

Developing a Public Education Model Based on Social Governance in the Iranian Red Crescent Society

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Original Article

Abstract

INTRODUCTION: Public education based on social governance can strengthen community participation and preparedness in risk management. However, an integrated and context-specific model for organizing such education within the Iranian Red Crescent Society (IRCS) is still needed. This study aimed to develop a model of public education based on social governance in the IRCS.

METHODS: This applied study used an exploratory sequential mixed-methods design. In the qualitative phase, systematic grounded theory based on the Strauss and Corbin approach was applied. Semi-structured interviews were conducted with 20 IRCS experts and managers selected through purposive and snowball sampling, and data were analyzed using open, axial, and selective coding. In the quantitative phase, a researcher-developed questionnaire was administered to IRCS trainers. Of 400 distributed questionnaires, 362 were returned and 346 were included in the final analysis. Stratified random sampling was used, with Cochran's formula applied to a population of approximately 3,600 trainers. Validity and reliability were assessed, and the measurement and structural models were evaluated using PLS-SEM.

FINDINGS: The findings yielded a paradigmatic model of public education based on social governance, comprising causal, contextual, and intervening conditions, strategies, and consequences. The proposed model showed significant structural relationships among its constructs. Volunteer and community-based capacities, social participation and networking, and social capital and local capacities emerged as relatively stronger components. Inter-organizational coordination was prominent among the intervening conditions, while participatory educational planning was a prominent strategy. Enhanced effectiveness of RCS education programs emerged as an important consequence of the model.

CONCLUSION: The proposed model provides a context-specific framework for organizing public education based on social governance within the IRCS, emphasizing social participation, volunteer capacities, local networks, inter-organizational coordination, and participatory educational planning. Because the study was cross-sectional and non-interventional, the findings represent statistical associations rather than definitive causal effects. Longitudinal and intervention studies are recommended.

Keywords: Public Education; Iranian Red Crescent Society (IRCS); Social Governance; Grounded Theory; Social Participation.

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Introduction

The Iranian Red Crescent Society (IRCS) plays an important role in disaster response, disaster risk reduction, community preparedness, and resilience building in Iran. Public education is an important component of these activities and aims to enhance public awareness,

preparedness, and the capacity of individuals and communities to respond to and cope with hazards (1-2).

Iran is exposed to a wide range of hazards, including earthquakes, floods, droughts, and road traffic accidents. In this context, effective public education can support public awareness, preparedness, and the capacity of individuals and communities to cope with hazards (1,2,7).

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