



## Summary: Research-into- Action Brief

Rebekah Yore,<sup>1</sup> Ilan  
Kelmar<sup>2</sup> and Matalena  
Tofa<sup>3</sup>

<sup>1</sup>University College London  
and Rescue Global,  
London, UK

<sup>2</sup>University College London  
and University of Agder,  
London, UK

<sup>3</sup>Macquarie University,  
Sydney, Australia

### Research-into-Action Brief series

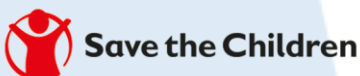
The series provides concise summaries of academic and grey literature on a range of topics for practitioners working in the fields of child-centred risk reduction (CCRR), climate change adaptation (CCA), and school safety. This Summary highlights the main messages in the full Research-into-Action Brief on Community-based Disaster Risk Management (CBDRM).

Find the full Research into  
Practice Brief here:

<http://www.gadrrres.net/resources>

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# Community-based Disaster Risk Management (CBDRM)

Disaster management often draws on external experts and expensive or inaccessible resources. Community-Based Disaster Risk Management (CBDRM) is a way of analysing risks and conducting DRM that both originates from, and is organised by, local communities. The key for successful CBDRM lies in maintaining interest in and motivation for DRM at the community level, and incorporating CBDRM approaches at the national policy level.

Within CBDRM, one important process is Hazard, Vulnerability and Capacity Assessments (HVCAs). HVCAs allow us to:

- identify vulnerable groups;
- identify what makes groups vulnerable and how they are affected;
- assess the needs and capacities of these groups; and
- ensure that projects, programs and policies address these needs.

Children occupy a position of both unique vulnerability and capability when it comes to disasters and disaster risk. Although they are often seen as passive victims, many international treaties recognise that children have distinct power, abilities and rights. To ensure that CBDRM and HVCAs are effective, it is important to consider ways of (i) involving children and youth, and (ii) adapting tools and frameworks to specific contexts.

## Involving Children and Youth

Children and youth are increasingly participating in CBDRM and HVCA. This can have many benefits; it not only directly involves children and youth in dealing with disasters – including adapting to climate change – but can also enhance the resilience of entire communities. Training and involvement in hands-on HVCA techniques builds children's knowledge and skills, enabling them to assess and monitor hazards, risks, vulnerabilities and capacities in their communities (Plan International 2010). By participating in HVCA, children and youth can also contribute to action and advocacy initiatives. Helping young people to make changes in their own lives becomes more powerful when combined with projects that recognise poverty as a key factor in vulnerability and can actively assist in reducing it.

## Adapting tools and frameworks

For any tool or framework to work in the best interests of children, it must examine children's circumstances and how these impact on their rights. There are few formal HVCA guidelines focusing on children and youth,

and those that do exist are of varying quality. Useful toolkits that can be adapted include:

- Plan International's (2010) toolkit on child-centered DRR: [http://www.childreninachangingclimate.org/uploads/6/3/1/1/63116409/child-centred\\_drr\\_toolkit.pdf](http://www.childreninachangingclimate.org/uploads/6/3/1/1/63116409/child-centred_drr_toolkit.pdf)
- Save the Children's (2007) guide to child-led DRR: [https://www.preventionweb.net/files/3820\\_CHLDRR.pdf](https://www.preventionweb.net/files/3820_CHLDRR.pdf)
- The Child Oriented Participatory Risk Assessment and Planning (COPRAP) Tool (BALAY Rehabilitation Center 2006; Luneta 2007) is an example of a child-focused tool that is currently being used: [https://www.gdonline.org/resources/ADPC\\_CDP\\_COPRAP\\_toolkit.pdf](https://www.gdonline.org/resources/ADPC_CDP_COPRAP_toolkit.pdf)

Frameworks and toolkits need to be adapted to suit the needs of local communities and organisations, and to be appropriate for the hazards faced. Practitioners should also modify tools to support children, youth, and other marginalised groups in actively participating in HVCA and CBDRM.

## Practical Applications

The key lessons in applying CBDRM are:

- The impacts of CBDRM programs among adults and children can fade away if knowledge and skills are not reviewed and practiced by community members repeatedly, especially in communities not facing regular disasters (CRS 2009; Chawla and Johnson 2004).
- To maintain habits, CBDRM should be part of people's daily lives through conducting emergency drills. Community-based teams can continue and lead CBDRM, and boost awareness regularly at community events (Ogawa et al. 2005; Ranghieri and Ishiwatari 2014).
- Bringing together a coalition of community members and local authorities supports CBDRM (Twigg 2007; UNICEF 2012) and bolsters the longevity of projects (Shaw and Okazaki 2003). Using popular media such as radio and Instagram has a similar effect.

When planning HVCA and CBDRM projects, practitioners should consider the following factors:

- CBDRM needs to be a part of people's daily lives to ensure their knowledge and skills are current and maintained.
- Community members and local authorities need to be motivated for and actively engaged in HVCAs and CBDRM.
- Children and youth should be actively involved in assessments (e.g. HVCAs), CBDRM action and CBDRM advocacy.

Tools and frameworks for HVCAs and CBDRM should be adapted to support the active participation of children, young people and marginalised groups.

## More information

*All the references in this Research into Practice Brief, and many more, can be found in the Child-centered Risk Reduction and Comprehensive School Safety Bibliography at:*

[https://www.zotero.org/groups/1857446/ccdrr\\_css](https://www.zotero.org/groups/1857446/ccdrr_css)

*Find all the references on this topic by using the tags "CBDRM" and "HVCA"*

## Readings

All India Disaster Mitigation Institute (2011), School-based Disaster Risk Reduction: Making Education Safer (analysis and case studies), Ahmedabad, All India Disaster Mitigation Institute, <http://bit.ly/2uhMX0z>.

Back, E., Cameron, C. and Tanner, T. (2009), Children and Disaster Risk Reduction: Taking stock and moving forward (analysis and case studies), New York, UNICEF, [http://www.preventionweb.net/files/12085\\_ChildLedDRRTakingStock1.pdf](http://www.preventionweb.net/files/12085_ChildLedDRRTakingStock1.pdf).

Gill, S., Gulsvig, L. and Peek, L. (2009), Children and Disasters Annotated Resource List, *Children, Youth and Environments*, vol. 18, no. 1, pp. 485-510, <http://www.jstor.org/stable/10.7721/chilyoutenvi.18.1.0485>.

Shaw, R. (ed.) (2012), Community-Based Disaster Risk Reduction, *Community, Environment and Disaster Risk Management*, vol. 10, Emerald Group Publishing, Bingley.

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