

#### Be an advocate



### Evaluation of Learning Outcomes

I know why it is important to communicate the emergency plans with the individual's support network. \*

*“Everyone and every group, organization & system needs to think about P-CEP principles and ideas.”*

I am confident in facilitating linkages between individuals and emergency information, people and resources to support person-centred emergency preparedness. \*\*

*“P-CEP is very much the sum of all elements of effective emergency management preparedness, response, relief and recovery. It requires integration and collaboration within an organisation and across multiple sectors.”*

I can explain the different roles and levels of responsibility of individuals, organisations and governments have before, during, and after emergencies. \*\*

*“I have a deeper understanding of the role we need to play, or balance we need to find, in supporting people's personal choices, while offering options to assist.”*

I understand why the role of advocacy is essential in enabling person-centred emergency preparedness. \*\*

*“The P-CEP facilitator can also **advocate** for increased collaboration amongst all concerned, to **build synergies and avoid duplication of effort.**”*

**How can you take part in the course  
and learn more about  
P-CEP?**

1

## Complete an Expression of Interest (EOI) to take the P-CEP Certificate Course



### Want to learn how to facilitate person-centred emergency preparedness?

Person-Centred Emergency Preparedness (P-CEP) Education is now being offered through The University of Sydney, Centre for Continuing Education, as a self-paced, online short course. You can read more about the course on the next page.

The P-CEP Short Course is led by Associate Professor Michelle Villeneuve and her team at the Centre for Disability Research and Policy. It was co-developed with people with disability, the services that support them, and emergency personnel and evaluated for its effectiveness.

The P-CEP short course is currently being offered for free, with access to the course being granted following review of your completed EOI form. Learners who are willing and interested to put P-CEP into action following the program will be prioritised. These learners will receive follow up support from The University of Sydney who are learning with communities about the enablers and facilitators to embedding P-CEP into practices of multiple stakeholders.

**Expressions of Interest to take part in this learning opportunity are now open.**

**Register your interest today by visiting:**

<https://redcap.sydney.edu.au/surveys/?s=7HTDRKKKCNLDNH4A>

**If you have any questions regarding this short course, please contact Parvathi Subramaniam at [psub0487@uni.sydney.edu.au](mailto:psub0487@uni.sydney.edu.au)**



2

## Explore the P-CEP Resource Package on the C4I website



HOME RESEARCHER RESEARCHER RESOURCES COLLABORATORS  





3

## Check out the range of webinars, case studies and resources showcasing P-CEP in Action



HOME RESEARCHER RESOURCES COLLABORATORS  

### Webinar: Building capability in person-centred emergency preparedness

This video features a number of stakeholders talking about their experiences of implementing P-CEP.

This webinar is supported by the Australian Government through an ARC Linkage Grant (LP180100964) and Resilience NSW



Webinar: Building capability in Person-Centred Emergency Preparedness

Wednesday, November 30th, 2022



**Thank You**

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# Speaker introduction

**Emma Birch**

*Clinical Regional Manager,  
Rocky Bay*

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Research and Policy

# Speaker introduction

**John Fenech**

*Bushfire Recovery Manager, Community Development,  
St Vincent de Paul*

# Panel introductions

## Emma Birch

*Clinical Regional Manager, Rocky Bay*

## John Fenech

*Bushfire Recovery Manager, Community  
Development, St Vincent de Paul*

## Heidi Chappelow

*Co-founder, PCEP Connect Hunter and Emergency  
Management Project Officer, NSW Local Land  
Services*

## Aimee Parker

*Connected Coordinator, Singleton Neighbourhood  
Centre*



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Q & A

Don't forget to enter you questions into the Q&A box.

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# Event concludes

Thank you for attending today's webinar.

# Actions that service providers can take on DIDRR

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