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ON THE FRONTLINE OF DISASTER RISK REDUCTION AND RESILIENCE: CHILDREN AND YOUTH ENGAGEMENT GUIDE
A companion for implementing the Sendai Framework on Disaster Risk Reduction 2015-2030
WORDS INTO ACTION


The Words into Action (WiA) guidelines are a series that offer pragmatic roadmaps to programming an effective implementation strategy of the Sendai Framework for Disaster Risk Reduction 2015-2030. This is facilitated by promoting a good understanding of the main issues, obstacles, solution-finding strategies, resources and aspects for efficient planning.

WiA guidelines are informed and developed through a knowledge co-production methodology with specialists in Disaster Risk Reduction implementation on the topic designated by each guide. WiA work groups and individual contributors participate in a collaborative approach to their development that ensures wide and representative diversity in sources of know-how. In this way, the WiA guidelines serve as knowledge translation products that convert complex sets of concepts and information sources into simpler and synthesised tools for understanding risk and learning. Their development process also acts as a catalyst for engaging partners and other actors.

The WiA guidelines can be a valuable resource for national and local capacity building through workshops and training in academic and professional settings. They can also serve as a reference for policy and technical discussions.

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WORDs INTO ACTION

ON THE FRONTLINE OF DISASTER RISK REDUCTION AND RESILIENCE: CHILDREN AND YOUTH ENGAGEMENT GUIDE

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Proposed Tagline @2019 Centre for Injury Prevention and Research (Bangladesh). Drowning is by far the leading cause of death among Bangladeshi children, causing over one third of all child injury deaths. While it is not clear how many of these fatalities can be attributed to climate change-related factors, the high rate of drowning—equivalent to nearly 40 deaths daily—is a cause of great concern. As part of its effort to reduce the number of child drownings in Bangladesh, the SwimSafe programme supports swimming lessons for children from 5 to 10 years of age. About 130,000 children have completed the course so far.¹

¹ http://swimsafe.org/swimsafe-projects/bangladesh

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Introduction: Hear our voices

As young leaders and citizens who are still in the beginning of the long journey of life, we are looking for safety, security and stability. Life is not always easy. Some of us are facing extreme life conditions caused by natural and human-made hazards that are unfortunately turning into disasters with devastating consequences. Others live in protracted conflicts that do not seem to be getting any better. Even more of us are going through other kinds of hardships that are yet to be fully understood and acknowledged by the global community. Having to bear the risks imposed by climate change, and finding solutions to adapt to its unpredictable implications while preserving the limited natural resources we have, is indeed challenging. While our parents and families may also have been through severe conditions, the fact remains that we, the children and the youth of today, are as one of the most vulnerable groups often disproportionately impacted by disasters.

Our hope for a better and safer future will never die, and our commitment and willingness to make our communities resilient is getting stronger by the minute. Take the time to go through the examples presented in this guidebook, of children and youth in different settings facing different challenges, and proactively taking initiative in creating change and solving problems. You will see a wide range of school projects, student movements and initiatives and young scholars and experts who are sharing their knowledge, expertise and insights with the world. Their vision is prosperity for people and the planet, now and in the future.

Engaging the youth and children along with thoroughly comprehending the challenges faced and the solutions offered and committing to full-fledged inclusion at every stage of planning and execution are the way to lead to effective and efficient solutions by the children and youth for them and the world. This is what we need and how we want to achieve it.

We want to leave the world a better place than we found it. So, are you actively listening? Are you ready to engage children and youth? Because together we can achieve a better and more sustainable future. Let's start now!

The Introduction is crafted by UNMGCY representative youth. It is based on input by youth from around the world who participated in a 2019 Global Platform on DRR (GPDRR) session on how adults can listen better to young people\(^2\) and children’s ideas on why their voices matter, including input from a child-centred video\(^3\) shown at the 2019 GPDRR.

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\(^3\) Children and Youth – Voices for Safe Cities and Schools: [https://youtu.be/6-rQFGXEHk](https://youtu.be/6-rQFGXEHk)
Executive summary

Children and youth under age 30 currently make up more than half the world’s population. They are the ones who will benefit most from reducing disaster risk and impacts, curtailing climate chaos and achieving the global Sustainable Development Goals (SDGs). As this WiA guide illustrates, their contributions are already making a difference for more inclusive DRR and resilience-building policies, more prepared households, healthier children and youth, and safer communities. However more can, and must, be done to support and engage children and youth around the world in DRR to fully implement the Sendai Framework for Disaster Risk Reduction 2015-2030.

Words into Action: On the Frontline of Disaster Risk Reduction and Resilience—Children and Youth Engagement Guide for Implementing the Sendai Framework aims to ensure worldwide access to expertise, communities of practice and networks of DRR practitioners. The guide offers specific advice on implementing a feasible, people-centered approach to supporting and engaging children in disaster risk reduction and resilience-building. It provides high-level knowledge on the topic, as well as links to multiple sources that can provide more in-depth information. The WiA guide includes five interrelated areas:

- **The Overview** highlights the value of supporting, engaging and empowering children and youth when implementing the Sendai Framework, which is vital considering disproportionate negative impacts they can face during and after hazardous events. It offers four key principles to guide DRR action—child and youth rights, gender equity, a lifecycle approach and inclusion—as well as child and youth perspectives on DRR priorities in their own words. Importantly the Overview provides guidance for safeguarding children and youth from multiple forms of violence that can increase during times of crisis and in humanitarian settings.

- **Section 01** provides an overview on children, youth and the Sendai Framework by first showing the synergies between DRR, climate change and the SDGs, and then offering ideas for action within the Framework’s four Priorities for Action. Examples of strategic, creative and engaging child and youth endeavors not only illustrate how diverse initiatives in risk assessments, preparedness, governance, etc. relate to the Sendai Framework implementation. They can also spark ideas for how to meaningfully support and engage children and youth in the four key stages of the risk management cycle.

- **Section 02** explores inclusive DRR as called for in the Sendai Framework, which requires a meaningful commitment to leave no child or youth behind no matter where they live, who they are and the influences on their lives. It illuminates how inclusive DRR benefits all-of-society, with attention on gender equality, disability, Indigenous and ethnic minority groups, migration and displacement, age and lifecycle, and socio-economics. Advising on how to support all children and youth, as well as the role they can play, aims to address and reduce underlying drivers of disaster risk at school, home and in their communities. This includes issues of exclusion that can lead to or exacerbate vulnerable situations.

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6 See the case studies in this guide and Appendix 4: Academic References
- **Section 03** aims to increase the collective impact of DRR and resilience-building through a multisectoral approach focused on education; health and nutrition; water, sanitation and hygiene (WASH), the environment; social protection; child protection; livelihoods; and shelter, housing and human settlements. With specific priority actions detailed for authorities, practitioners and youth actors under each sector, the section offers practical guidance for DRR programming, policy and protocol development, advocacy, etc. for and with children and youth.

- **Section 04** promotes that *how* adults support and engage children and youth is as important as the *why*. It offers the strategic and critical value of creative, fun and engaging processes in DRR and resilience initiatives, including practical advice, definitions and case studies on meaningful engagement and innovation. The section highlights play, games, sports, creative arts and media to illustrate how they can build and enhance learning, confidence and agency, good behaviors, safety, a sense of belonging, governance opportunities, and an understanding of rights in the context of increasing disaster risk.

Underlying this WiA guide is the belief that for the planet and its people to survive and thrive, children and youth must be safe and have the opportunity to participate and lead in DRR as agents of change. The world needs their knowledge, perspectives, enthusiasm and innovation. Meaningful engagement is critical to ensure they can make the right, informed and safe decisions for themselves, their community and the wider society. Turning the words of children and youth into action is more than just hearing their views. It requires a commitment to sustainable actions that can mobilise their ideas in ways that address the economic, social and environmental concerns of today and in the future. Engaging with *all* children and youth as key stakeholders and contributors in turbulent times is complex, but vital. For how we work together now in implementing the [Sendai Framework](https://www.unisdr.org/sendarom) will not only impact young lives, but affect the trajectory of humanity in the decades to come.
Acknowledgements

The WiA child and youth engagement guide is the result of a broad collaborative process with youth, United Nations organisations, non-governmental and community-based organisations, academics and other valuable contributors highly skilled in DRR implementation. UNICEF generously provided the support for its development, and Advisory members and contributors guided its structure and content. The Advisory members are from UNICEF, Save the Children, Plan International, the UN Major Group for Children and Youth, UN Women, UNFPA, World Vision and the International Federation of Red Cross and Red Crescent Societies. We acknowledge, thank and celebrate everyone who has participated in developing the guide, with special mention to:

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Who is the guide for and how do you navigate it?
The WiA Guide is designed to be used by authorities, practitioners and youth actors. However, it is ultimately for children and youth to ensure protection and safety and uphold their rights in the face of natural and human-made hazards. Its key aim is to provide practical guidance for systematically including all children and youth in DRR decisions that will affect them the most and longest, highlighting how this benefits them, their communities and the whole-of-society. As promoted in the Sendai Framework for DRR, children and youth are stakeholders and agents of change who can actively contribute to its implementation.

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**AUTHORITIES**
Government leaders, managers and institutions responsible for DRR and resilience plans, policies and standards at local, regional, national and international levels

- What is the value of linking DRR, climate and sustainable development?
- How can our DRR plans and strategies better support and engage children and youth?
- How are children and youth contributing to Sendai Framework targets and plans of action?

- What does inclusive, all-of-society participation mean?
- What challenges do different groups face before, during and after a hazardous event?
- How can government DRR policies reach, support and involve the most at-risk children and youth?

- What are the key sectors serving children and youth in before, during and after a hazardous event?
- How can we collaborate to advance Sendai Framework implementation?
- How is meaningful engagement, play and innovation a good investment for resilience?
- How are others working with children and youth in DRR around the world in meaningful ways?

**PRACTITIONERS**
Professionals responsible for risk reduction and resilience implementation and guidance from non-governmental, intergovernmental and community-based organisations; science and technology institutions; civil society; academia; the private sector and donors

- What is the value of linking DRR, climate and sustainable development in our initiatives?
- How can our DRR programmes better support and engage children and youth before, during and after a hazardous event?
- How are other practitioners working engaging children and youth to advance the priorities of the Sendai Framework?

- How do I create gender-responsive and inclusive DRR and resilience-building programming?
- How can our DRR efforts actions protect, support and engage children and youth living in vulnerable situations?
- What specific actions can we can take with diverse child and youth populations in understanding, mitigating and preparing for disaster risk and response?

- What are the key sectors serving children and youth in before, during and after a hazardous event?
- How can we work within and across sectors to advance Sendai Framework implementation?
- What sector-specific tools and resources are available to protect, support and engage children and youth?

- How can we facilitate meaningful engagement, play and innovative initiatives for children and youth in DRR initiatives?
- How are other practitioners working with children and youth in DRR around the world in meaningful ways?
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**YOUTH**

Youth actors, advocates and activists interested to learn the roles and responsibilities authorities and practitioners have in securing their rights, as well as tools and resources they can use in collaborative and youth-led DRR actions.

- What are the links between DRR, climate and sustainable development?
- What is the *Sendai Framework for Disaster Risk Reduction*?
- How does the *Sendai Framework* connect to my rights as a young person to safety, protection, education, development and participation?

**Children**: Children as key stakeholders and participants in reducing disaster risk. While the guide is written to be accessible by older adolescents, young people and adults, we offer case studies of how children are participating and include ideas for child-centred and child-friendly resources to support their participation.

- What actions can I and my peers do to be more inclusive before, during and after a hazardous event?
- Where am I in the development lifecycle?
- How can we (children, youth and adults) work together to build gender-, age-, disability- and culturally-responsive DRR strategies?

- What are the key sectors working in DRR?
- How can I connect to the different sectors to contribute to my own safety and protection?
- What tools and trainings are available for me to educate my peers on DRR activities in different sectors?

- What are the different ways I can meaningfully and creatively engage with peers and adults on DRR?
- How are other children and youth active in DRR around the world through arts, innovation, play and media?
Why support and engage children and youth in DRR?

The threat of disasters and the impacts of a changing climate is very real to children and youth as they are aware that the consequences will significantly affect the rest of their lives. Seeing and treating them as passive victims or as a homogenous group misses the vast potential of their unique and collective capacities to drive solutions. Around the world—and often alongside supportive adults—girls, boys and non-binary children and youth are already taking actions to reduce disaster risks at school, home and in their communities. They are advocating for sustainable and resilient societies for all, where they are involved in decision-making as active citizens. They are standing up for their fundamental rights for protection, safety, survival, education and participation. Across many countries, millions are increasingly protesting and demanding climate justice from their governments. Standing still is not an option.

- Awareness-raising, behavior change and advocacy initiatives involving and led by children and youth can result in greater outcomes than information-sharing alone, including on household and community risk preparedness, better hygiene practices, alternative livelihood strategies and greener lifestyle choices.

- DRR innovations led by adolescents and youth often prioritise inclusivity with crowd-sourced data gathering in person and online, as well as risk-taking, creative ways to use new technologies and outside-the-box thinking.

- Communication and social media and educational campaigns designed and run by adolescents and youth can mobilise local to global actions in language and processes that engage, inspire and motivate. This includes children and youth spurring adults into action as seen by the global school strike for climate movement.

- Child- and youth-led humanitarian strategies and actions often seek to reach and include populations most at risk, especially in areas of health, nutrition, WASH, prevention of sexual and gender-based violence and harmful practices, and child protection.

- Peer-to-peer support recovery programmes by prepared and trained adolescents and youth are often effective in helping reduce post-traumatic stress disorder, anxiety, depression and alcohol or drug addiction exacerbated by a disaster event.

Supporting children and youth in actions that advance the Sendai Framework for DRR should not be a checkbox activity. Their participation is a valued proposition as it brings real and necessary benefit to DRR and resilience-building policies, programmes and strategies. Engaging children and youth also upholds their legal rights as outlined in the Convention on the Rights of the Child, which has been ratified by 196 countries.

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7 See the case studies in this guide: Sections 1 and 4
8 Child-centred risk reduction impacts on household safety: [www.preventionweb.net/publications/view/61387](http://www.preventionweb.net/publications/view/61387)
9 Campaigns: [www.schoolstrike4climate.com](http://www.schoolstrike4climate.com) and [www.fridaysforfuture.org](http://www.fridaysforfuture.org)
What is a child- and youth-centred approach to DRR?

Children and youth around the world are envisioning safe, healthy and prosperous futures for themselves, their friends, families and the wider society. When provided with the tools, resources and support they need in ways that uphold their fundamental and legal rights, they can actively contribute to meeting this vision—even when faced with multiple threats to their well-being due to increasing hazards. A child- and youth-centred approach to DRR values their opinions, energy, innovations and insights to ensure all children and youth can be healthy and live free from harm; have their voices be equally valued and heard on decisions that affect them; and are able to safely learn, rest, work and play as they grow no matter where they live and who they are.

What are the key challenges?

Disasters are not natural or neutral, especially for children and youth living in vulnerable situations. Disaster risk relates to rights. For children, basic human rights such as education and health are jeopardised with increased disaster risk. The risks for disaster is greater in a context where people are denied their human rights and where access to information, resources or decision-making is limited. Therefore, the rights-based perspective is central to child-centered disaster risk reduction.

Hazardous events and slow-onset disasters (like drought) can have severe impacts on their education, health and possibilities for decent work. Children and youth face specific impacts dependent upon factors that dictate their vulnerabilities in different contexts and cultures. For instance, social beliefs, norms and practices related to gender, ethnicity, age, ability, religion, LGBTQI2S identity, socio-economic situation and other factors are contributing to increased disaster risk. Disaster risk is often the result of inequalities. Unless it is treated from a rights perspective with the aim to reduce the underlying drivers of disaster risk (i.e., climate change, violence, poverty, inequality, issues of exclusion, etc.), children and youth will continue to be disproportionately affected and increasingly left behind. In today’s turbulent times, action is required to tackle harsh realities:

- Child and youth well-being is under enormous threat due to hazardous events increasing in frequency and intensity on every continent. Disasters are reversing development gains for children and youth and the fulfillment of their basic human rights. This includes a dramatic rise in direct economic losses due to climate-related disasters that threaten the Sustainable Development Goals (SDGs) (e.g., goal 1 to end poverty in all its forms everywhere).  

- An estimated 535 million children, nearly one in four, live in conflict or disaster-stricken countries that restrict their access to medical care, quality education, proper nutrition and protection.

- Disaster risks and impacts are exacerbated by the consequences of poverty, inequity, conflict, fragility, discrimination, unplanned and rapid urbanisation, weak institutional arrangements, non-risk-informed policies, unsustainable use of natural resources, declining ecosystems, extreme weather events, disruptive climate change and increasing environmental, social, technological and biological health hazards.

- Millions of children and youth are on the move with unprecedented global migration and displacement occurring around the world. This can increase their risk in vulnerable situations.

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12 UNDRR Global Assessment Report: [www.unisdr.org/we/inform/gar](www.unisdr.org/we/inform/gar)
14 UNDRR Global Assessment Report: [www.unisdr.org/we/inform/gar](www.unisdr.org/we/inform/gar)

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One billion of the world's population live in slums with poor living conditions, lacking basic services and infrastructure. A significant proportion of them are children and youth.¹⁶

Who are “children and youth”? Countries, regions, organisations, communities and governments define age differently. In this guide, we consider children and youth as age 0-30. We recognise this is a broad age range. A two-year-old who requires care and protection is very different than an older child of seven who can make their own decisions. Similarly, an adolescent of age 14 can act in leadership roles and offer policy-making ideas, but cannot vote or access insurance or accommodation like a 25-year-old. Due to how children and youth develop, age and learn, we promote DRR actions, research and strategies driven by data disaggregated by development lifecycle, age, gender, disability and other factors (see the Key principles section and Section 2.6: Children and youth at different ages).

Figure adapted from UNICEF’s Programme Guidance for the Second Decade: Programming with and for Adolescents¹⁷ to include young adults up to age 30 as ‘youth.’

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Key principles for child- and youth-centred DRR

An approach to GENDER EQUALITY seeks to ensure that girls, boys and non-binary children and youth have equal rights, opportunities, access and entitlements to knowledge, services, participation and decision-making influence before, during and after a hazardous event. This includes identifying and addressing their different and specific needs, capacities and vulnerabilities, and building on their strengths. Social inequities can negatively affect how safely and proactively individuals and communities are able to plan for natural hazards and climate change. They also affect how children and youth of different genders are able to respond to and recover from shocks and stresses. Integrating gender-responsiveness into DRR initiatives works to shift unequal gender norms, relationships, attitudes and behaviors.

Placing CHILD AND YOUTH RIGHTS at the heart of DRR is imperative as hazards—including the effects of climate change—threaten nearly all fundamental rights for children and youth from basic survival to access to critical services and systems (e.g., healthcare; education continuity; water, sanitation and hygiene [WASH]; and freedom from abuse and exploitation). All too often, children and youth are relegated to the margins in preparing for hazardous events, in being part of decisions that affect them, and at the critical juncture following a major disaster. A rights-based approach prioritises their engagement in DRR and upholds the globally mandated UN Convention on the Rights of the Child and Declaration of Human Rights through policies and local, practical interventions. In a DRR context, this includes but is not limited to their fundamental right to safety, survival, education, development and participation in decision-making.

A LIFECYCLE APPROACH recognises the need to focus on how children and youth develop as they move through age categories.\(^\text{18}\) It acknowledges that children and youth learn, participate and lead in unique ways depending on their age, poverty and other markers; and that their needs and priorities will shift and change based on the different socio-economic, cultural, political and environmental contexts in which they are living.\(^\text{19}\) For instance, a disaster will affect a 3-year old living in poverty differently than a child of 7, an adolescent or an older youth living with poverty or wealth. Prioritising age-disaggregated data (along with gender, disability, ethnicity, poverty and socio-economic status, geography, etc.) helps ensure DRR awareness materials, policies, programmes and participation opportunities are age-appropriate, inclusive and effective. It can also identify the most vulnerable children and youth in a community to reach them in times of crisis and help address their unique needs.

INCLUSION is a commitment to involve and support all children and youth in disaster risk assessment, planning and response. It includes recognising and responding to factors that keep some children and youth from safely, equally and ethically participating in decision-making and implementation as equals—especially in regard to gender, age, disability, ethnicity, poverty and socio-economic status, displacement, caste, sexual orientation, geography, etc. Meaningful inclusion in DRR requires targeted efforts to transform unjust social, cultural and political powers and norms that increase the disaster risk children and youth face. It is a strategic effort to address and reduce intersecting inequalities and layered exclusions that increase vulnerabilities before, during and after crisis.

\(^\text{18}\) See Appendix 4: Diwakar et al. (2019)
\(^\text{19}\) See Appendix 4: Lovell et al. (2019)
Children and youth share their DRR priorities

Children and youth often know what they want to ensure safety and well-being for themselves and their peers, family, community and wider world. Moving their DRR ideas into action starts with listening to what they have to say:

**CHILDREN’S CHARTER: AN ACTION PLAN FOR DISASTER RISK REDUCTION FOR AND BY CHILDREN FOR DRR**

More than 600 children from 21 high hazard-prone countries developed the *Children’s Charter: An Action Plan for Disaster Risk Reduction for and by Children for DRR.* The Children’s Charter attracted a very positive response with more than 150 people signing up to the Charter at the 2011 Global Platform for DRR, including representatives from 26 governments. The Charter included follow-up consultations, and is translated into six languages. It is currently being used to connect children priorities to local and national strategies. In the Charter, children say:

- Schools must be safe and education must not be interrupted;
- Child protection must be a priority before, during and after a disaster;
- Children have the right to participate and to access the information they need;
- Community infrastructure must be safe, and relief and reconstruction must help reduce future risk; and
- Disaster Risk Reduction must reach children and youth living in the most vulnerable situations.

**YOUTH PRIORITIES FOR SENDAI FRAMEWORK IMPLEMENTATION**

At the 2019 Global Platform on DRR, youth shared their key strategies with the Special Representative of the UN Secretary-General for Disaster Risk Reduction on how to implement the *Sendai Framework* together. Their ideas build on their experiences, and the priorities defined at the UN World Conference on DRR in 2015. The youth asked to:

- Include children and youth as equal and diverse stakeholders in local, national and international policy and planning processes through legally-mandated and well-resourced spaces, including in intergovernmental proceedings;
- Invest in building and strengthening the capacities of children and youth on DRR so they can become peer educators for disaster risk and climate change awareness and education, and influence friends and families to reduce disasters risks at home and in school. Recognize their role and contributions to substantive thematic issues beyond factors specific to their demographic;
- Establish a mechanism to allocate more resources to child- and youth-led DRR projects. This includes providing children and youth with dedicated avenues and capacities to contribute to the national strategy design and review process set forth in the *Sendai Framework*;
- Provide age-appropriate data and tools for children and youth to monitor and provide feedback on DRR activities;
- Understand child and youth diversity by disaggregating DRR data according to age, gender and level of vulnerability to properly address diverse and unique needs; and
- Recognise expertise across various thematic areas, such as the leading role young scientists can play in research on DRR.

Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net) to learn more about connecting child and youth action to *Sendai Framework* implementation; and read the *Children’s Charter: An Action Plan for Disaster Risk Reduction* and 2019 Global Platform for DRR youth priorities.

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*21 Young scientists adopt roadmap for implementation of the *Sendai Framework*: [www.preventionweb.net/news/view/48688](http://www.preventionweb.net/news/view/48688)*
Safeguarding children and youth in all DRR actions

Safeguarding means to respect and support that children and youth, “wherever they live and whatever their circumstances, have the right to be protected, nurtured and free from all forms of violence, abuse, neglect, maltreatment and exploitation as set out in the Convention on the Rights of the Child.” Ensuring that children and youth are safe in every action and interaction means that DRR programmes, policies, protocols, campaigns and communication (online and offline) prevent neglect; physical, sexual or emotional abuse; and any maltreatment of children and youth. Safeguarding starts with an organisational culture and understanding of why and how to protect children and youth. The following key principles for safeguarding policies are summarised from the guide’s contributors and Plan International’s Global Policy on Safeguarding Children and Young People, with the recommendation to create your own comprehensive approach:

- Recognise the equal rights of children and youth to protection from all forms of violence based on the UN Convention on the Rights of the Child and the Universal Declaration of Human Rights.
- Respect and apply human rights in all DRR actions irrespective of age, gender, gender identity, sexual orientation, nationality, ethnicity, race, language, religious or political beliefs, marital status, disability, physical or mental health, family, socio-economic or cultural background, class, any history of conflict with the law or any other aspect of their background or identity.
- Empower and encourage children and youth to fulfil their potential, including giving due weight to their views in DRR decisions in accordance with their age and level of maturity.
- Mainstream and act in ways that ensure the care and protection of children and youth in all DRR policies, operations, programmes, interventions and interactions—especially those most at risk and living in vulnerable situations.
- Ensure no child or youth suffers harm, intentionally or unintentionally, as a result of their engagement, association or contact with your DRR actions.
- Inform and involve children and youth in empowering initiatives so that they learn about and are better able to exercise their rights to protection before, during and after a hazardous event.
- Be open and transparent, holding yourselves, partners and the wider community to account for its commitment to safeguard children and youth.
- Act on safeguarding concerns, ensuring your actions are timely, appropriate and centered around the child or youth and their individual circumstances and identity (e.g., taking appropriate measures to address gender bias and other forms of discrimination and violence which may arise).
- Ensure a gender and intersectional lens is applied when considering safeguarding interventions. This means to:
  - Take into account people’s (children, young people and adults) gender and overlapping identities and experiences in order to understand the complexity of the prejudice and/or inequality they face, or conversely how this may lead to a heightened privileged status;
  - Reflect on your status as an authority, practitioner or youth leader. Acknowledge the power imbalance this causes as an individual, within your organisation (asking: where within the organisation power lies, who typically are the dominant and subordinate groups and how this impacts on safeguarding decisions?), and between the organisation and the wider society.

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○ Develop your capacity to analyse how girls, boys, non-binary children and youth can be at risk of harm and abuse as a result of your organisation’s work because of their particular identity (age, gender, sexual identity, disability, ethnicity, etc.).

○ Act on how you can most effectively create safe spaces for all staff and for the children and youth with whom you work, where it is safe to challenge and address inequality, power and bias.

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BOX:
VIOLENCE AGAINST CHILDREN AND YOUTH
Safeguarding includes protecting all children and youth from multiple forms of violence— including sexual and gender-based violence (SGBV), physical and humiliating punishment (PHP) and peer violence— especially as violence often increases in disaster and hazard-related contexts. Safeguarding for children and youth on a global level also promotes a greater focus on the increasing urgency to address conflict and DRR in fragile states, including the impact on child and youth safety, development, well-being, ability to participate, education and other rights.

Sexual and gender-based violence includes sexual violence, forced marriage, sexual exploitation and sex trafficking. SGBV is rooted in gender inequality; and violence against women and girls is one of the most prevalent human rights violations in the world. It knows no social, economic or national boundaries. Worldwide, an estimated one in three women will experience physical or sexual abuse in her lifetime, and violence against LGBTQI2S and trans youth in many countries is on the rise. SGBV undermines the health, dignity, security and autonomy of its survivors, yet it remains shrouded in a culture of silence. Survivors of SGBV can suffer severe sexual and reproductive health and psychological consequences, including forced and unwanted pregnancies, unsafe abortions, traumatic fistula, sexually transmitted infections including HIV, violent reprisals, stigmatisation and even death.

Physical and humiliating punishment includes how adults (i.e., parents, caregivers, teachers, etc.) discipline children and youth such as threatening or carrying out physical or corporal punishment, as well as emotional abuse (e.g., “psychological punishment that belittles, scares or ridicules the child” or youth). Hostile home, school or community environments can negatively affect how children learn to socialise, bond with people who can support and protect them, and develop through socioemotional learning. In a DRR context, such factors can hinder efforts to increase their capacities and resilience in times of crisis, as well to proactively engage in adult- and peer-led activities that can keep them safe. PHP disproportionately threatens the well-being of children and youth most at risk or living in vulnerable situations. For instance, children and youth with disabilities face a risk of physical violence 3.6 times higher than their peers without a disability.

Peer violence includes physical and emotional violence by peers, face-to-face bullying, cyberbullying and gang violence. In many cases, children are at higher risk to physical violence by caregivers, while adolescents face greater risk from peers. Peer violence and bullying have been known to increase after a disaster event, including in school settings with attention specifically needed on emotional violence that

24 Know Violence in Childhood: www.knowviolenceinchildhood.org/publication
27 Violence against Adults and Children with Disabilities: www.who.int/disabilities/violence/en
29 See Appendix 4: Terranova et. al (2009)
may be less visible than physical fights or attacks. Emotional violence can include psychological or psychosocial maltreatment; mental, verbal and emotional abuse; and neglect. Additionally, because schools are often sites for gang activities and surveillance, hazardous events can create or exacerbate vulnerable situations that heighten child and youth risk for recruitment and violence.

TAKE ACTION: Proactively addressing child and youth violence in DRR means to understand, prevent and prepare to provide life-saving responses to the physical and psychological consequences violence. DRR strategies require not only addressing current issues as violence can heighten vulnerable situations and risk. They also require developing strategies for safeguarding and child protection action immediately after a hazardous event at school, in travel between school and home, at work and in communities (including shelters and human settlements). This means to, at a minimum:

- Support the right of all children and youth to live free of violence and abuse.
- Build the knowledge, attitudes and skills of adults who work with and care for children and youth, and with children and youth themselves, in nonviolence, violence prevention and response—including where to seek help if needed;
- Strengthen and provide multi-sectoral response services including psychosocial assistance; free clinical management of rape and other health services to survivors.
- Establish functioning referral systems and improving help-seeking behaviour and awareness through information, education and communication initiatives.
- Actively involve girls and LGBTQI2S youth in empowering initiatives and community youth leadership.
- Engage boys and young men to transform unequal gender norms and reduce harmful behaviours, advocating for laws and policies that seek to overcome discrimination against girls and LGBTQI2S individuals.

Child protection is one part of safeguarding. Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) to learn more about child protection in DRR.

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30 See Appendix 4: Devries et. al. (2018)
01
WORDS INTO ACTION: CHILDREN, YOUTH AND THE SENDAI FRAMEWORK

The Sendai Framework for DRR promotes that governments, the public and private sector, civil society, academia and scientific and research institutions work together and engage with “relevant stakeholders, including...children and youth.”

This section highlights how children and youth engagement will help achieve the Sendai Framework’s 4 Priorities for Action and 7 Targets, as highlight links to the Paris Agreement and 2030 Agenda for Sustainable Development (including the SDGs).
1.1 Disaster risk, climate and sustainable development

From Sierra Leone to Sweden, millions of children and youth around the world are taking a stand for their rights through climate strikes, protests, lawsuits and other political action. Children and youth are stepping up due to the lack of action around climate change and increasing disasters. They want a future through bold action today, to avoid potential disasters of tomorrow. They want action as governments declare climate emergencies. The present and future threats are creating greater synergies between DRR and climate change adaptation (CCA), especially for reaching the Sustainable Development Goals defined in the 2030 Agenda for Sustainable Development.

Many of today’s children and youth will grow into adulthood by 2030 having been promised reduced risk from disasters (Sendai Framework); curtailed climate change (Paris Agreement); and transformative, bold action on a more sustainable and resilient world (SDGs). Uniting efforts between these three frameworks—with the full participation of children and youth—capitalises on the progressive actions that are needed to protect our planet and its people (see Appendix 2: Frameworks for Action).

The Sendai Framework, Paris Agreement and 2030 Agenda on Sustainable Development all share a similar intent: reduce vulnerability; enhance resilience. This includes targets and actions to:

- Eradicate poverty and economic loss from disasters.
- Reduce the loss of lives from hazardous events.
- Strengthen resilience in key sectors from education to infrastructure.
- Increase risk-informed adaptation and resilience planning.
- Ensure support to those living in the most vulnerable and marginalised situations.
- Leave no one behind.

Unifying the three frameworks supports the long-term vision children and youth have to prevent climate chaos in their lifetime. Today’s younger generation know what they want for a vibrant, sustainable future. Now is the time to encourage, support, empower, mobilise and follow.

Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) to learn more about DRR, CCA and the SDGs (including how to work with children and youth to reduce risk and enhance resilience)

Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) for child- and youth-friendly resources on DRR, CCA and the SDGs

Go to Appendix 2 to see a list of multiple regional and global frameworks promoting the rights of all children and youth.


32 Climate emergency: https://climateemergencydeclaration.org

33 See definitions of each in Appendix 1: Global Frameworks

34 DRR and resilience: www.unisdr.org/we/inform/publications/46052
Children and youth demand action on climate change
Youth climate activists take part in a demonstration calling for global action to combat climate change outside of United Nations Headquarters in New York City, USA, in August 2019. The action was part of #FridaysForFuture. In September 2019, more than XXXX students in more than XXX countries took part in global strikes for climate action. ©2019 UNICEF/Christine Nesbitt

Youth-friendly resources inspire and educate
Youth can learn more about a changing climate in two new resources that support youth-led action.35 The Climate Resilience Handbook provides resources for climate justice action. The Climate Training Kit: Youth Unit! promotes engagement, learning and action in 3 modules. Let’s Engage offers a set of resources to advocate why it is crucial to engage youth on climate change. Let’s Learn offers a set of resources to help youth learn what climate change is; including the causes of climate change and how this leads to more frequent and intense extreme weather events, hazards and impacts around the world. Let’s Act offers a set of resources to explore actions to stop climate change from getting worse (mitigation), actions to deal with the consequences of climate change (adaptation), and what actions youth can take both within their communities and as a future career. ©2019 Red Cross Red Crescent Climate Centre/Brigitte Rudram; Graphic: Rebeka Ryvola

- Climate Training Kit for youth: www.climatecentre.org/training/module-4

Youth build coastal resilience through Green Clubs in Vietnam
In Da Loc, Vietnam, young people in Green Clubs led disaster risk reduction, climate change adaptation and ecosystem management activities in cyclone-affected villages facing poverty and land saltwater intrusion threats to agriculture. This included helping to plant and manage mangrove forests to reduce cyclone impact. The youth also developed awareness-raising and behavior change campaigns using theatre, film, poetry and art. During the Building Coastal Resilience in Vietnam project, the Green Club members reached more than 10,000 community members through their activities. ©2009 CARE Vietnam/Catherine Dolleris

- Youth as Green Messengers: www.care.org.vn/we-are-green-messengers

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GET INSPIRED: Youth in action on climate change around the world

- Youth Climate Report GIS Map Project: http://youthclimatereport.org
- Youth as active citizens: https://indepth.oxfam.org.uk/towards-youth-led-programming

35 See Appendix 1 for additional youth-friendly resources
1.2 Child and youth engagement critical in all stages of disaster risk and management

A disaster occurs when the impact of a hazard is greater than a person’s or communities’ resources and capacities available to mitigate it. Hazards can be natural or human-made, a phenomenon or human act such as an earthquake, wildfire, tsunami, drought or rise in sea level. Understanding the multiple risks hazards can cause—especially from long-term drivers of risk like climate change—allows governments, schools, communities and households to prevent, mitigate or prepare for sudden or slow-onset disasters.

This section explains how children and youth participation is already helping communities and countries address the Sendai Framework priorities. Case studies from around the world also connect to the four key stages of the risk management cycle. Look for the icons next to each case study to identify them:

<table>
<thead>
<tr>
<th>RISK ASSESSMENT</th>
<th>The threat of disasters is real and growing. However, from the point of view of children and youth, disasters on a large scale are infrequent and often more abstract than the everyday hazards and risks that threaten their rights. Supporting them to explore everyday risk in ways that have meaning to them allows for underlying drivers of risk to emerge and be addressed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREVENTION AND MITIGATION</td>
<td>Preventing disaster means to completely avoid the harmful impacts of a hazardous event. For instance, children and youth around the world are actively exploring and participating in ways to identify and eliminate hazards that could lead to disaster at school, home and in their communities. For instance, reducing the economic losses for households that can otherwise lead to children and youth being forced out of school. They are also motivating and educating their peers, families and the wider community on ways to prevent potential disasters. Mitigating disaster means to lessen the scale and severity of a natural or human-made hazard. For instance, many children and youth see climate change as a growing threat to their future as it increases the potential for disaster. In response, they are stepping into activist roles to hold governments and authorities to account in protecting their future from the harm climate-induced hazards can cause.</td>
</tr>
<tr>
<td>PREPAREDNESS AND RESPONSE</td>
<td>Preparedness means to strengthen the knowledge and capacities for all children and youth to stay safe before, during and after a hazardous event. Preparedness helps children and youth take control of the everyday risks they face in the diverse places where they live, play and work. This includes a strong emphasis on Comprehensive School Safety as spaces for education and learning are key spaces that bring children and youth from diverse backgrounds together, as well as safe spaces and options for out-of-school children and youth. Other actions include child- and youth engagement activities that support them in responding to a hazardous event, such as early warning system readiness, school and community safety drills, evacuation planning, strategising for temporary schools after a hazardous event, etc.</td>
</tr>
<tr>
<td>RECOVERY, REHABILITATION AND REBUILDING</td>
<td>The time after a hazardous event can be critical for children and youth both in the short and long-term. Children and youth must be able to return to school quickly to avoid negative impacts disruption can cause to their long-term cognitive development and well-being. Especially in being able to maintain their livelihoods for older youth, or securing alternative ones. Their nutrition and sanitation needs must be prioritised—in particular for young children who can die from malnutrition or illnesses like diarrhea after a hazardous event. Children and youth need options to stay safe; address post-traumatic stress; and actively take part in and influence recovery, rehabilitation and rebuilding decisions that affect them and their peers, families and the wider community.</td>
</tr>
</tbody>
</table>

Appendix 5 defines disaster, and provides definitions for terminology used in the Words into Action guide.
1.3 Acting on the Sendai Framework for Disaster Risk Reduction 2015–2030

The Sendai Framework for DRR\(^{37}\) challenges all of us to substantially reduce disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries. The Framework offers 7 Targets and 4 Priorities for Action that directly relate to the rights and well-being of children and youth and the principle of \textit{do no harm}, as illustrated:

- **Target A: Reduce mortality**
  Mortality decreases when children, youth and their carers know how to stay safe and their rights are prioritised, including access to disaster-proofed social services.

- **Target B: Reduce number of affected people**
  Children and youth are learning and sharing ways that keep themselves, their families and communities safe at school, home and work.

- **Target C: Reduce direct disaster economic losses**
  Injuries, health and well-being challenges and education disruption at a young age—as well as economic instability for working youth—can affect their life trajectory. Investing in child-to-adulthood safety can reduce long-term economic loss at local to national levels.

- **Target D: Reduce critical infrastructure disruption**
  Through technological and creative innovation, youth especially can bring out-of-the-box ideas into discussions on infrastructure—including education and health systems.

- **Target E: Increase number of countries with national and local DRR strategies**
  Children and youth contributions in DRR planning, implementation and monitoring can strengthen strategy effectiveness. 2020 is the deadline and a key opportunity to step up inclusion of children and youth.

- **Target F: Enhance international cooperation for action**
  Involving youth at regional and international DRR meetings builds their capacities and benefits from their experiences and insights.

- **Target G: Increase access to multi-hazard early warning system**
  Children and youth with early warning system knowledge can effectively share knowledge and help in response during a hazardous event, as long as safeguards are in place.

<table>
<thead>
<tr>
<th>Priority 01</th>
<th>Priority 02</th>
<th>Priority 03</th>
<th>Priority 04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand disaster risk</td>
<td>Strengthen disaster risk governance to manage disaster risk</td>
<td>Invest in DRR for resilience</td>
<td>Enhance disaster preparedness for effective response and build back better</td>
</tr>
</tbody>
</table>

With knowledge and support, children and youth are active participants in assessing disaster risk in creative and collaborative ways. They are also involved in data collection and analysis focusing on children and youth.

With knowledge and support, children and youth are active participants in assessing disaster risk in creative and collaborative ways.

Through empowering programmes that strengthen voice and agency, children and youth at different ages are informing strategies through children’s parliaments, advisory groups, student councils and youth-led networks.

With knowledge and age-appropriate resources, children and youth are participating in DRR at schools, home, at work and in their communities in ways that build their resilience.

With capacity-building and understanding safe practice as determined by their age and ability, children and youth are actively preparing to safely respond to and recover from a hazardous event.

Go to \(\text{www.PreventionWeb.net URL - TBD}\) to learn more about connecting child and youth action to Sendai Framework implementation; as well usable tools such as the Sendai Framework Monitor,\(^{38}\) DesInventar\(^{39}\) and National Disaster Loss Databases.\(^{40}\)

\(^{37}\) Sendai Framework for DRR: \(\text{www.unisdr.org/we/coordinate/sendai-framework}\)

\(^{38}\) \(\text{https://sendaimonitor.unisdr.org}\)

\(^{39}\) \(\text{www.desinventar.org}\)

\(^{40}\) \(\text{www.undrr.org/we/inform/disaster-statistics}\)

THIS PUBLIC REVIEW VERSION IS NOT THE FINAL DESIGN. THE DESIGNED VERSION WILL BE AVAILABLE 2020 ON PREVENTIONWEB.
1.4 Understanding disaster risk

SENDAI FRAMEWORK PRIORITY 1: Disaster risk management needs to be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment

INVOLVING CHILDREN AND YOUTH

Many children and youth have a heightened sense of their environments through a strong attachment to place. This allows them to provide detailed information about the hazards within different contexts, as well as offer ideas for lowering the risk to potential disasters. It is valuable to recognise not all children and youth are the same. For instance, adolescent girls can offer insight and ideas on specific risks to their safety during and after hazardous events and their unique needs (e.g., for menstrual hygiene management, safety from sexual and gender-based violence, etc.)

To achieve Priority 1, authorities, practitioners and youth actors can ensure children and youth of all ages, genders, abilities and cultures:

- Gain knowledge about localised natural and human-made hazards through knowledge and curricula that is sensitive to age, gender, culture and disability.
- Can join or lead localised, inclusive and age-appropriate mapping exercises that prioritise and act on child and youth views for risk-informed programming.
- Are supported for their innovations in understanding disaster risk in their community and nationally through opportunities, mentoring, partnerships and investment (i.e., online crowdsourced mapping, youth-led social media campaigns, educational comics, etc.), with specific attention paid to ensuring the equitable participation of girls.
- Have the capacities and resources to share and train others at school, home and in their communities in understanding disaster risk.

Go to (www.PreventionWeb.net URL - TBD) to access resources on how to engage children and youth in assessing risk, vulnerabilities and capacities
Mainstreaming child- and adolescent-led school watching teams across the education sector improves safety in Philippines

Students in public elementary and secondary schools across the Philippines are participating in government-promoted, annual school watching programmes to keep them safe before and after emergencies and hazardous events. The Ministry of Education initiated protocols to highlight and address hazards, risks and vulnerabilities in schools across the country. Students gather information about hazards that can be addressed by school authorities. The students also create hazard maps that can be shared with other students alongside other safety information (such as earthquake or fire drill protocols). The programme includes a school watching app (SWApp) that helps to automate data gathering. Researching risk and holding authorities to account helps to build students’ confidence, capacities and DRR awareness at school and home. Tagline: Images from CLIKS mobile applications project ©2018 Save the Children

- SWApp in action video: https://youtu.be/ovr0W1Evwo0
- SWApp instructional videos: www.youtube.com/channel/UCzgtsUZj6M1JczTfyOi09pw
- School watching team story - Lizette: https://youtu.be/-jgzB-uvwYo
- School watching team case study: Franchesca: www.preventionweb.net/publications/view/67406

Indigenous children and youth become emergency preparedness leaders in Canada

Indigenous communities in Canada are disproportionately affected by multiple hazards from floods to wildfires to climate change impacts that threaten hunting and fishing livelihoods. Involving youth as active participants and leaders in preparedness supports building capacities and self-determination. It can also ensure household, school and DRR plans reflect their concerns as the next generation connected to land, culture and community. In the Preparing Our Home programme, youth—alongside Elders and adults—participate in and lead risk assessment and emergency preparedness activities that combine Traditional Knowledge, Indigenous Science, Western Science and creative research methods.

The programme provides planning tools for participatory hazard and risk identification, social vulnerability mapping, asset and critical infrastructure mapping, fire safety and youth career development in emergency management. For instance, youth in one community used photography to map assets and explore how different hazards might impact food security, pet safety and housing. Cultural craft is a major comment of the programme since culture is a lifeline that keeps communities together and is central to community resilience. In addition to the community-led work, a national youth leadership gathering brings together youth and Elders from across
Canada to learn from each other and to develop solutions for community resilience. *Tagline: ©2017 Preparing Our Home/Lily Yumagulova and Aiyanna Terry (Lil’wat Nation, Canada) Students from the Xetólacw Community School, Lil’wat Nation, Canada use participatory mapping and digital storytelling to explore DRR issues.*

- Project: [http://preparingourhome.ca/about-us](http://preparingourhome.ca/about-us)

**Children learn how to reduce risk together**

Meet Iggy, a Fijian Iguana, and his friends who are representing the Fiji National Disaster Management Office. They are featured in films and books that teach children about emergency and safety procedures for school and home, as well as about climate mitigation and health safety. Iggy and his friends help children learn and want to share key messages about DRR with their peers, friends and family, including how to make a family emergency plan. Iggy, his friends and Fijian children are featured in a child-friendly risk reduction and safety film that delivers evidence-based, consensus-based and action-oriented messaging in a way that is warm, familiar, light, friendly and caring. Each of its 7 sections explain to children how to prepare for and how to safe during a specific incident, and includes children using songs to learn and share information. *Tagline: ©Health Songs International*


Learn more about the power of play, games, sports, creative arts and media in Section 4.2.

**ADDITIONAL INITIATIVES:**

**YouthMappers unite to understand disaster risk and create resilient communities**

- [www.youthmappers.org](http://www.youthmappers.org)
- See Mapathon example: Page 31

**Children and youth learn about actions they can take to reduce the impacts of extreme-weather events, especially from a changing climate**

Youth learn about climate change and are inspired to take youth-led action in their communities, as guided by the interactive, games-based Y-Adapt curriculum and the *Climate Action Toolkit* youth unit: [www.weadapt.org/knowledge-base/y-adapt](http://www.weadapt.org/knowledge-base/y-adapt) and [www.climatecentre.org/training/module-4](http://www.climatecentre.org/training/module-4)
1.5 Strengthen disaster risk governance to manage disaster risk

SENDAI FRAMEWORK PRIORITY 2. Disaster risk governance at the national, regional and global levels is vital to the management of disaster risk reduction in all sectors and ensuring the coherence of national and local frameworks of laws, regulations and public policies that, by defining roles and responsibilities, guide, encourage and incentivise the public and private sectors to take action and address disaster risk.

INVOLVING CHILDREN AND YOUTH

With knowledge and capacities, children and youth can contribute to disaster risk governance at various levels. This includes contributing to village DRR plans and providing perspectives on how to better and meaningfully engage children and youth in the formal implementation, follow up and review of the Sendai Framework. Involving children early in governance not only teaches them the foundations of civic engagement, but can build the confidence, capacities and critical thinking skills valuable for resilience.

To achieve Priority 2, authorities, practitioners and youth actors can ensure children and youth of all genders, ages, abilities and cultures:

- Have the knowledge, capacities and support to meaningfully participate in national and local DRR strategy planning as well as implementation, follow up and review.
- Can join formal and informal local child- and youth-centric governance bodies to gain skills and have influence (i.e., children’s parliaments, student councils, child and youth advisories, youth networks, etc.), with specific attention paid to ensuring equitable access to participation and leadership opportunities in these networks for girls and young women.
- Are supported to research issues of concern to policymakers through qualitative and quantitative approaches, and have their findings valued and used in developing DRR strategies.
- Can take part in formal and informal processes that hold the governments and non-state actors, including the private sector, to account in implementing the targets and priorities of the Sendai Framework and the Paris Agreement. This includes in monitoring and evaluation activities.

Go to (www.PreventionWeb.net URL - TBD) to access resources on how to engage children and youth in governance.
PAGE 27 – CASE STUDIES: PRIORITY 2

Adolescents advise local government on hazard mitigation and actionable risk solutions in Indonesia

In Kupang, Indonesia, adolescents are taking a changemaker role in local DRR governance by identifying key hazards and risks in their communities and offering solutions. Through discussion, peer interviews and hazard and capacity mapping, an adolescent group determined that the lack of water access in their village, exacerbated by drought-inducing conditions, negatively affected their school attendance. This affected girls the most in the village as they were often tasked with gathering water from long distances from home. As a solution, the adolescents developed prototype ideas for installing drilled wells with a motor pumps, and worked with their parents to advocate for the idea to the village council. This led to five installed wells in the village. It also transformed attitudes about gender roles and adolescent participation. Village leaders saw the value of how engaging adolescents could strengthen their DRR strategies, plans and budgeting and invited them to join village planning and monitoring processes. Additionally, the adolescents involved said they gained confidence through the experience as they felt empowered to raise their voices on the issues affecting their lives. Tagline: ©2018 UNICEF Indonesia/Chizuru Iwata

- Case study: https://unicefindonesia.blogspot.com/2017/06/adolescents-take-action-adults-listen.html
- Video: https://youtu.be/KlqfKEd5-3Y
- Supported by The Adolescent Kit for Expression and Innovation: www.unicef.org/adolescence

Children and youth provide ideas and solutions for DRR policy decision-making

Consultations with children and youth are valuable for developing local, regional and national DRR strategies—especially for sufficiently understanding and addressing their needs and advancing their rights as active citizens and key stakeholders. When undertaking consultations with children and youth, it is critical that their concerns will be seriously considered in decision-making; and that the consultative process includes age-appropriate reporting and feedback loops so they know how their views affected change. Consultations can be used to spark peer-to-peer and youth-adult dialogues, create action plans and policies and provide baseline data for monitoring Sendai Framework implementation. They can be a first step action that accompanies and leads to meaningful child and youth engagement in DRR efforts (see section 4.1: Meaningful Engagement).

Consultation examples related to DRR: (www.PreventionWeb.net URL - TBD)

- **African Union Youth Advisory Board**
  - https://auyouthenvoy.org/council/
- **A Compact for Young People in Humanitarian Action**
  - www.agendaforhumanity.org/initiatives/3829
- **Children’s Charter on Disaster Risk Reduction**
- **Global Refugee Youth Consultations**
• Security Council Resolution 2250 on Youth, Peace and Security – Progress Studies
  https://www.youth4peace.info/ProgressStudy
• The Doha Youth Declaration on Transforming Humanitarian Aid
• The Global Shapers Survey
  o http://www.shaperssurvey2017.org/
• UN Convention on the Rights of the Child - General comment No. 20 (2016) on the implementation of the rights of the child during adolescence

ADDITIONAL INITIATIVES:

Arab youth create DRR network; offer solutions for regional action planning for Sendai Framework implementation
• Voluntary Action Statement of The Major Group for Arab Children and Youth: www.unmgcy.org/blog/afarp-1
• Arab Partnership Meeting: www.unisdr.org/archive/62699
• Arab Youth for Resilience Campaign: www.preventionweb.net/files/52869_yourthforumforresilience26mar20172.pdf

African Union creates Youth Advisory Board on DRR

Young researchers and professionals in water network promote science-informed preparedness action in policy making and capacity building, for drought and flood risk management
• Website: www.wateryouthnetwork.org/working-groups/disaster-risk-reduction-drr
• Blog: www.wateryouthnetwork.org/blog
• YouKnoW! platform: https://youknow.wateryouthnetwork.org
• Water Youth Network: www.preventionweb.net/organizations/22836

Mozambique Children’s Parliament adopts Children’s Charter Action Plan for DRR
https://mozambique.savethechildren.net/what-we-do/child-rights-governance
1.6 Invest in disaster risk reduction for resilience

**SENDAI FRAMEWORK PRIORITY 3.** Public and private investment in disaster risk prevention and reduction through structural and non-structural measures are essential to enhance the economic, social, health and cultural resilience of persons, communities, countries and their assets, as well as the environment. These can be drivers of innovation, growth and job creation, without creating new risks. Such measures are cost effective and instrumental to save lives, prevent and reduce losses and ensure effective recovery and rehabilitation.

**INVOLVING CHILDREN AND YOUTH**

Long-term investments in DRR not only uphold children’s access and rights to safe and resilient social services. They also contribute to reaching and transforming marginalising circumstances of children and youth living in vulnerable situations. For instance, children are highly affected by disruptions to their education and healthcare, including devastating effects on their full earning potential for children who drop out of school and impaired cognition due to malnutrition in early years. Girls and young women, in particular, are often the most affected by violence and economic hardship after a hazardous event.\(^{41}\)

Investing early in infrastructure, policies and strategies that reduce child and youth vulnerabilities can pay greater dividends over time as they are more able to make positive economic, social and political contributions to society. Investing in children and youth also helps to ensure long-term planning not only meets their current needs and those of future generations, but makes long-term economic sense.\(^{42}\)

To achieve Priority 3, authorities, practitioners and youth actors can ensure children and youth of all ages, genders, abilities and cultures:

- Are prioritised hazard-proof infrastructure investments—including the development and subsequent regulation of building codes and standards related to health; water, sanitation and hygiene (WASH) systems; educational facilities; shelter and human settlements; and child and youth-care centres.

- Benefit from built or designated non-school structures as evacuation sites. This ensures continuous education for children and youth and addresses child protection concerns related to violence, abuse and trafficking.

- Are receiving inclusive education and skills-building opportunities that account for local and regional hazards and climate impact—in a way that supports sustainable, long-term employment for all citizens.

- Can gain DRR and climate change knowledge in mainstreamed formal and informal educational curricula in age-appropriate and gender- and culturally-responsive formats. The curricula is designed to maximise learning and recognise and support the effectiveness of peer-to-peer and experiential learning.

- Are participating in and benefiting from livelihood development and adaptation that is resilient to current and future disaster risk, including risk linked to climate change—especially for older adolescent girls and young women living in vulnerable situations.

Go to [www.PreventionWeb.net URL - TBD] to access resources on how to engage children and youth in activities that support investing in their resilience.

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\(^{41}\) UNDRR Global Assessment Report: [www.undrr.org/we/inform/gar](http://www.undrr.org/we/inform/gar)

Investing in Comprehensive School Safety improves structures and services that build life-long resilience in communities

Throughout the world, countries have been developing and implementing Comprehensive School Safety (CSS) policies that address safer learning facilities, school disaster management and risk reduction and resilience education. The government in Uttar Pradesh, India, was an early pioneer in safer school construction, at scale, ensuring that every new school would be a safe school. With a high earthquake risk, vulnerable school buildings and a lack of knowledge about earthquake-resistant construction methods among the local mason population, the government developed and incorporated earthquake-resistant school designs into construction plans and invested in training local masons and engineers to reduce the risk of earthquake-related deaths and injuries in schools. Tagline: ©2004 Save the Children/Dinesh Singh

- CSS India case study: [www.preventionweb.net/publications/view/61556](http://www.preventionweb.net/publications/view/61556)
- CSS overview: [www.preventionweb.net/publications/view/51335](http://www.preventionweb.net/publications/view/51335)
- Additional case studies on safe learning facilities: [https://gadrrres.net/resources/pillar-1-safe-learning-facilities](https://gadrrres.net/resources/pillar-1-safe-learning-facilities)
- CSS case studies: [www.preventionweb.net/publications/view/61498](http://www.preventionweb.net/publications/view/61498)
- CSS Asia-Pacific trends: [https://www.preventionweb.net/publications/view/61412](https://www.preventionweb.net/publications/view/61412)

Applying an integrated neighborhood approach to disaster recovery and reconstruction in Haiti enhances youth resilience

Enhancing long-term resilience for youth after a catastrophic disaster requires a holistic approach to recovery. Taking this view, the American Red Cross worked across multiple sectors after the 2010 Haiti earthquake to enhance community and household resilience and provide healthy and secure living spaces that support youth safety in affected communities. In addition to interventions in housing, neighborhood infrastructure and livelihoods, cross-cutting themes—including youth engagement, women’s empowerment, disaster risk reduction and environmental preservation—were incorporated into activities to encourage community participation and achieve long-term sustainability. Efforts aimed to expand knowledge, strengthen local economies and improve physical living spaces. To increase disaster preparedness of youth and engage them in community and household readiness, more than 5,000 students in 17 schools were trained on disaster risk reduction and preparedness. The American Red Cross funded the rehabilitation of schools to increase the safety of youth and to serve as community evacuation shelters during emergencies. To improve long-term resilience, more than 200 youth received vocational training and internship opportunities in fields with high probability of employment, helping them relevant skills to find stable livelihoods and start businesses. Tagline: Storms and floods put residents at risk in the community, but youth teams (like this team at an aquatic rescue training session in Cap-Haïtien in Northern Haiti) are
learning to be emergency responders and rescuers so they can help their neighbors when needed. Photo: ©American Red Cross/Garry Calixte

- LAMIKA (page 75 in the publication): [www.preventionweb.net/publications/view/65555](http://www.preventionweb.net/publications/view/65555)

**ADDITIONAL INITIATIVES:**

Guidelines support a community-based approach to safer school construction

Child views contribute to practitioner advocacy for Philippine law designed to keep them safe after a hazardous event
[www.preventionweb.net/files/61554_csspolicycasestudyphilippinesprotec.pdf](http://www.preventionweb.net/files/61554_csspolicycasestudyphilippinesprotec.pdf)

Children build resilience through global actions for safer cities and schools
- Safer Cities, Safer Schools video: [www.youtube.com/watch?v=pNgw_7FM5YA](http://www.youtube.com/watch?v=pNgw_7FM5YA)
- Children and Youth: Voices for Safe Cities and Schools: [https://youtu.be/6-r8QFGXEHk](https://www.youtube.com/watch?v=pNgw_7FM5YA)
- Initiative: [https://gadrrres.net/what-we-do/gadrrres-global-activities/worldwide-initiative-for-safe-schools](https://www.youtube.com/watch?v=pNgw_7FM5YA)
1.6 Enhance disaster preparedness for effective response and “build back better” in recovery, rehabilitation and reconstruction

PRIORITY 4. Experience indicates that disaster preparedness needs to be strengthened for more effective response and ensure capacities are in place for effective recovery. Disasters have also demonstrated that the recovery, rehabilitation and reconstruction phase, which needs to be prepared ahead of the disaster, is an opportunity to “Build Back Better” through integrating disaster risk reduction measures. Women and persons with disabilities should publicly lead and promote gender-equitable and universally accessible approaches during the response and reconstruction phases.

INVOLVING CHILDREN AND YOUTH

Evidence shows that when the wider community engage in DRR planning, preparation and response in partnership with governments, rates of mortality, morbidity and other negative impacts decrease after hazardous events. Including children and youth at different stages of preparedness reduces risk as it increases their own capacities and resilience in the short and long-term.

To achieve Priority 4, authorities, practitioners and youth actors can ensure children and youth of all ages, genders, abilities and cultures:

- Are provided opportunities to both co-design community and school preparedness plans and to be actively engaged in post disaster needs assessment and recovery planning.
- Have the knowledge and spaces to teach others about disaster risk and preparedness, especially through peer-to-peer trainings that are or can be adapted to be child- and youth-friendly, as well as gender and culturally-responsive.
- Know how to stay safe during a hazardous event or an evacuation, no matter where and who they are, including knowledge on where to go if they are separated from people they know. This includes ensuring that all children are able to participate and lead in early warning readiness and safety drills.
- Know how to easily and safely access the services they need. This includes access to food, safe water, medication, sanitation, shelter, sexual and reproductive health information and products, and knowledge on how to respond to sexual and gender-based violence or trafficking risk.
- Have the skills to help themselves and friends cope with short- and long-term trauma, or know where to access culturally-sensitive and age-appropriate wellness support.

Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net) to access resources on how to engage children and youth in preparedness, response, recovery, rehabilitation and rebuilding.

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43 Guidelines for Working with and for Young People in Humanitarian Settings: [www.agendaforhumanity.org/initiatives/3829](http://www.agendaforhumanity.org/initiatives/3829)
Youth-led social enterprise in Nepal using post-earthquake crowdsourced data to support government information sharing on hazards across the country

After the 2015 Gorkha Earthquake in Nepal, nearly 9,000 people contributed information to map critical infrastructures on an open data platform to support humanitarian responders in post-disaster recovery and rebuilding efforts in affected areas. The initial data was used by humanitarian agencies to navigate and plan and in the distribution of relief materials, as well as to mobilise youth volunteers. Youth Innovation Lab, a youth-led civic technology social enterprise is working with the Government of Nepal to develop an integrated Disaster Information Management System (DIMS) that includes the open source data collected by digital volunteers during the 2015 earthquake. The aim of the platform is to provide geospatial data critical to implement Sendai Framework policymaking at local to national levels, as collected by youth volunteers across the country. The crowdsourcing initiative uses mapathons, virtual internships and workshops to build data mapping literacy among youth. They are then able to work together with authorities to increase post-disaster investment efficiency through data-driven disaster governance and resilience building. Tagline: ©2019 Youth Innovation Lab/Skanda Gautam. Data collection in Nepal to map critical infrastructure.

- Youth Innovation Lab/Manuals: www.youthinnovationlab.org; www.youthinnovationlab.org/reportsandpublications
- Government platform: http://bipad.gov.np/incidents

Key actors in humanitarian response commit to collective action for and with youth in crisis settings

In planning for humanitarian response through the Sendai Framework for DRR Priority 4, the Compact for Young People in Humanitarian Action offers a pathway forward to ensure that the priorities, needs and rights of young women and young men, girls and boys affected by disaster, conflict, forced displacement and other humanitarian crises are addressed; and that they are informed, consulted and meaningfully engaged throughout all stages of humanitarian action. More than 50 humanitarian actor signatories to the compact have committed to transform the humanitarian action with and for children, adolescents and young adults along five core areas: SERVICES and programmes engaging youth, PARTICIPATION modalities for youth, CAPACITY building for youth, RESOURCES for young people and youth engagement and DATA on children, adolescents and young adults in humanitarian action.44

- Compact for Young People in Humanitarian Action: www.youthcompact.org and www.agendaforhumanity.org/initiatives/3829
- Guidelines for Working with and for Young People in Humanitarian Settings: www.agendaforhumanity.org/initiatives/3829

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44 www.youthcompact.org

THIS PUBLIC REVIEW VERSION IS NOT THE FINAL DESIGN. THE DESIGNED VERSION WILL BE AVAILABLE 2020 ON PREVENTIONWEB.
• *Igniting Hope* with a focus on services, participation, capacity, resources and data: www.unfpa.org/publications/compact-young-people-humanitarian-action

• Organisational example of agency global pledge to youth engagement: https://rcrcconference.org/pledge/youth-engagement-for-a-better-world

**ADDITIONAL INITIATIVES:**

Students lead communities in DRR preparedness through informal education in Cuba, earthquake drills in Iran and disaster simulations in Nigeria

• Cuba: www.preventionweb.net/files/61511_csspolicycasestudycubastudentsleadi.pdf

• Iran: www.preventionweb.net/files/61513_csspolicycasestudyirannationwidesch.pdf

• Nigeria: www.preventionweb.net/publications/view/66271

Study results in multiple actions to address and prevent sexual and gender-based violence in humanitarian settings, especially for women and girls in Bangladesh, Samoa and Myanmar

www.preventionweb.net/publications/view/50868

Children and youth in refugee settlements participate in child protection programme that supports them to more safely and confidently navigate their new environment and situation

Section 01: Resources, tools and publications

PUBLIC REVIEW NOTE: The final documents will be listed here with a link to a PreventionWeb knowledge Hub that is being built by UNDRR. This will allow for updated documents to be added...

CHILD AND YOUTH RIGHTS

- A field manual for integrating community-based protection across humanitarian programs
- Child Rights and Climate Change Adaptation: Voices from Kenya and Cambodia
  - [https://resourcecentre.savethechildren.net/sites/default/files/documents/3953.pdf](https://resourcecentre.savethechildren.net/sites/default/files/documents/3953.pdf)
- Children’s Rights in Disasters Information Sheet
- Every child’s right to be heard: A resource guide on the UN committee on the rights of the child general comment no.12
  - [https://www.unicef.org/french/adolescence/files/Every_Childs_Right_to_be_Heard.pdf](https://www.unicef.org/french/adolescence/files/Every_Childs_Right_to_be_Heard.pdf)
- I am Safe. We are Safe. A Children’s Guidebook to Our Rights to Survive, Adapt and Recover from Emergencies and Disasters. Save the Children. 2015
  - [https://www.preventionweb.net/educational/view/66661](https://www.preventionweb.net/educational/view/66661)

DISASTER RISK REDUCTION, CLIMATE CHANGE ADAPTATION AND THE SUSTAINABLE DEVELOPMENT GOALS

- A View from 2016 Child-Centered Disaster Risk Reduction and Climate Change Adaptation in the 2030 Agenda for Sustainable Development
- Reducing Risks, Saving Lives. Save the Children’s approach to Disaster Risk Reduction and Climate Change Adaptation
  - [https://www.preventionweb.net/publications/view/10902](https://www.preventionweb.net/publications/view/10902)
- Opportunities and options for integrating climate change adaptation with the Sustainable Development
  - [https://www.researchgate.net/publication/312040238_A_View_From_2016_Child-Centered_Disaster_Risk_Reduction_and_Climate_Change_Adaptation_in_the_2030_Agenda_for_Sustainable_Development](https://www.researchgate.net/publication/312040238_A_View_From_2016_Child-Centered_Disaster_Risk_Reduction_and_Climate_Change_Adaptation_in_the_2030_Agenda_for_Sustainable_Development)
  - [https://www.preventionweb.net/publications/view/55605](https://www.preventionweb.net/publications/view/55605)
- Goals and the Sendai Framework for Disaster Risk Reduction 2015-2030
  - [https://unfccc.int/sites/default/files/resource/techpaper_adaptation.pdf](https://unfccc.int/sites/default/files/resource/techpaper_adaptation.pdf)

DISASTER RISK REDUCTION AND RESILIENCE

- Child-Centered Disaster Risk Reduction: Contributing to Resilient Development
- Child-Centered Disaster Risk Reduction in South Asia
- Child-Centred DRR Toolkit
- Child-Centered Multi-Risk Assessments: A Field Guide and Toolkit
  - [https://www.preventionweb.net/publications/view/61387](https://www.preventionweb.net/publications/view/61387)

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45 The resources in this WIA Guide are drawn from a wide range of organisations and sources. They provide deeper insight into key topics. Use them to inform, influence and guide your DRR policies, programmes and practices for and with children and youth.

THIS PUBLIC REVIEW VERSION IS NOT THE FINAL DESIGN. THE DESIGNED VERSION WILL BE AVAILABLE 2020 ON PREVENTIONWEB.
Child-Centred Urban Resilience Framework: A holistic, systematic and action-based framework for making cities more resilient for children and youth, girls and boys
  - [https://www.preventionweb.net/publications/view/50807](https://www.preventionweb.net/publications/view/50807)

Child Friendly Cities and Communities Handbook

Child-led Disaster Risk Reduction: A Practical Guide
  - [https://www.preventionweb.net/go/3820](https://www.preventionweb.net/go/3820)

Children on the Frontline: Children and Young People in Disaster Risk Reduction

Disaster Risk Reduction Toolkit

From Vulnerability to Resilience: A framework for analysis and action to build community resilience
  - [https://www.jstor.org/stable/j.ctt1hj5968](https://www.jstor.org/stable/j.ctt1hj5968)

Guidance on Risk-Informed Programming: How to integrate an analysis of risk into child rights-focused planning and programming


Resilient Practices: Age 12-18

Shaping urbanization for children: A handbook on child-responsive urban planning
  - [https://www.unicef.org/publications/index_103349.html](https://www.unicef.org/publications/index_103349.html)

Urban Disaster Risk Reduction Framework


My World 2030 Advocates Programme: Compendium of SDG Advocacy and Outreach Tools. A Practical and Fun Guide for Raising Awareness on the SDGs
  - [https://drive.google.com/a/unmgcy.org/file/d/1NJekWS75O_8X7Jy1-vUZkUgaHkQNVKn/view?usp=drive_web](https://drive.google.com/a/unmgcy.org/file/d/1NJekWS75O_8X7Jy1-vUZkUgaHkQNVKn/view?usp=drive_web)

Sustainable Development Solutions Network - Youth (SDSN Youth). Publications and other resources by and for young people. UNFCCC.
  - [https://unfccc.int/topics/education-and-outreach/resources/materials-on-youth](https://unfccc.int/topics/education-and-outreach/resources/materials-on-youth)

Sustainable Development Goals Knowledge Platform for Children and Youth. UNMGCY.

World Youth Report


  - [https://www.preventionweb.net/educational/view/46959](https://www.preventionweb.net/educational/view/46959)

Children and Youth Principles and Barriers for Meaningful Youth Participation
  - [https://sustainabledevelopment.un.org/content/documents/20522UNMGCYPrinciplesandBarriersforMeaningfulYouthEngagement.pdf](https://sustainabledevelopment.un.org/content/documents/20522UNMGCYPrinciplesandBarriersforMeaningfulYouthEngagement.pdf)

Children’s Charter: An Action Plan for Disaster Risk Reduction for and by Children
  - [https://www.preventionweb.net/publications/view/19894](https://www.preventionweb.net/publications/view/19894)

Implementation of the Sendai Framework for Disaster Risk Guidelines for Member States to Safeguard Children’s Rights and Well-being

Seeds for a Safer Tomorrow Toolkit for Promoting Cross-Generational Dialogues and Actions Towards Sendai Framework Implementation
  - [https://www.preventionweb.net/publications/view/53577](https://www.preventionweb.net/publications/view/53577)

Summary report: Children and youth in the post-2015 framework for DRR process
  - [https://www.preventionweb.net/publications/view/45686](https://www.preventionweb.net/publications/view/45686)
• Towards the resilient future children want
  ▪️ https://www.preventionweb.net/publications/view/36582

SENDAI FRAMEWORK TOOLS (www.PreventionWeb.net URL - TBD)
• Sendai Framework Monitor: https://sendaimonitor.unisdr.org
• DesInventar: www.desinventar.org
• National Disaster Loss Databases: www.undrr.org/we/inform/disaster-statistics

ASSESSING RISK, VULNERABILITY AND CAPACITY (www.PreventionWeb.net URL - TBD)
  ▪️ https://www.preventionweb.net/go/61415
  ▪️ https://www.preventionweb.net/go/61214
• Countering Disasters, Targeting Vulnerability. UNDRR. 2011.
  ▪️ https://www.unisdr.org/we/inform/publications/4033
• Integrating climate change and urban risks into the VCA ensure effective participatory analysis and enhanced community action. IFRC. 2014.
  ▪️ https://www.preventionweb.net/go/41048
• Global Assessment Report 2019
  ▪️ http://gar.unisdr.org/report
• Guidance on Risk-Informed Programming: How to integrate an analysis of risk into child rights-focused planning and programming
• Vulnerability and Capacity Assessment (VCA)
  ▪️ https://www.ifrc.org/vca

GOVERNANCE (www.PreventionWeb.net URL - TBD)
• Actions for Children and Youth Resilience: Guide for Governments
  ▪️ https://www.preventionweb.net/publications/view/33529
• Child and Youth Participation – Options for Action
• Children’s Action for Disaster Risk Reduction: Views from Children
  ▪️ https://www.unisdr.org/we/inform/publications/29304
• Child Participation in Local Governance: Guidance & Case Studies

PREPAREDNESS, RESPONSE AND RECOVERY (www.PreventionWeb.net URL - TBD)
• Exploring Approaches and Strategies for Human Services and Child-Serving Institutions to Promote Resiliency and Recovery for Children and Youth Affected by Natural Disasters
• Guidelines for Working with and for Young People in Humanitarian Settings:
  ▪️ www.agendaforhumanity.org/initiatives/3829
• Igniting Hope: A Compact for Young People in Humanitarian Action
  ▪️ https://www.agendaforhumanity.org/initiatives/3829
• Preparedness for Emergency Response
• Recovery Platform (Children section)
  ▪️ https://www.recoveryplatform.org/search/children

Go to (www.PreventionWeb.net URL - TBD) to access child- and youth-friendly global frameworks (including the Sendai Framework) and DRR resources for children and youth to use themselves.
Children help improve safety at home and school

Children are not only learners. They can educate others and influence behaviors. When children in China, Bangladesh and India took home high quality, interactive homework assignments on family safety and resilience, many of their families became involved as co-learners and doers. Together they engaged in assessment and planning, risk reduction and response-preparedness activities at the household level. The children felt satisfied with their efforts, whilst parents, guardians and teachers recognised the need to do even more to be safer at home and at school. The research showed that child-adult transmission of risk reduction information to increase household safety has great potential to mobilise adults and catalyse behavior change. Intergenerational learning calls for a collective effort by students, parents, caregivers, teachers and education administrators. Tagline: ©2018 Save the Children/Zhang Bo

- Research report: www.preventionweb.net/publications/view/61387
- Research-into-Action Brief: https://www.preventionweb.net/publications/view/61516

Youth mapathons provide valuable data for hazardous event response

Undergraduate students of the Department of Geography Universitas Indonesia arranged Mapathon events for hazardous event response in 2018 and 2019 for Central Sulawesi earthquake and tsunami, Anak Krakatau tsunami and for Sentani flash flood. The activities included participative mapping with OpenstreetMap and ESRI platforms to prepare and deliver a report. The youth collected GPS and other data on roads, buildings, etc. for the three locations. They also conducted spatial data analysis that would help in responding to a hazardous event (i.e., coordinating delivery logistics or sending a medical team to the affected area). The Department of Geography Universitas Indonesia partners for the Mapathons included UI Peduli (Universitas Indonesia Disaster Response Team), OpenStreetMap Indonesia, ESRI Indonesia, Indonesia National Disaster Agency and the Indonesia Geospatial Information Agency. Tagline: ©2019 Universitas Indonesia Department of Geography/Nurul Sri Rahayuningtyas

- www.openstreetmap.org
- www.esri.com
- https://tasks.hotosm.org
02
WORDS INTO ACTION: INCLUSIVE DRR

The Sendai Framework for DRR promotes “inclusive, all-of-society engagement and partnership.”

This section highlights how to create and implement meaningful and inclusive policies, strategies and programmes for and with diverse populations of children and youth.
2.1 Inclusive disaster risk reduction

When hazardous events occur in communities, the structures that can marginalise certain groups of people and put them at higher risk of death, injury, illness, exclusion and loss are often connected to deep-seated attitudes, behaviors and norms. Transformation begins with first understanding who is living in the most vulnerable situations to climate and natural hazards in a community. Then to provide equal access, communication and opportunities for participation through supportive laws, policies, programmes, actions and programmes and continuous access to systems and services. Many of today’s children and youth are more open to diversity than their adult counterparts. Involving them and acting on their perspectives can create a more inclusive culture of safety for all of society.

Inclusive DRR and resilience-building requires us to support and engage all children, especially with them in leading roles. To do this, at a minimum:

<table>
<thead>
<tr>
<th>AUTHORITIES</th>
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<tbody>
<tr>
<td>• Include children and youth from diverse backgrounds in developing, implementing and monitoring local and national DRR and resilience-building strategies (offering mentorships, training, funding, accessibility, safe spaces, reasonable accommodation and other targeted supports, including to alleviate burdens of unpaid care work primarily borne by young women and girls, to ensure meaningful participation)</td>
</tr>
<tr>
<td>• Acknowledge treaties and develop policies, funding mechanisms, opportunities and partnerships with children, youth and supportive organisations that expressly support risk reduction for marginalised and minority populations, and ensure their inclusion in disaster risk assessment, planning, implementation, response, monitoring and evaluation (i.e., gender, disability, age, ethnicity, socio-economic status, culture and geography; amongst others)</td>
</tr>
<tr>
<td>• Invest in and incorporate disaggregated data in DRR and resilience-building strategies and policymaking—including gender, age, disability, economic status and ethnicity, at a minimum; and expanding to the local context where possible to include culture, religion, caste, class, geography etc.</td>
</tr>
<tr>
<td>• Develop partnerships for inclusive DRR and resilience-building to allow exchange of expertise and resources among diverse stakeholders</td>
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</tbody>
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<thead>
<tr>
<th>PRACTITIONERS</th>
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<tbody>
<tr>
<td>• Develop and implement empowering programmes that strengthen the capacities children and youth living in vulnerable situations to actively engage in DRR at all levels, keeping in mind budgets may require sufficient funding, time and resources to ensure equal access; reasonable accommodation; culture-, gender-, disability- and age-responsive awareness materials and training; safe spaces; etc.</td>
</tr>
<tr>
<td>• Incorporate localised gender, age, disability, ethnicity, socio-economic status and geography disaggregated data research into DRR and resilience-building programmes to ensure risk-informed programmes are reaching children and youth most at risk</td>
</tr>
<tr>
<td>• Recognise that children and youth facing intersecting inequalities and exclusions. This requires greater support to enhance their access to information and participation in DRR activities and programming. Create programmes with them, or partner with trusted community organisations knowledgeable of relevant history, protocols, governance structures and culture of the community to help break down barriers for vulnerable groups’ participation in such activities (i.e., the Organisation of Persons with Disabilities or groups of persons with disabilities)</td>
</tr>
<tr>
<td>• Increase organisational awareness of, commitment to, and capacity in inclusive DRR programming, practice, advocacy and policy-making.</td>
</tr>
<tr>
<td>• Collect, document and disseminate good, replicable practices for wider inclusive DRR and resilience-building practices</td>
</tr>
</tbody>
</table>
YOUTH

- Recognise other youth have different ideas and experiences that are important to hear; seeking diversity and equality in your peer groups
- Invite youth from diverse groups to your networks or advocacy actions; finding and promoting ways to eliminate barriers to their inclusion and leadership (access, stigma, economics, time constraints, etc.)
- Create safe spaces and rules for engagement that foster inclusion in youth-led activities, ensuring that leadership teams are gender-balanced
- Create DRR actions that recognise that people’s vulnerable situations, capacities and priorities will shift and change over time depending on their age and the different socio-economic, political, cultural and environmental context they are living in

CHILDREN are open to others from a young age with discriminatory practices often learned as they develop, which could contribute to exclusion or adverse inclusion in wider society as they age. Mainstreaming inclusive participation for all children and youth in DRR and resilience-building decision-making and action creates a more equal society that will ultimately keep more people safe in a community.

Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) to learn more about inclusive DRR and resilience-building.

Possible pull-out box to Include on page 36

| Inclusion is more than merely including diverse voices. It is making sure those voices can influence change. |

PAGE 37- PHOTO

We create hazard maps and we show them to our peers so they can learn about where the hazards are in our school.

Neo, age 12
Philippines

SWApp in action video: [https://youtu.be/ovr0W1Evwo0](https://youtu.be/ovr0W1Evwo0) / ©2018 Save the Children

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46 See Appendix 4: Lovell et al., (2019)
2.2 Gender equality in DRR

Gender equitable disaster risk reduction regards gender as a social construct more broadly than biological sex (male, female and intersex). It seeks to understand and respond to how a society defines the roles and responsibilities of girls, boys and non-binary children and youth—including those who identify as LGBTQI2S (also identified as sexual and gender minorities [SGM])—and how that affects their access to information, resources, services and decision-making platforms. Gender equality requires a focus on child and youth rights. Gender inequalities often shape the extent to which young men and women, boys and girls are affected by hazardous events, as well as how they are able to respond and recover.

For instance, girls’ and young women’s right to protection and safe sexual and reproductive health can be threatened due to the higher risk of exposure to sexual and gender-based violence, trafficking and child marriage after disaster displacement. This can create vulnerable living situations that did not exist before, or heighten their current risk. Restrictive gender roles also mean that boys’ right to safety is at risk due to a higher chance of injury or death due to risky lifesaving and rebuilding roles expected in response and recovery. The right to education for children and youth of all genders is also threatened as they may be forced to leave school if their families suffer economic loss after a hazardous event. Girls are often the first removed from school to perform unpaid care work in the home and less likely to return, while boys are more likely to miss school for child labour.

Inclusion through a gender-responsive approach requires, at a minimum, to:

- Collect and respond to gender-age-disability-disaggregated data.
- Analyse gender norms, roles, responsibilities and relations to develop safeguards for disaster response and recovery that will appropriately respond to the vulnerabilities, needs and capacities of girls, boys and non-binary children, young men and women in the particular context.
- Prioritise gender equality actions in disaster risk assessments, planning, implementation and monitoring activities through governance policies, formal and informal protocols and programmes. Include actions that ensure the prevention of and response to sexual and gender-based violence, as well as the continuity of sexual and reproductive health services.
- Take targeted measures (e.g., the adoption of quotas) to strengthen women and girls’ participation and leadership—as called for in the Sendai Framework—to increase their access to resources, services, education, agency and power for understanding and managing disaster risk at all levels.
- Proactively commit to gender equality by recognising and adopting measures to lessen the burden of unpaid care work on women and girls.

WORDS INTO ACTION: Understand and address the needs of young women and girls. Hazardous events impact people differently depending on family dynamics, gender and cultural norms, discrimination, exclusion and other factors affects how they gain information, access and assistance. Young women and girls in particular can face disproportionate risk to the impact of hazardous events when their educational, economic and health needs are not prioritised. For instance, in a humanitarian crisis, women and girls have specific needs and vulnerabilities around menstruation, reproductive health, lactation or pregnancy.

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land rights, access to services and the increased threat of sexual and gender-based violence, trafficking or transactional sex for aid or shelter. At the same time, women and girls are agents of change and often the first responders in disasters. Integrating women’s and girl’s perspectives and ideas equally in local DRR strategies, including early warning systems, risk assessments and preparedness and response strategies can ultimately build the resilience of individuals, families and communities.


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LGBTQI2S CHILDREN AND YOUTH (a.k.a. sexual and gender minorities) face unique risks due to stigma and prejudice against them. For instance, local relief workers have been known to limit or withhold food aid based on discriminatory practices, or lack awareness on medications. Evacuation site structures that segregate sites by *male or female* can increase stress and create the potential for violence. LGBTQI2S children and youth also face a higher risk for mental health trauma, especially if they have been ostracised by their family or community due to their identity (which means they may not be individually registered for relief aid).48

Inclusion for LGBTQI2S children and youth requires, at a minimum, to:

- Invest in age- and culturally-appropriate LGBTQI2S-sensitive communication campaigns with children and youth to shift harmful attitudes and behaviors that dictate and heighten their vulnerability to disaster risk.
- Recognise and ensure an equal voice and influence in emergency management and school safety plans, in national and local DRR strategies and in recovery protocols—especially in identifying discriminating and exclusionary practices that heighten their risk of death, injury, violence or trauma during or after a hazardous event.
- Collect LGBTQI2S-disaggregated data, where safe to do so and in partnership with local LGBTQI2S networks, to develop policies for safe and equal access to shelter, housing, sanitation, humanitarian aid and land redistribution after a hazardous event.

WORDS INTO ACTION: Include attention on family structure during response. Children and youth of parents who are LGBTQI2S are also impacted by discriminatory practices and protocols against them before, during and after a hazardous event.49 LGBTQI2S-headed households often face difficulty registering as households for temporary shelter, aid and recovery, which can impact the safety and security of everyone in the family, including children. Ensuring they are part of planning can help in their protection, safety and access to healthcare and aid in times of crisis.

Go to [www.PreventionWeb.net URL - TBD] to learn more about how to better include LGBTQI2S children and youth and children in DRR, or those in LGBTQI2S-headed households.

48 Gender and disasters: [www.preventionweb.net/publications/view/61526](http://www.preventionweb.net/publications/view/61526)

2.3 Children and youth with disabilities

Persons, children and youth with disabilities include those who have long-term physical, mental, intellectual or sensory impairments in which interaction with barriers may prevent their full participation. Hazardous events can exacerbate their vulnerable living situations due to pre-existing physical, social and economic disadvantages they may be facing. Meaningful and effective participation in DRR on an equal basis with others requires understanding and transforming environmental, communicative, institutional and attitudinal barriers experienced by children and youth with disabilities.

Disability inclusive DRR and resilience-building promotes and addresses the rights, needs and ideas of children and youth with disabilities in ensuring their safety; and highlights their capacities and participation in the whole process as effective, equal contributors. It means developing strategies, policies and programmes for and with children and youth with disabilities that identify and reduce risks they may be exposed to, including underlying drivers. In DRR implementation, this might include identifying and removing physical, attitudinal and communication barriers that might negatively impact their response during a hazardous event, and the subsequent recovery. Disability inclusive DRR and resilience-building training, educational materials and safety planning can help to lower instances of injury and death; decrease stress-induced trauma; and improve equal access to quality basic services like water, healthcare, food, education, recreation, shelter and housing.

Inclusion of children and youth with disabilities into DRR actions—irrespective of age, gender and other social characteristics—requires, at a minimum, to:

- Identify and recognise the specific risks, discriminatory practices children and youth with disabilities may face—taking into account contextual factors such as gender, type of disability, family or social support, discrimination, economic situation, distance to services, etc.—to develop inclusive DRR policies.

- Strengthen the capacities of children and youth with disabilities by removing physical, communication and attitudinal barriers for training, skills-building and information services; prioritising disability-sensitive and accessible communication, training and skills building.

- Actively engage children and youth with disabilities and their representative organisations at all levels of DRR. Support their participation and leadership in decision-making and planning process in developing localised DRR plans at school, home and in their communities; as well as in developing national DRR strategies.

- Ensure children and youth with disabilities can equally participate in DRR actions by identifying referral mechanism and support systems. This includes transport support, provisions of assistive devices and social security systems.

- Collect and disseminate disability disaggregated data and evidence on disability inclusive DRR and resilience-building practices. This ensures reliable data on children and youth with disabilities is available to inform inclusive DRR and resilience-building policies, planning and implementation at all levels, and good practices are shared.

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51 See Appendix 4: Ronoh et. al. (2015)

52 [People with Disabilities Left Behind in Emergencies: www.hi-us.org/people_with_disabilities_left_behind_in_emergencies](http://www.hi-us.org/people_with_disabilities_left_behind_in_emergencies)
• Design and implement joint research and actions that connect diverse stakeholders with unique technical expertise, child and youth inclusion expertise, lived experiences and resources.

• Strengthen the capacities of DRR and disability actors and other relevant stakeholders on how to include children and youth with disabilities in DRR and resilience-building.

**WORDS INTO ACTION: Make DRR disability inclusive.** This can range from individual-level risk reduction actions to national and global planning and policymaking on inclusive DRR and resilience-building. For instance, organisations can provide transportation or an escort allowance to children having difficulties with mobility to attend a DRR training to increase individual participation. Working with children and youth to develop and disseminate DRR information in multiple formats and processes is another example that puts them in a leading role (i.e., adapting DRR info into appropriate written or oral formats, presenting at meetings, conducting peer-to-peer sharing, informing family members on hazards, threats and impact, etc.).

Inclusive DRR and resilience-building is also developing disability inclusive warning signals; ensuring evacuation strategies are adapted for those with difficulties in movement, seeing and hearing; planning for accessible and safe shelters; planning for and with children and youth with disabilities for their protection and safety; and making sure assistive devices are available for children to ensure safe mobility and communication. Understanding the needs of children and youth with disabilities starts with hearing their ideas as active stakeholders and incorporating them into preparedness action. It is also valuable to train children and youth with disabilities, and their family members and caregivers, in humanitarian response as they might be the first responders during a hazardous event.

Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net URL - TBD) to learn more about how to better include children and youth living with a disability in DRR and resilience-building.
2.4 Indigenous and ethnic minority groups

Inclusion of Indigenous Peoples and ethnic minorities in DRR efforts is to recognise and reconcile how historic, systemic, racist and caste- and religion-based exclusion from political and economic power have weakened and are still weakening community capacities to cope with natural and human-made hazards. Alongside collaborative support and engagement, political commitment is needed to shift the trajectory of the next generation facing multiple risks exacerbated by poverty, dispossession of traditional lands, cultural erosion, historic injustice in service provision and environmental degradation. While children and youth in Indigenous and ethnic minority communities face unique risks, they are also educators, actors and advocates they learn and apply traditional knowledge on local hazards. Increasing opportunities for them to actively participate and lead in local DRR initiatives that are land-based, culturally-appropriate and meaningful in their communities can strengthen their resilience.

Inclusion for Indigenous and ethnic minority individuals of all genders requires, at a minimum, to:

- Acknowledge treaties that establish constitutional relationships between Indigenous Peoples and state partners.
- Integrate treaty education into childhood education from the earliest stages.
- Recognise the invaluable capacities Indigenous and ethnic minority children and youth have for keeping their communities safe to develop DRR strategies that capitalise on long-held cultural practices, rich ecological and biodiversity knowledge, historic languages and traditional healthcare practices.
- Develop age-appropriate DRR awareness materials and trainings for and with children and youth that incorporate, protect, respond to and advance cultural heritage, protocols, nature-based values, traditional languages and ways of knowing and being.
- Collaborate with Indigenous and ethnic minority youth in research to inform policies and programmes; ensuring an environment where traditional wisdom can be valued as equal or greater than data based on a colonial or non-Indigenous history.
- Respect and respond to the pluralistic worldview of many Indigenous and ethnic minority groups that the earth exists for all. This means to recognise and respond to how ethnocentric and human-led development interacts with every living being when developing strategies to reduce risk and vulnerable situations that can lead to disaster.

**WORDS INTO ACTION: Respect and respond to culture.** For instance, Indigenous community partnerships can involve working with children, youth and community members to conduct nature-based risk assessments, develop culturally appropriate emergency kits (i.e., kits that include traditional healing systems, invaluable artifacts and local foods), design community-specific evacuation plans evacuation plans to safe spaces that are non-discriminatory (i.e., value Elders and allow traditional practices) and create community-based climate change adaptation strategies that incorporate local solutions for maintaining cultural harmony. Culturally engaged education, including the involvement of local Elders and other knowledge holders, will inform children of the histories of oppression that have led to particular vulnerabilities that need addressing.

Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net) to learn more about how to better include children and youth from Indigenous and ethnic minority groups in DRR and resilience-building.

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53 Also referred to as Disaster Risk Creation: [https://council.science/cms/2017/05/DRR-policy-brief-3-forin.pdf](https://council.science/cms/2017/05/DRR-policy-brief-3-forin.pdf)

54 See Appendix 4: Lambert and Snow (2019)
2.5 Migrants and displaced populations

Around the world more than 50 million children and youth have already been forcibly displaced from their homes due to conflict, human rights violations, violence, and hazardous events, including those caused or magnified by climate change. Millions more leave their homes and countries in search of a better life when climate changes threaten their livelihoods, including drought, changing rainfall patterns and sea level rise, etc. They may face higher risk in a new community due to local language difficulty, lack of local knowledge and social networks, cultural and legal practices different than their own, mobility restrictions or discrimination and xenophobia. When working for and with migrant and displaced children and youth (including those at risk of displacement), particular groups may require extra attention, budgeting and strategies to address their needs and participation. For example, unaccompanied children, children and youth formerly associated with armed groups and out-of-school and unemployed youth.

Inclusion in DRR for migrants and displaced children and youth of all genders requires, at a minimum, to:

- Understand and minimise the risks of disaster displacement through 1) Helping children and youth stay where they are by improving climate change adaptation and DRR, especially in areas or communities at increased displacement risk; and 2) Facilitating regular migration or planned relocation, which means helping people move out of harm’s way before a hazardous event occurs.
- Take action to protect children, youth and their carers who have been displaced when measures to minimise disaster displacement risk fail or are insufficient. This applies equally to internally displaced people and those who seek refuge across borders.
- Understand and minimise the risks children and youth might face during displacement, from their perspective and with their participation, by integrating child protection and assistance minimum standards in preparedness and response planning—e.g., how to protect children during evacuations.
- Understand and minimise the risks children and youth might face at the end of displacement when solutions are found.
- Involve migrant and displaced children and youth in host countries and communities in DRR strategic planning to ensure current and future local laws, treaties, provisions, resources and services address their needs and uphold their rights to protection, safety and participation. This includes sharing information and incorporating children and youth perspectives on return, integration (in the place they sought refuge) and resettlement options.
- Leverage the potential role of migrant children and youth in engaging and mobilising their families in preparedness and response actions, such as through serving as interpreters or by supporting contingency and evacuation and relocation planning and implementation.
- Develop and implement strategies for and with children and youth to anticipate and address post-traumatic stress, anxiety, depression, increased drug or alcohol use and other wellness concerns during and after a disaster displacement.

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56 Migrants in DRR: https://publications.iom.int/books/migrants-disaster-risk-reduction-practices-inclusion
- Remove legal or administrative barriers that might prevent displaced and migrant populations from accessing education and healthcare; ensure education and training facilities are safe and secure; and have services in place to provide personal documentation and family tracing and reunification services for separated and unaccompanied children after a hazardous event that causes displacement.

- Involve children and youth in creating and sharing age-, culture- and linguistic-appropriate communication on disaster preparedness, early warning, response and recovery—building on the strong networks and relationships they often have as migrants.

**WORDS INTO ACTION: Identify and strengthen coping skills.** Children and youth who have migrated or been displaced have unique insights into what they need for safety and security. Because disasters can be an extension of everyday hardships, they already have knowledge and coping skills they can build on to face new challenges in unfamiliar environments.

Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) to learn more about how to better include and address the needs of migrant and displaced children and youth in DRR and resilience-building.
2.6 Children and youth at different ages

Hazardous events affect children and youth in different ways and at different stages of their lives. Their vulnerabilities, capacities and priorities will shift and change over time depending upon where they are in their development lifecycle, and the different socio-economic, political, cultural and environmental context they are living in. For instance, school closures during an evacuation can adversely impact a young child’s development more than a young adult. Similarly, children under the age of five can suffer long-term cognitive problems due to malnutrition. These problems may be compounded for children and youth living in poverty or vulnerable situations, or children and youth facing intersecting inequalities. Adolescents and older youth might battle suicidal thoughts to cope with post-traumatic stress, be pushed into risky sexual behaviours or child marriage or have their access to sexual and reproductive health services interrupted. Tailoring DRR data and actions to children and youth of different ages responds to how they live, learn, participate and lead different DRR and resilience-building activities and programming.

Inclusion based on age and lifecycle development requires, at a minimum, to:

- Seek age, gender, disability, ethnicity, socio-economic status and geography-disaggregated data to allow for more equal and effective participation of children and youth at different stages of their lives, and to help ensure policies, programming and allocation of resources are appropriately targeted towards their needs and priorities before, during and after a hazardous event.
- ‘Promote comprehensive school safety, including safe learning facilities that protect children and teachers from the impacts of disaster; raise awareness about environmental shocks and stresses; and promote contingency and preparedness plans, including ensuring education continuity’ after a hazardous event.
- Develop age-responsive education materials, skills and participation with opportunities to create safer schools and homes. This includes creating favorable circumstances and environments for inclusion and holding authorities to account for gaps in systems and services that support child and youth well-being and development.
- Implement DRR and resilience-building initiatives that reach out-of-school children and youth of all ages.
- Create opportunities for children and youth to increasingly have control over what they do, their own bodies and decisions that affect them in a process of reducing risk and building resilience—especially for those living in vulnerable situations.

WORDS INTO ACTION: Increase child and youth responsibilities as they age. During and after a hazardous event, infants and children in their early years often rely on adults to act on their behalf to protect them and keep them safe. This changes as children gain the knowledge, confidence and ability to participate more actively in decision-making and implementation of activities. Matching their role and responsibilities to their development lifecycle can build their confidence and enjoyment for meaningful participation and engagement in DRR and resilience-building activities (while ensuring this is voluntary and does not add a burden).

Go to [www.PreventionWeb.net URL - TBD] to learn more about how to better include children and youth of all ages in DRR and resilience-building.

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58 See Appendix 4: Diwakar et al., (2019); Lovell et al., (2019); UNDRR Global Assessment Report: [www.unisdr.org/we/inform/gar](http://www.unisdr.org/we/inform/gar), pg. 153

59 See Appendix 4: Diwakar et al., (2019;) pg. 14

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2.7 Children and youth living with socio-economic inequity

While more than a billion people have risen above the poverty line in the last two decades, millions fall back into poverty or remain chronically poor due to the impact of natural and human-made hazards and other shocks and stresses, including climate change and climate variability. Poverty affects children and youth by increasing their risk of death, displacement and multidimensional deprivations when knowledge, access or mobility are limited. It also dictates where they live (i.e., rural areas, slums or on the street), their access to healthcare and education, and livelihood prospects, which are all factors that can increase vulnerability. Similarly, natural hazard-related disasters, including those influenced by climate change, can affect children and youth directly (through the effects on household poverty trajectories and individual deprivation) and indirectly (through the effects on services and systems central to children’s wellbeing and long-term development, including health, nutrition, WASH and education). While extreme poverty creates differing hardships for children and youth, they also possess a wealth of experience, knowledge and innovative ideas that can help them overcome vulnerable living situations.

Inclusion based on socio-economics requires, at a minimum, to:

- Lower barriers for children and youth of all genders living in poor communities to reduce disaster risk and impact, which is a major contributor to household and intergenerational cycles of poverty (providing sufficient time, access, resources and capacity-building required for their involvement).
- Respond to how economic, social, physical and environmental factors intersect in a given context. Develop strategies to transform harmful exclusionary cultural factors—such as caste, class or ethnic-related discrimination—that play a multiplying role in increasing disaster risk for children and youth.
- Develop resilience capacities of marginalised children and youth, and the households in which they reside, such that they are able to experience sustained escapes from poverty and break the intergenerational transmission of poverty.
- Integrate risk-informed development actions for and with children and youth into poverty-eradication policies, mechanisms and programmes to ‘tackle chronic poverty, stop impoverishment, sustain poverty escapes’ and build adaptive capacities to support children’s development outcomes despite environmental shocks and stresses.

WORDS INTO ACTION: Respond to how socio-economic factors affect adolescent and youth participation. Socio-economics also plays a role in whose voices are being heard in decision-making spaces. For instance, volunteer and intern opportunities for adolescents and youth can be effective in building skills, confidence, a sense of belonging and future work opportunities. However, they can also fail to fully account for the economic realities they face, which can—even unintentionally—privilege and advance those already with higher socio-economic status, or exclude those who face existing inequalities. An invitation alone may not be enough to overcome historic inequities in voice, power and education; and may further disenfranchise those who are already living in vulnerable situations.

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61 See Appendix 4: Diwakar et al. (2019)
62 See Appendix 4: Diwakar et al. (2019), pg. 22
63 Diversity and Inclusion in Youth Development: [https://jyd.pitt.edu/ojs/jyd/article/viewFile/177/163](https://jyd.pitt.edu/ojs/jyd/article/viewFile/177/163)
Inclusive DRR and resilience-building policies and programmes will often need additional provisions for training, mentorship, transportation or local facilitators with trusted community members and youth groups, such as the Scouts, for inclusion of adolescents and youth who may not be the first to raise their hands to participate but have invaluable contributions to community well-being.

Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) to learn more about how to better include children and youth from diverse socio-economic backgrounds in DRR and resilience-building.
Section 02: Resources, tools and publications

INCLUSION

- Building resilience for all: intersectional approaches for reducing vulnerability to natural hazards and climate change
- Consideration of Marginalised and Minority Groups in a National Disaster Risk Assessment. UNDRR. 2017
  - [https://www.preventionweb.net/files/52828_kconsiderationofmarginalized[1].pdf](https://www.preventionweb.net/files/52828_kconsiderationofmarginalized[1].pdf)
- Every Last Child: The children the world chooses to forget
  - [https://www.savethechildren.org/content/dam/usa/reports/advocacy/EVERY-LAST-CHILD.PDF](https://www.savethechildren.org/content/dam/usa/reports/advocacy/EVERY-LAST-CHILD.PDF)
- Evidence Brief 5: Protection and Inclusion
- Including Children in Disaster Risk Reduction. GADRRRES. 2018
  - [https://www.preventionweb.net/files/61519_includingchildreninrrr2abriefeng20.pdf](https://www.preventionweb.net/files/61519_includingchildreninrrr2abriefeng20.pdf)
- Inclusive Disaster Risk Reduction. Handicap International. 2017
  - [https://www.preventionweb.net/publications/view/54324](https://www.preventionweb.net/publications/view/54324)
- Intersectional approaches to vulnerability reduction and resilience-building
- Towards Inclusion: A Guide for Organisations and Practitioners
  - [https://www.preventionweb.net/go/58603](https://www.preventionweb.net/go/58603)

GENDER EQUALITY

- Actions Not Words: Confronting Gender Inequality through Climate Change Action and Disaster Risk Reduction in Asia
- Addressing the Gender Inequality of Risk in a Changing Climate. UN WOMEN. 2016.
  - [https://trainingcentre.unwomen.org/pluginfile.php/66830/mod_folder/content/0/Addressing%20the%20gender%20inequality%20of%20risk%20in%20a%20changing%20climate.pdf?forcedownload=1](https://trainingcentre.unwomen.org/pluginfile.php/66830/mod_folder/content/0/Addressing%20the%20gender%20inequality%20of%20risk%20in%20a%20changing%20climate.pdf?forcedownload=1)
- Adolescent Girls in Disaster & Conflict: Interventions for Improving Access to Sexual and Reproductive Health Services
- Building back better or restoring inequalities? Gender and conflict sensitivity in the response to Nepal’s 2015 earthquakes
  - [https://www.international-alert.org/publications/building-back-better-or-restoring-inequalities](https://www.international-alert.org/publications/building-back-better-or-restoring-inequalities)
- CEDAW General Recommendation No. 37 on Gender-related dimensions of disaster risk reduction in the context of climate change
- Empowerment and Accountability for Gender Equality in Humanitarian Action and Crisis Response
- Effective law and policy on gender equality and protection from sexual and gender-based violence in disasters
  - [https://www.preventionweb.net/publications/view/55684](https://www.preventionweb.net/publications/view/55684)
- Empowerment and Accountability for Gender Equality in Humanitarian Action and Crisis Response

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64 The resources in this WiA Guide are drawn from a wide range of organisations and sources. They provide deeper insight into key topics. Use them to inform, influence and guide your DRR policies, programmes and practices for and with children and youth.

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• Engendering Transformational Change: Gender Equality
• Gender and Disasters: Considering Children
• Gender Equality and Women’s Empowerment in Disaster Recovery
  o https://www.preventionweb.net/go/59964
• Guidelines for integrating gender-based violence interventions in humanitarian action: reducing risk, promoting resilience and aiding recovery
  o https://www.preventionweb.net/publications/view/45578
• Minimum standards for prevention and response to gender-based violence in emergencies
  o https://www.preventionweb.net/publications/view/47102
• Minimum standards for protection, gender and inclusion in emergencies
  o https://www.preventionweb.net/publications/view/61818
• National Gender and Emergency Management guidelines
• Nepal Gender Equality and Social Inclusion Profile for Humanitarian Action and Disaster Risk Reduction
• Time to Act on Gender, Climate Change and Disaster Risk Reduction
• Women’s Leadership in Risk-Resilient Development
  o https://www.unisdr.org/files/42882_42882womensleadershipinriskresilien.pdf
• Women’s Voices & Agencies in Community-Based Disaster Risk Reduction
  o http://www.gdnonline.org/resources/Women's%20voices%20and%20agencies.pdf
• Violence against women and girls resource guide: disaster risk management brief
  o https://www.preventionweb.net/publications/view/45379
• Youth Leap into Gender Equality: UN WOMEN’S Youth and Gender Equality Strategy – Empowered Young Women and Young Men as Partners in Achieving Gender Equality. UN WOMEN. 2017.

DISABILITY (www.PreventionWeb.net URL - TBD)
• Checklist for including children with disabilities in preparedness, response and early recovery, recovery and reconstruction. UNICEF
  o http://training.unicef.org/disability/emergencies/resources.html
• Disability inclusion and disaster risk: Principles and guidance for implementing the Sendai Framework. Disability Inclusive DRR Network
  o http://www.didrrn.net/
• Disability inclusion and disaster risk reduction: overcoming barriers to progress –
• Disability Inclusive DRR Network
  o http://www.didrrn.net/
• Disability inclusion and disaster risk reduction: overcoming barriers to progress –
• Disability Inclusive Disaster Risk Management: Voices from the Field and Good Practices
• Disability Inclusive WASH Practices. UNICEF. 2018.
• Guideline on Inclusive Disaster Risk Reduction: Disabilities and Disasters
• Including Children with Disabilities in Humanitarian Action: Preparedness, Response and early recovery, recovery and reconstruction. UNICEF. 2017
• Inclusive Disaster Risk Reduction: A policy paper brief
  o https://hi-canada.org/sn_upload/fck/PP13Brief_InclusiveDRR.pdf
• Inclusive Disaster Risk Reduction: A policy paper
• Module on Child Functioning: Questionnaires
  - https://data.unicef.org/resources/module-child-functioning/
• Take Us Seriously! Engaging Children with Disabilities in Decisions Affecting their Lives. UNICEF. 2013
  - www.unicef.org/disabilities/files/Take_Us_Seriously.pdf
• Young Persons with Disabilities: Global Study on Ending Gender-Based Violence, and Realising Sexual and Reproductive Health and Rights
  - https://www.unfpa.org/publications/young-persons-disabilities

INDIGENOUS PEOPLES AND ETHNIC MINORITIES (www.PreventionWeb.net URL - TBD)
• Aboriginal Disaster Resilience Planning. Online toolkit. Justice Institute of British Columbia, Canada.
  - https://adrp.jibc.ca
• Engaging Indigenous Peoples in Disaster Risk Reduction. UNDRR. 2013
• Recommendations for Engaging Indigenous Peoples in Disaster Risk Reduction: Including approaches and strategies to reduce disaster and overcome existing challenges to their implementation

MIGRATION AND DISPLACEMENT (www.PreventionWeb.net URL - TBD)
• Camp Management Toolkit, IOM, NRC, UNHCR, 2015
• Disaster Displacement: How to Reduce Risk, Address Impacts and Strengthen Resilience. UNDRR. 2017
  - https://www.unisdr.org/we/inform/publications/58821
• Evaluation of Filles Éveillées (Girls Awakened): A pilot program for migrant adolescent girls in domestic service
• Global Refugee Youth Consultations
• Global Report on Internal Migration
  - http://www.internal-displacement.org/globalreport2016/
  - https://openknowledge.worldbank.org/handle/10986/29461
• Guidelines to Protect Migrants in Countries Experiencing Conflict or Natural Disaster
  - https://micicinitiative.ian.n/micicinitiative
• IASC Framework on Durable Solutions for Internally Displaced Persons, IASC, 2010
  - https://www.unhcr.org/50f94cd49.pdf
• IASC Operational Guidelines on the Protection of Persons in Situations of Natural Disasters
• Migrants in Disaster Risk Reduction: Practices for Inclusion. IOM. 2017
  - https://publications.iom.int/books/migrants-disaster-risk-reduction-practices-inclusion
• No place to call home: Protecting children’s rights when the Changing climate forces them to flee. UNICEF. 2017
  - https://www.preventionweb.net/publications/view/52689
• Relocations to Protect People from Disasters and Environmental Change: A Toolbox
• Taking Sendai Forward: IOM Strategic Work Plan on Disaster Risk Reduction and Resilience 2017-2020. IOM. 2017

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**The Refugee Children’s Progress Report**
- ["We Believe in Youth" GRYC Final Report](https://www.womensrefugeecommission.org/youth/resources/1385-gryc-final-report-sept-2016)

**AGE** ([www.PreventionWeb.net URL - TBD](https://www.preventionweb.net/))
- Child poverty, disasters and climate change: Investigating relationships and implications over the life course of children
- Child poverty and adolescent transitions
  - [https://static1.squarespace.com/static/56588879e4b0060cdb607883/t/5a709d71ec212dbf94f6c159/1517329795001/Adolescent+Transitions+Brief_Global+Coalition+to+End+Child+Poverty.pdf](https://static1.squarespace.com/static/56588879e4b0060cdb607883/t/5a709d71ec212dbf94f6c159/1517329795001/Adolescent+Transitions+Brief_Global+Coalition+to+End+Child+Poverty.pdf)

**SOCIO-ECONOMICS** ([www.PreventionWeb.net URL - TBD](https://www.preventionweb.net/))
- Global Assessment Report 2019
  - [https://gar.unisdr.org/](https://gar.unisdr.org/)
- Linking Disaster Risk Reduction and Poverty Reduction
  - [https://www.unisdr.org/files/3293_LinkedDisasterRiskReductionPovertyReduction.pdf](https://www.unisdr.org/files/3293_LinkedDisasterRiskReductionPovertyReduction.pdf)
- Risk-informed development: from crisis to resilience
- Understanding children’s risk and agency in urban areas and their implications for child-centred urban disaster risk reduction in Asia
  - [https://www.preventionweb.net/publications/view/36287](https://www.preventionweb.net/publications/view/36287)

Go to ([www.PreventionWeb.net URL - TBD](https://www.preventionweb.net/)) to access DRR resources for children and youth to use themselves.
03

WORDS INTO ACTION:

MULTISECTOR DRR

The Sendai Framework for DRR promotes “coherence across systems, sectors and organisations.”

This section highlights service areas in DRR for building and strengthening partnerships that create a holistic culture of safety for children and youth, leading to greater collective impact.
3.1 The value of a multisector approach to DRR

Governments, civil society, the private sector, academia, families, parents, communities, children and youth all have a role to play in tackling the complex and underlying social, environmental and economic drivers of disaster risk. Greater collective impact\textsuperscript{65} is possible when diverse sectors commit to share agendas, activities, resources, communication, relationships and research that support and engage children and youth.\textsuperscript{66} While many stakeholders are working around the world to reduce disaster risk, the following sectors are often the most visible in the lives of children and youth before, during and after a hazardous event. Their combined efforts not only aim to keep children and youth safe, but can support long-term sustainable development goals of the Global Agenda 2030.\textsuperscript{67}

While different SDGs connect to some sectors more easily, each one is interconnected and reliant on others. Collaboration can break down siloed ways of working to make sure no children or youth are left behind.

Similarly, children and youth should not always be in their own grouping. Rather, work to integrate children and youth representatives within different sectors, thus streamlining their participation.

\textsuperscript{65} Collective Impact initiatives: \url{http://sparkpolicy.com/collective-impact-impact-cross-site-study-25-collective-impact-initiatives}

\textsuperscript{66} The Children’s Charter for Disaster Risk Reduction, developed by Children for Changing Climate Coalition, provides guidance for an integrated approach to reducing disaster risks for children (see page 15)

\textsuperscript{67} 2030 Agenda: \url{https://sustainabledevelopment.un.org/post2015/transformingourworld}
3.2 Education

Outside of the home, the education sector is where preschoolers through 18-year olds spend the bulk of their time (notwithstanding the 263 million children and youth globally who are out-of-school). The sector is responsible for both the safety and welfare of children as well as their learning. Normative policies, standards, resources, curriculum and informal learning opportunities all contribute to the safety, survival and equitable access to education for children and youth. Disruptions caused by hazards can lower educational outcomes, reduce lifelong learning potential and threaten school readiness at the younger end, educational achievement in the middle and school completion for adolescents—especially for girls, boys and non-binary adolescents are affected differentially dependent upon context.

The education sector is also where children and youth learn, share, research and implement their learnings. It is imperative DRR and resilience-building knowledge materials and curricula are designed according to global standards, and integrated into secondary schools, universities and other educational bodies. This will support youth from any country to collaborate at high academic levels and advance the technical and social knowledge of how to effectively prevent, mitigate, prepare for and respond to disaster risk, including the increasingly severe impacts of a changing climate.

Education is a cornerstone of the safety and resilience of a society, as well as a driver of reduced vulnerability.

- Schools can be both a place to learn to be safe from hazards and safe from disaster risk, and can be an entry point to greater community-wide DRR initiatives—including places of informal education.
- Children and youth of all ages can learn to identify risks, and how to reduce them to save lives, prevent injuries and minimise damage and harm.
- A greater number of children and youth will be safer when disaster risk reduction curricula and plans are inclusive, equitable and non-discriminatory, and reach children and youth in both formal and informal education settings.
- Some of threats girls and women face and that are heightened in disasters and their aftermaths, including sexual and gender-based violence, are in part the product of norms that can be changed through effective education on gender and power, including in the context of disruption and displacement.

WHAT CAN YOU DO?

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<th>AUTHORITIES</th>
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<tbody>
<tr>
<td>→ Adopt a comprehensive, policy-driven and child- and youth-centred approach to school safety—including safer school facilities, school safety management and risk reduction and resilience education</td>
</tr>
<tr>
<td>→ Identify focal points at national, sub-national, and school levels and develop their capacity to spearhead school safety and resilience</td>
</tr>
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Conduct technical and non-technical assessments and planning to ensure that every new school is a safe school, and to replace unsafe school infrastructure to ensure educational continuity should a hazardous event occur.

Formalise and mainstream school safety drills in policy and practice.

### PRACTITIONERS

- Co-develop inclusive, gender and age-appropriate formal and informal curricula from the primary to university level that supports children and youth to actively participate in risk assessment, risk reduction and response preparedness activities at school and at home. Include content targeting the structural drivers of heightened disaster risk for some communities, including gender inequality, poverty and exclusion.
- Facilitate adaptation and adoption of global best practices in standard operating procedures for disasters and emergencies in schools.
- Engage all children in hands-on, reflective learning (experiential learning) when implementing comprehensive school safety (see the CSS framework on the next page).
- Ensure learning opportunities for out-of-school children and youth.

### YOUTH

- Be aware and prepared for hazard impacts at school, home and in your community; sharing your knowledge with children, your peers, family members and others.
- Join or create school clubs that focus on local safety, environment preservation and/or climate change action to raise awareness, advocate for change and hold authorities to account for your rights.

### CHILDREN

Children can often take on more responsibility for their safety than authorities and practitioners often expect. At early ages they can learn and teach rules to follow. This can evolve into being able to recognise and prepare for greater disaster risks in the places they go to school and live.

Go to [www.PreventionWeb.net URL - TBD](https://www.preventionweb.net) to learn more children, youth, DRR and the education sector.

Go to [https://gadrrres.net/what-we-do/gadrrres-global-activities/CoP](https://gadrrres.net/what-we-do/gadrrres-global-activities/CoP) to learn about the Safe Children Safe Schools global community-of-practice.
COMPREHENSIVE SCHOOL SAFETY

Education is foundational in the lives of children and youth. Because of this, it creates an opportunity to create a culture of safety at an early age that will stay with them into adulthood. Comprehensive School Safety (CSS) has been developed as an important policy design framework that can help reduce the impacts of hazardous events on children, youth and the wider educational sector.  

Find resources on CSS in Section 03: Resources, tools and publications.

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70 Adapted from www.preventionweb.net/publications/view/55548

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3.3 Health and Nutrition

The management of health risks associated with emergencies and hazardous events for children and youth depends on many sectors whose actions contribute to effective health emergency preparedness and disaster risk management (Health EDRM) and improved health outcomes. Collectively the health sector and other sectors (such as the WASH, education and social protection sectors) provide information, services, strategies and systems that prevent the loss of life or function before, during and after a hazardous event. In a healthy and safe community, children and youth have full access to clean water, unpolluted air, safe spaces, nutritious food and basic health services.

All hazardous events pose health risks that can lead to death, injury, disease, disability, psychosocial problems other health impacts with consequences for children’s short- and long-term emotional, social and cognitive development. The impacts are often more severe for children and youth in populations with higher levels of vulnerability and lesser coping capacities.

- Children living in vulnerable situations are prone to high level of risk of malnutrition and other associated diseases and health risks and infections. Malnutrition and micronutrient deficiencies have a significant impact on child health due to the direct effects of the deficiency, but also due to reduced resistance caused by nutritional deficiencies that makes children more vulnerable to infections.
- Young children living in vulnerable situations in particular have a higher level of risk as they are dependent on their parents, extended family and other caregivers in the community who may struggle themselves to provide sufficient care due their own vulnerable situations.
- Vulnerable situations heighten adolescent girls’ and LGTBQI2S youth’s vulnerability to sexual and gender-based violence, unintended pregnancy, HIV infection, maternal death and disability, early and forced marriage, rape, trafficking and sexual exploitation and abuse. In emergencies, adolescent girls and sexual and gender minorities need tailored programming to increase their access to sexual and reproductive health services, including family planning and to protect them from sexual and gender-based violence.
- Children displaced or separated from their parents, family and communities have an increased risk of death and can suffer short- and long-term psychological trauma, which are exacerbated in unstable environments.
- Communicable diseases including acute respiratory illness, diarrhoea, malaria and measles are the most common causes of child mortality globally and have been shown to increase during and after hazardous events.

While recognising practitioners and authorities as duty bearers for health and nutrition services, children and youth also have a unique role to play in sharing knowledge and influencing positive, or negative, behaviour. When they have sufficient knowledge, capacities and adult support (and it is safe to do so), they can:

- Identify and help mitigate risky health behaviours. This can include informing adults about protective actions (e.g., safety measures for earthquakes, tsunamis, infectious diseases that they may have learned in school) and how to avoid harmful practices (e.g., consuming potentially contaminated water and food in emergencies)
- Provide peer peer-to-peer health and nutrition support before, during and after a hazardous event to lower the risk of injury, malnutrition or disease. For instance, sharing information about issues of
common concern, such sexual and reproductive health or safe water, sanitation and hygiene practices.\textsuperscript{71}

- Help caregivers identify and refer malnourished or unhealthy young children to health services (both children and youth) as well as identify discriminatory practices in health policies and services (adolescents and older youth) that can help shape better policies, protocols and improved services to address the needs of youth and children.

**WHAT CAN YOU DO?**

<table>
<thead>
<tr>
<th>AUTHORITIES</th>
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<tbody>
<tr>
<td>➔ Assess the respective health risks for children of all ages (including neonates, infants, children, adolescents and older youth) and for different risk scenarios as they will differ between age groups and hazards (e.g., drought, flood, heatwave, epidemic)</td>
</tr>
<tr>
<td>➔ Develop multisectoral and health sector policies, programmes and plans address the health risks and needs for different age groups</td>
</tr>
<tr>
<td>➔ Involve children and youth in health EDRM processes and nutrition decisions to build trust and solicit inputs to process and design strategies to ensure a healthy community for all</td>
</tr>
<tr>
<td>➔ Develop health and nutrition services and orientate health facilities to meet child- and youth-specific needs in ways that are friendly, safe, accessible in location and cost, non-judgemental and culturally acceptable for all genders and abilities. These protocols should extend from prevention to preparedness, response and recovery</td>
</tr>
<tr>
<td>➔ Partner with children and youth to develop and share government-supported information on health and nutrition issues relevant to them, such as prevention, preparedness and response to mental health, sexually-transmitted infections including HIV, access to clean water or injuries that can increase after a hazardous event</td>
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<tr>
<th>PRACTITIONERS</th>
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<tbody>
<tr>
<td>➔ Incorporate health issues, including risky social and physical behaviors, into child- and youth-led risk assessments. This ensures emergency warning systems, preparedness and response enact child- and youth-informed needs and ideas for safety</td>
</tr>
<tr>
<td>➔ Work with local health workforce and school teachers to identify health and nutrition needs of at-risk sub-populations and individuals living in vulnerable situations to ensure that measures are put in place to address their needs (e.g., children and youth with disabilities, LGBTQI2S individuals, migrant groups)</td>
</tr>
<tr>
<td>➔ Prioritise health and nutrition measures before, during and after a hazard event (e.g., clean water, immunisation, primary care) that reduce the heightened threat of diarrhoea, pneumonia, malaria, malnutrition and neonatal causes on children under age five</td>
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<tr>
<th>YOUTH</th>
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<tbody>
<tr>
<td>➔ Participate in community processes aimed at assessing risks, planning, programming of health and nutrition services and evaluations to ensure children and youth needs are met</td>
</tr>
<tr>
<td>➔ Develop, share and distribute culturally adapted health and nutrition information on self- and community protection to your peers, families and communities before, during and after a hazardous event, including on injury prevention, reproductive health and child protection</td>
</tr>
<tr>
<td>➔ Learn strategies to support yourself and your peers facing psychosocial trauma like anxiety, depression and thoughts of self-harm and suicide</td>
</tr>
<tr>
<td>➔ Join community volunteer health groups, including those on nutrition, water, hygiene and sanitation</td>
</tr>
<tr>
<td>➔ Learn about health emergency and disaster risk management to promote health protection in formal and informal settings</td>
</tr>
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| CHILDREN | are often strong health advocates with skills in developing and sharing messaging that speaks to their peers in child-friendly language and on the most-used social media platforms (making sure social media use is empowering and safe for those sharing their messages) |

Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net URL - TBD) to learn more about managing health and nutrition risks for children and youth.

\textsuperscript{71} Inter-Agency Manual on Reproductive Health in Humanitarian Settings: [http://iawg.net/iafm/](http://iawg.net/iafm/)

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3.4 Water, sanitation and hygiene (WASH)

The water, sanitation and hygiene (WASH) sector provides essential infrastructure and services that are not only critical for child and youth development but can save lives in humanitarian settings. This includes having access to clean water; safe and accessible sanitation facilities for all; and knowledge, resources and skills for good hygiene. Integrating water, sanitation and hygiene into the everyday creates good practices that can save lives and reduce disaster risks in the short- and long-term.

Children and youth are already activating proven strategies that strengthen WASH:

- They are effective communicators, educators, change agents and advocates for better hygiene in communities; positively changing the attitudes and behaviors of their peers and adults.
- They are developing campaigns, creating technologies and participating in efforts to secure water resources today and in the future.
- They are developing green innovations for clean water, composting sanitation facilities and other inventions that address complex WASH challenges.
- They actively participate in identifying WASH risks and needs, particularly in schools and learning spaces and support in design of safe WASH facilities and programmes.

**WHAT CAN YOU DO?**

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<th>AUTHORITIES</th>
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<tbody>
<tr>
<td>➔ Ensure all schools have adequate and safe water and sanitation facilities before and after a hazardous event, as this can highly affect girls’ attendance if they feel unsafe or unable to discreetly manage menstruation health</td>
</tr>
<tr>
<td>➔ Provide government support for WASH education to be integrated into school education and Community-Led Total Sanitation (CLTS) efforts</td>
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<th>PRACTITIONERS</th>
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<tbody>
<tr>
<td>➔ Proactively engage children in child-centred WASH risk, vulnerability and capacity assessments</td>
</tr>
<tr>
<td>➔ Involve children and the youth most at risk, especially girls, in designing and disseminating WASH messaging and initiatives to ensure they reach and resonate with those both in and out of school, including preparedness around Menstrual Hygiene Management (MHM)</td>
</tr>
<tr>
<td>➔ Include WASH activities into child and youth programmes as part of wider efforts to implement the <em>Sendai Framework</em> priorities for action and mainstream DRR efforts</td>
</tr>
<tr>
<td>➔ Develop strategies that ensure safe sanitation routes and facilities to lower the threat of sexual and gender-based violence that can increase for girls and LGBTQI2S children and youth in humanitarian settings</td>
</tr>
<tr>
<td>➔ Involve children actively in WASH risk reduction, mitigation and adaptation plans developed and implemented in schools and community</td>
</tr>
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<tr>
<th>YOUTH</th>
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<tbody>
<tr>
<td>➔ Become a champion for spreading information about inclusive clean water and sanitation and hygiene behaviors that keep you and your family safe before, during and after a hazardous event</td>
</tr>
<tr>
<td>➔ Advocate for clean water for all in your school and community through sharing what you know, creating campaigns and political action</td>
</tr>
<tr>
<td>➔ Advocate for clean and safe environment in your communities</td>
</tr>
<tr>
<td>➔ Instil and encourage WASH entrepreneurship among youth</td>
</tr>
</tbody>
</table>
3.5 The Environment

The environmental sector broadly focuses on biodiversity conservation and ecosystem management. The environment sector is also one of the biggest proponents of renewable energy technology (e.g., solar power). From a climate change point of view, if carried out in a climate-resilient manner, conservation, rehabilitation and restoration can help enhance livelihood resilience and reduce disaster risks to events like floods, storms, wildfires, drought, etc. Children and youth in many communities are deeply connected to the environments in which they live. They see how the environmental degradation and unsustainable use of natural resources negatively affects their communities.

Day-to-day, children and youth interact with the land, water and other living resources at school and at home, and in play, community engagement and for youth in their work. For Indigenous and ethnic minority communities especially, land can spiritually connect them to ancestors, traditional practices and wisdom, recreational activities, medicine and intergenerational livelihoods. Understanding and experiencing the harmful impacts on the environment is a rallying call for children and youth around the world as many are becoming fierce advocates for avoiding environmental degradation and climate change chaos in their lifetime.

The conditions of the natural environment can either increase or reduce hazard risk depending on the health of the given ecosystems. For instance:

- If the natural resources are degraded, children and youth can face multiple threats. As examples, landslide threats to school or home due to a deforested mountain slope; displacement threats due to more frequent drought or flooding worsened by weakened natural surroundings; or livelihoods threats for young adult fisherfolk due to declining fisheries from over-exploitation and warmer sea temperatures. Youth in communities whose livelihoods are dependent on natural resources can also struggle to gain an adequate standard of living when environmental and ecosystem degradation occur.

- In contrast, when ecosystems are strong and healthy, nature-based solutions are beneficial as they can reduce hazard risk. For instance, trees and plants can absorb carbon, reduce erosion and stabilise soil; healthy mangroves reduce storm-induced wind; and wave impacts and promote an increase in fish stock; and healthy wetlands reduce flooding hazard.
### WHAT CAN YOU DO?

#### AUTHORITIES

- Include children and youth perspectives and participation in localised DRR strategies and climate change adaptation plans, integrating the two to support climate-resilient development.
- Increase investments in both nature-based solutions and low carbon technologies, including building and incorporating the knowledge of young environmental researchers and children and youth in the community.

#### PRACTITIONERS

- Engage children and youth in ecosystem conservation, rehabilitation and restoration to foster greater understanding of and action towards reducing disaster risk through the sustainable management of land, water and other living resources.
- Equip children and youth with age-appropriate knowledge, skills and participatory opportunities for environmental management and climate change adaptation strategies that can reduce disaster risk and bring climate-resilient ecological, cultural, social and economic benefits to their communities.
- Develop participatory environmental monitoring opportunities to encourage proactive attitudes towards the environment, such as engaging children and youth in monitoring air pollution, tree planting activities, climatic changes in rainfall and temperatures, etc.

#### YOUTH

- Create or join an environmental club or network in your school or community to raise awareness and action on environmental concerns, including climate change. This includes advocating for aggressive climate action by practitioners and authorities to safeguard your common future against climate chaos, as well as identifying environmental trends and challenges and developing adaptive, long-term solutions to secure healthy ecosystems despite a changing climate.
- Develop and seek support for technical innovations (like solar cookstoves) and lead trainings on energy alternatives (including the elimination of wood-based energy that lead to deforestation).

#### CHILDREN

- Children can be passionate advocates for environmental protection, and able to bring about behavioral change through community-wide awareness campaigns. Working with them on such efforts can enhance wider community shifts required to conserve and protect the environment, and adapt to a changing climate.

Go to [www.PreventionWeb.net](http://www.PreventionWeb.net) to learn more about children, youth, DRR and the environment sector.

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3.6 Social protection

The social protection sector supports children and youth through policies and programmes that make it easier for families to cope with economic and social risks throughout their lives. Mechanisms like social security, unemployment and socialised healthcare aim to reduce exclusion and vulnerabilities, especially from economic, social, natural and other shocks and stresses. Children and youth experience hazards differently from adults. Incorporating their perspective in social protection planning ensures basic and social welfare services not only reach the groups most at risk, but set them up for a lifetime of well-being from childhood to adulthood.

Child- and youth-sensitive social assistance, services, insurance and equity measures aim to:

- Support children’s development as an investment in adult productivity, which ultimately can decrease the burden of human development losses, and contribute to breaking the intergenerational cycle of poverty.
- Achieve social justice through strengthening the capacity of families to care for their children and removing barriers to services that stand in the way of achieving goals and progress for children and youth.
- Protect child and youth rights to survival, security, development and an adequate standard of living.

WHAT CAN YOU DO?

**AUTHORITIES**

- Identify and implement long-term national financing strategies that protect and expand expenditure on effective social protection programmes. This means that they are not only disaster risk-informed to support sustainable development from childhood to adulthood, but can also be rapidly scaled up to provide humanitarian assistance (e.g., through cash assistance or other response strategies)
- Develop social protection systems that take a multi-sector approach and invest in sustainable national systems in order to more effectively and efficiently address the multiple vulnerabilities faced by children, youth and their families
- Include children and youth in the design and dissemination of social protection systems and programmes

**PRACTITIONERS**

- Explain and include social protection services in teaching or facilitating disaster risk assessments with children and youth to identify gaps and develop strategies inform authorities and hold them to account
- Mainstream social inclusion into social protection programmes working for and with children and youth, with a focus on tackling power, discrimination and inequalities that might dictate or drive vulnerabilities that increase disaster risk

**YOUTH**

- Understand, offer ideas, and advocate for how social services can benefit youth, such as in the areas of ensuring a living wage for young people in employment
- Learn about, promote and access outreach and referral services that allow you and your family to access benefits and specialised services you might need including disability, HIV/AIDS or reproductive health services

**CHILDREN** often benefit most from social protection services that strengthen their families economic and social capacities that ensure their education, development and security. Safeguarding their rights start with understanding from them the services they need, as learned through age-appropriate and child-friendly activities and dialogue

Go to [www.PreventionWeb.net](http://www.PreventionWeb.net) to learn more children, youth, DRR and the social protection sector.
3.7 Child protection

Child protection actions prevent and respond to physical, sexual and psychological violence and harmful practices that affect children and youth—recognising they can accelerate during and after a hazardous event. This can include neglect; separation; abandonment; abuse; illegal adoption; educational disruption; psychological distress and mental disorder; domestic, peer sexual or gender-based violence; physical and humiliating punishment; trafficking; economic exploitation such as child labor; displacement or abduction into conflict and child, forced and early marriage.

When children and youth themselves feel confident, empowered, knowledgeable and in control of decisions and their own bodies, especially in high hazard and risk-prone areas, they can develop strategies for protection (noting that their protection is foremost the responsibility of adults and governments, and their fundamental right).

Recognising governments as duty bearers for protection and that the following actions require adult supports and measures to keep them safe, children and youth:

- Can learn ways to reduce the risk of sexual, physical and psychosocial violence; exploitation and neglect (e.g., being physically attacked, recruited as child soldiers or laborers, experiencing peer or gender-based violence or being kidnapped), know where to get help, and how to help others if needed.
- Contribute to the development or rehabilitation of social services so as to reduce protection risks including sexual and gender-based violence.
- Build resilience and coping skills that strengthen their capacities for overcoming trauma, disruption or physical separation from supportive environments and people.
- Facilitate and mentor in child protection activities, as context allows and ensures their safety.
- Use their voice in decisions that affect them, including those that relate to protection issues.
- Avoid negative coping strategies in response to crisis such child marriage, child labor and forced displacement.

**WHAT CAN YOU DO?**

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<tbody>
<tr>
<td>Recognise and address the underlying causes of violence, abuse, exploitation, neglect and threats that are often exacerbated during times of crisis. Identify resources, services, laws or other protections children and youth might need, including in response to sexual and gender-based violence—working with them when possible and appropriate</td>
</tr>
<tr>
<td>Ensure formal child protection services are child- and youth-friendly, survivor-centered, helpful, accessible and culturally and linguistically useful for diverse populations and ages of children and youth</td>
</tr>
<tr>
<td>Integrate child protection into national and local DRR strategies, laws, policies, regulations and other agreements and principles of action</td>
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<tr>
<td>Train adolescents and young adults as child protection facilitators and mentors, especially as part of first responder and community mobiliser roles</td>
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<tr>
<td>Partner with children and youth displaced from home to develop child- and youth-led activities and safe spaces for those with different genders, ages, functional abilities and interests to connect, build friendships, and share information, for instance, on sexual and reproductive health</td>
</tr>
<tr>
<td>YOUTH</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>→ Learn from adults how to recognise, avoid and safely report behaviors that might lead to abuse, violence, sexual exploitation, trafficking or other child protection issues, especially during displacement after a hazardous event.</td>
</tr>
<tr>
<td>→ Develop strategies as part of a safety plan of what to do if you are separated from your family or community, including having your birth record available to take during an evacuation.</td>
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| CHILDREN in need of protection express their views differently than adults. Working through ethical, child-friendly processes of communication—in ways that ensure their safety—can help identify the protections they might need. This might include drawing, theatre, block-building, sport, gaming or other creative processes. |  |

3.8 Livelihoods

The livelihoods sector supports youth in gaining adequate standards of living. It can comprise both wage and non-wage activities which support youth to meet their fundamental needs, including securing water, food, fodder, medicine, shelter and clothing (for instance, as a farmer, wild fruit collector or business person). In many countries around the world, older youth are struggling to meet these needs and to find work with more than 620 million young people aged 15-24 years old not employed, receiving training or in school. The high unemployment or underemployment for youth is often linked to limited skills and capacities (i.e., a lack of information or education that matches market needs) or limited access to and control of productive resources and services (i.e., land, finance, technology, markets, etc.).

Natural hazards can impact the potential for decent work and financial security due to education disruption, diminished current or future work opportunities, financial and asset loss (such as animals or land) or environmental degradation linked to livelihoods. For instance:

- Prospects for future work can be especially tough and even life-threatening in agriculture and fishery that are often highly impacted by drought, cyclones, floods and extreme weather. In addition, girls, women and LGBTQI2S youth may not have (individual) access to land and other productive resources due to cultural constraints that exclude them from livelihood options and re-enforce vulnerable situations.

- Prospects for future work in wage labour are even more difficult to find for youth due to having little or no work experience. Worldwide, girls especially can face various types of discrimination in the labour market that may increase vulnerable situations, limit their livelihood prospects and reduce their resilience to future natural disasters and other crises.

- When hazardous events threaten or alter livelihood options for young people, many can be forced into the informal economy—potentially increasing poverty, inequality and vulnerability. For youth already in the informal economy, hazardous events can heighten their disaster risk; especially if youth face ongoing or multiple hazards in the same year (e.g., cyclone, wildfire and drought).

- Children who leave formal education due to the impacts of a hazardous event or slow-onset hazard like drought can face diminished prospects for decent work later in life.

- Girls and LGBTQI2S youth are often more at risk of early and forced marriage, adolescent pregnancy, human trafficking and forced sex work after a hazardous event or slow-onset disaster, which are violations of their rights that have long-term consequences including on livelihoods and employment. Boys are often more at risk of forced labor or having to work in unsafe, low-paying jobs, which can reduce resilience and perpetuate a cycle of poverty.

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## WHAT CAN YOU DO?

### AUTHORITIES

- Provide institutionalised access to formal financial services, productive assets, resources and technology for young people, which are critical in youth’s development. This also builds their resilience to prepare for or recover from crisis
- Create trainings alongside youth to develop viable livelihoods and decent work based on the realities of a changing climate, alongside any other influencing factors, with specific attention to girls and young women
- Develop inclusive, equitable and gender-responsive DRR programmes and policies that support traditional and alternative livelihoods, in addition to those that are climate sensitive (e.g., off-farm and non-farm livelihoods) and maintain ecosystem resilience
- Emphasise economic and environmental policies that generate decent work and income for youth and build towards greater inclusion and equality
- Involve children and youth in participatory planning processes which allow dialogue around future livelihoods and how to plan for and manage the impacts of natural disasters and climate change

### PRACTITIONERS

- Design and implement empowering processes that build child and youth capacities and employment skills early to prepare them for livelihoods that are climate-smart and take multi-hazard risks into account
- In all actions respect traditional and historic livelihoods, as well as look for new livelihood opportunities, that ensure equality and inclusion for all—especially for Indigenous and ethnic minority groups
- Develop risk reduction programmes that prioritise continuous, life-long education and participation in decision-making to build critical livelihood skills and capacities; ensuring such programmes also reach children and youth no longer in formal education
- Create spaces and platforms for intergenerational dialogues between the youth and older generations around DRR and climate change adaptation

### YOUTH

- Learn about disaster and climate change risk to make risk-informed and climate smart decisions on the types of livelihood to pursue or transition to from historic or cultural livelihoods
- Take advantage of training offered in multiple fields of interest to see where your personal talents connect with the realities of a future impacted by multiple hazards and a changing climate
- Create opportunities for peer learning, as well as interactions that can influence people with decision-making power on hazards, climate change and DRR

The longer **CHILDREN** stay in school or keep learning (i.e., informally, digitally, etc.), the greater their prospect for higher paying livelihoods that can lift them and their families out of poverty. A focus on livelihoods means to ensure continuous education for all children, with DRR strategies that prioritise keeping them in schools before, during and after a hazardous event. This strengthens their agency, aspirations and self worth through the development of life skills, which aim to reduce the risk of exploitation as they pursue livelihood options later in life.

3.9 Shelter, Housing and Human Settlements

The shelter, housing and human settlements sector focuses on ensuring communities have safe and secure housing, as well as emergency and durable shelter solutions in place for children, youth and families to stay during and after a hazardous event. The sector supports children and youth to create and lead safe housing and neighborhood strategies—especially in urban areas in developing countries that are estimated to be adding 70 million new residents per year.\(^\text{74}\)

Children and youth have an active role to play as change agents in securing safe housing, preventing neighborhood violence, reducing urban risk and ensuring social inclusion. Because older youth are often on the frontline during a hazardous event as first responders, shelter preparedness helps them avoid injury and death, and to find or create safe places for them and others during and after an evacuation. In addition, youth are often learning construction-related tasks from their parents and can therefore play a key role in promoting safety within their home and neighbourhood.

Adequate shelter and settlements for children and youth:

- Provides them security and personal safety, while protecting them from a harsh climate or unsafe environments.
- Strengthens their resilience, especially to disease and ill health.
- Provides stability so they can access or continue their education, or re-establish their livelihoods after a hazardous event.
- Establishes a level of self-sufficiency and empowerment that can help in developing psycho-social well-being and in post-disaster recovery situations.
- Ensures access to local services relevant in their lives such as safe sanitation, schooling, healthcare and leisure opportunities.
- Provides adequate space and privacy that can help meet the needs of girls, boys and non-binary children and youth in their development within their communities.\(^\text{75}\)

**WHAT CAN YOU DO?**

<table>
<thead>
<tr>
<th>AUTHORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>➔ Conduct participatory planning and budgeting for housing and human settlements that include child and youth assessments of home, shelter and settlement safety and risks. This includes through single gender focus group discussions—particularly for adolescent girls, LGBTQI2S individuals and children and youth with disabilities</td>
</tr>
<tr>
<td>➔ Incorporate participatory housing and shelter-safety processes that engage children and youth as standard practice in disaster-preparedness mechanisms, including local and municipal level strategies and shelter and household focused DRR in school safety activities (fire preparedness, household-level improvements for flood and fire resilience, etc.)</td>
</tr>
<tr>
<td>➔ Ensure housing and shelter plans are age-appropriate, and that selected protocols and technologies foster inclusion in ways that keep all children and youth safe and protected (recognising and addressing both the physical and social barriers for meaningful inclusion)</td>
</tr>
</tbody>
</table>

\(^\text{74}\) UNDRR Global Assessment Report: [www.undrr.org/we/inform/gar](http://www.undrr.org/we/inform/gar)

\(^\text{75}\) Adapted from *The International Federation of the Red Cross Shelter Kit*: [www.ifrc.org/PageFiles/95526/publications/D.03.a.07.%20IFRC%20shelter-kit-guidelines-EN-LR.pdf](http://www.ifrc.org/PageFiles/95526/publications/D.03.a.07.%20IFRC%20shelter-kit-guidelines-EN-LR.pdf)

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### PRACTITIONERS

- In risk-prone areas, develop the capacity of youth to understand, assess, teach, create, care for and maintain safe homes, shelters and settlement environments (in ways that are safe for everyone involved).
- Develop participatory, age-appropriate programmes for children and youth that engage them in shaping more inclusive and safer living environments before a hazardous event. This includes places of interest to children and youth like co-creative spaces (media labs, fab labs, makers spaces, etc.), public parks, entertainment hubs, etc.

### YOUTH

- Seek opportunities to learn more and add your ideas about shelter safety issues in your community, including hazards, vulnerabilities and capacities related to shelter, housing and human settlements.
- Volunteer with local safety-focused organisations to raise awareness about priorities youth have for keeping them safe in your community.

### CHILDREN

Children are great at mapping their environments. Work with them in age-friendly ways to create maps of their environment to identify where they feel safe, or what they need to feel safe. This can involve crayon drawings, using clay or participatory photography processes, or interactive scenario building with multimedia child-friendly tools.  


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**PASSA:** [www.passa.ifrc.org](http://www.passa.ifrc.org); mapathon efforts to map areas and neighbourhoods together.

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76 [PASSA: www.passa.ifrc.org](http://www.passa.ifrc.org); mapathon efforts to map areas and neighbourhoods together
Section 03: Resources, tools and publications

PUBLIC REVIEW NOTE: The final documents will be listed here with a link to a PreventionWeb knowledge Hub that is being built by UNDRR. This will allow for updated documents to be added...

EDUCATION

- Global Alliance for DRR and Resilience in the Education Sector (GADRRRES) resources
  - https://gadrrres.net/resources
- Preventionweb.net educational materials
  - www.preventionweb.net (themes - educational materials)
- Comprehensive School Safety
- Comprehensive School Safety: Working towards a global framework for climate smart disaster risk reduction, bridging development and humanitarian action in the education sector. Asian Disaster Preparedness Centre, Plan, Save the Children, UNICEF and World Vision
  - https://www.preventionweb.net/files/globalplatform/5194f8f53c51bReducing_Risk_Enhancing_Resilience_WEB_Low_Res_FINAL.pdf
- CSS Targets and Indicators and Concept Note for Phase Two.
- Developing and implementing comprehensive school safety (CSS) policy. Inclusion of children with disabilities in school safety management. 2017
  - https://www.preventionweb.net/publications/view/61521
- Disaster Risk Reduction and Education. UNICEF. 2017
- Disaster Risk Reduction in Education: Good Practices and new Approaches
  - https://www.academia.edu/6909665/Disaster_Risk_Reduction_in_Education_Good_Practices_and_new_Approaches
- Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries –
  - https://www.preventionweb.net/educational/view/26470
- Minimum Standards for Education: Preparedness, Response, Recovery
  - https://inee.org/resources/inee-minimum-standards
- Public Awareness and Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools IFRC and Save the Children
- Safe Children Safe Schools global community-of-practice
  - https://gadrrres.net/what-we-do/gadrrres-global-activities/CoP
- Scalable approaches, methods and tools for Child-Centred Risk Reduction and Resilience. Save the Children. 2018
  - https://www.preventionweb.net/files/51276_51262fullsdrmguidelines.pdf27may201.pdf

ENVIRONMENT (INCLUDING CLIMATE CHANGE)

- An Ecosystem Approach to Disaster Risk Reduction: The Challenge of Multilevel Governance
- Building Climate Resilience: Lessons and Recommendations from a Community-Based Adaptation Project in Vanuatu

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The resources in this WiA Guide are drawn from a wide range of organisations and sources. They provide deeper insight into key topics. Use them to inform, influence and guide your DRR policies, programmes and practices for and with children and youth.
- Children in a Changing Climate
  - www.childreninachangingclimate.org/
- Children and Youth constituency to UNFCCC (YOUNGO)
  - http://www.youngo.uno/
- Ecosystem-based Adaptation Handbook. IUCN.
- Guidelines for Ecosystem based Approaches to Climate Change Adaptation and Disaster Risk Reduction
- One UN Climate Change Learning Partnership. UNCC: eLearn
  - https://uncclearn.org
- Promoting Ecosystems for Disaster Risk Reduction and Climate Change Adaptation
- The Climate Resilience Handbook
- WeAdapt. A collaborative platform on climate adaptation issues. Search: children; youth
  - www.weadapt.org
- Young Professionals (YP) Network of the World Commission on Protected Areas (WCPA): Our Pact for Parks, People, Planet
- Youth Climate Report
  - http://youthclimatereport.org
- Youth in action on climate change: inspirations from around the world. United Nations Joint Framework Initiative on Children, Youth and Climate Change.
  - https://indepth.oxfam.org.uk/towards-youth-led-programming

HEALTH AND NUTRITION (www.PreventionWeb.net URL - TBD)
- Disaster Risk Reduction and Health. UNICEF. 2017
- Disaster Risk Reduction and Nutrition. UNICEF. 2017.
- Health, Nutrition and Reproductive Health Fact Sheets
- Helping children and young people cope with crisis. Australia Red Cross.
- The Emotional Impact of Disaster on Children and Families

WASH (www.PreventionWeb.net URL - TBD)
- Disaster Risk Reduction and WASH. UNICEF. 2017
- Emergency WASH for children
- Global WASH Cluster Capacity Building for Humanitarian Response. UNICEF. 2011
- Strategy for Water, Sanitation and Hygiene 2016-2030
- WASH Fact Sheet
SOCIAL PROTECTION (www.PreventionWeb.net URL - TBD)

CHILD PROTECTION AND SAFEGUARDING (www.PreventionWeb.net URL - TBD)
- Alliance for Child Protection in Humanitarian Action
  o www.alliancecpha.org/en
- A Matter of Life and Death: Child Protection Programming’s Essential Role in Ensuring Child Wellbeing and Survival During and After Emergencies
- Child Protection in Disasters and Emergencies
  o https://media.ifrc.org/ifrc/messages-disaster-prevention/child-protection-messages/
  o https://www.unicef.org/protection/files/CPR-WEB.pdf
- Disaster Risk Reduction and Child Protection. UNICEF. 2017
- Effective law and policy on gender equality and protection from sexual and gender-based violence in disasters
  o https://www.preventionweb.net/publications/view/55684
- Ending Violence in Childhood
  o http://globalreport.knowviolenceinchildhood.org/
- Guidelines for integrating gender-based violence interventions in humanitarian action: reducing risk, promoting resilience and aiding recovery
  o https://www.preventionweb.net/publications/view/45578
- Keeping Children Safe Organisation Self-Auditing Tool
- Minimum Standards for Child Protection in Humanitarian Action
- Minimum standards for prevention and response to gender-based violence in emergencies
  o https://www.preventionweb.net/publications/view/47102
- Minimum standards for protection, gender and inclusion in emergencies
  o https://www.preventionweb
- Preparing for Disaster: Protecting boys and girls in disaster comic:
- Preventing and Responding to Violence Against Children and Adolescents Theory of Change. UNICEF. 2017
  o https://www.unicef.org/protection/files/UNICEF_VAC_ToC_WEB_271117(2).pdf
- Promising Programmes to Prevent and Respond to Child Sexual Abuse and Exploitation. UNICEF. 2015
- Unseen, unheard: Gender-based violence in disasters. IFRC
  o https://www.preventionweb.net/publications/view/51016
- Violence against women and girls and resilience: Links, impacts and perspectives from the Chadian context
  o https://www.preventionweb.net/publications/view/56740
- Violence against women and girls resource guide: disaster risk management brief
  o https://www.preventionweb.net/publications/view/45379

LIVELIHOODS (www.PreventionWeb.net URL - TBD)
- Better Policies for Better Youth Livelihoods: A Guidance Note for Development Practitioners

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Child-led film in Vietnam promotes DRR and climate change action after flooding

After a flood impacted their communities, ethnic minority children in Vietnam used participatory video to understand, communicate and offer solutions to reduce disaster risk, including potential impacts of a changing climate. They developed their individual films through collaborative scriptwriting and production planning and recorded the visuals and narration to tell their story. The children used their finished films in their communities for awareness-raising, local planning and advocacy. The films were also shown on television and in schools to promote DRR and climate change curricula and action. **Tagline: ©2010 Plan International Vietnam/Tamara Plush**

- How-to manual: [www.preventionweb.net/educational/view/26509](http://www.preventionweb.net/educational/view/26509)
- Videos: [www.youtube.com/watch?v=tAmZX1s1Bso](http://www.youtube.com/watch?v=tAmZX1s1Bso) and [www.youtube.com/watch?v=RvqKWat2TkA](http://www.youtube.com/watch?v=RvqKWat2TkA)
- Steps for using participatory video with children: [www.youtube.com/watch?v=s6qOibXW-fl](http://www.youtube.com/watch?v=s6qOibXW-fl)
04

WORDS INTO ACTION: PROCESSES AND PRACTICE

The *Sendai Framework for DRR* promotes that “children and youth are agents of change and should be given the space and modalities to contribute to DRR.”

This section focuses on what constitutes meaningful participation for and with children and youth in DRR, and provides guidance for creative, child- and youth-friendly processes that can make an impact.
4.1 Meaningful engagement

For inclusive DRR, meaningful engagement is critical to strengthen the agency of children and youth as they develop so they can make the right, informed and safe decisions for themselves, their community and the wider society. Agency builds through life stages that ultimately result in self-led engagement. From a very young age, children want to express and share their ideas. As they develop and gain knowledge, their ability for expression and responsibility grows. For meaningful participation in DRR to occur, how children and youth engage DRR processes and actions at different ages should also evolve. This is where activities move from mainly participatory consultation processes in early childhood to activities that include more responsibilities for self-led engagement by and for youth (see below).\(^7^8\) For instance:

- Young and middle-aged children can engage in participatory consultations and on children’s councils—which need to be not only be tailored for their age and culture, but include age-appropriate feedback loops on the use and impact of their contributions.
- Young adolescents can join collaborative advisories, youth-led student councils and children’s parliaments with greater governance responsibilities.
- Older adolescents and young adults can participate fully in wider citizen forums when they are invited, supported and listened to in ways that value their views.

Meaningfully accompanying and engaging children and youth in DRR action requires operating in the realm of Collective Participation (can be adult-owned and youth-led) and Self-Driven Participation (child- and youth-led) whenever and wherever possible, and avoiding unethical and tokenistic engagement (see below). Targeted actions should also be taken to ensure that both girls and young women, boys and young men—including those who are non-binary and carry intersectional identities—are able to participate fully, share their ideas in safe spaces and are empowered to raise their voice. This includes being able to do so while representing a cohort where individuals possess varied personal and decision-making capacities. Children, adolescents and young adults represent a heterogeneous cohort and the ingroup diversity must guide all engagement pathways. Meaningful engagement does not only benefit youth (i.e., youth for youth activities) but considers children, adolescents and young adults as drivers of transformation for the wider community.

**MEANINGFUL CHILD AND YOUTH ENGAGEMENT**

**SELF-DRIVEN PARTICIPATION** (child- and youth-led engagement)

- Children and youth themselves identify issues of concern to address.
- Children or youth control the process and the outcomes.
- Adults are supporters when needed, rather than leaders.
- Peer approaches and accompaniment are key here.

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\(^7^8\) Adapted from the *Guidelines for Working with and for Young People in Humanitarian Settings*: [www.agendaforhumanity.org/initiatives/3829](http://www.agendaforhumanity.org/initiatives/3829)
COLLABORATIVE PARTICIPATION (adult-owned and youth-led engagement)
- Adults initiate the collaboration and invite youth in identifying and solving an issue of concern.
- Children or youth partner with adults in equally footed intergenerational collaboration.
- Adults own the initiative and its outcomes (both expected and unforeseen), but the initiative is fully spearheaded by youth.
- Children or youth are able to influence or challenge both the process and outcome.
- The participation process allows for increasing levels of self-directed action by children or youth over a period of time to the point when youth are in the driver’s seat.
- Responsibility belongs to children and youth, whereas accountability always rests with adults.

RED FLAGS IN THE ENGAGEMENT OF CHILDREN AND YOUTH
The following examples and descriptors are all-too-common when adults seek child and youth in input and participation. They do not, however, qualify as meaningful engagement (i.e., build their agency through fostering innate development processes and satisfy their right to meaningfully participate in decision-making).

- Children and youth have little or no opportunity to express their views.
- Child views are manipulated or forced due to inequitable power dynamics.
- Adults tell youth what to say or do in a tokenistic or directive process.
- Children and youth express their views, but they are not heard, valued or acted upon.
- The engagement is adult-led and managed and lacks the possibility for children or youth to control both process and outcomes; needs and capabilities of children and youth are overlooked.
- Engagement is initiated by adults without clearly formulated benefit for children and youth as a constituency.
- Adults recognise the added value of children and youth perspectives, knowledge and experience can contribute, but the engagement does not recognise children and youth as contributors and hence the “looping-back” mechanism is absent.
For children and youth, being able to authentically represent themselves and their peers in decision-making spaces is an empowering experience that contributes to developing their agency. This includes being kept informed on how their inputs are taken into account in policy, programmes, advocacy, etc. If the views they put forth are ignored or silenced, it can further marginalise individuals and groups.

Working with children and youth to develop strategies for how to increase influence not only creates the possibility to do so, but also generates honest conversations about the complexities of inclusivity, governance and representation. With this knowledge, they can then develop their own strategies for tackling adversity, such as joining networks for generating political capital, creating campaigns and movements for generating social capital, mobilising through protests or conducting other forms of citizen action, including advocacy.

Meaningful engagement requires active listening and sufficient response. A global survey with more than 30,000 individuals under age 30 from 186 countries found that almost 60 percent of young people believe their views are being ignored when important decisions are made (REF).

Meaningful engagement requires more than an opportunity for children and youth of different ages and life experiences to have a presence in decision-making spaces or share diverse views. It can be seen as a result of incessant, deliberate, well-resourced, facilitated and often legally mandated action. Meaningful engagement is sustained activity with regular connection through formal and informal communication (i.e., more than the one-time planning and participating in events). It takes time and learning how to share and redistribute power when and where necessary. This is pivotal for enabling children and youth to grow, and communities to foster knowledge development and leadership renewal (i.e., the transfer of power in formal and informal leadership roles and positions to those coming after). In all DRR activities that seek meaningful child and youth engagement, it is imperative to create and support opportunities for voice, space, audience and influence.\(^79\)


Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net URL - TBD) to access resources, tools and publications on meaningful child and youth participation.
PAGE 66 – engagement case study

Project develops framework for child- and youth-centred disaster management planning

Cultures of Disaster Resilience among Children and Young People (CUIDAR) is a European-wide consortium funded by the European Union Horizon 2020 programme that aims to enhance the resilience of children, young people and urban societies to disasters. Working with children and young people, the project developed a framework for authorities and practitioners to use in ensuring child and youth concerns and ideas are meaningfully heard and incorporated into the emergency planning processes from preparedness to recovery and rebuilding. The steps presented in the framework below are valuable for ensuring inclusive and culturally sensitive strategies are relevant to and for children and youth before, during and after hazardous events. The framework can be directly applied to National DRR Strategy planning as part of the Sendai Framework Priority 2 plan of action.

- Film: www.lancaster.ac.uk/cuidar/en/film
- Tools and Resources: www.lancaster.ac.uk/cuidar
PAGE 67 – engagement case studies

Participatory approach promotes safe shelter and settlements awareness (PASSA and PASSA Youth)

When children and youth are meaningfully engaged, DRR activities not only develop a culture of safety but they can build child and youth self-esteem, strengths, resourcefulness, action-planning and responsibility capacities. Facilitated by volunteers, the Participatory Approach for Safe Shelter and Settlements Awareness (PASSA Youth) supports adolescents in identifying hazards, understanding risks, lowering vulnerabilities and addressing safety issues in their neighbourhoods. Through participatory processes, digital technologies and social media, adolescents learn about and engage in actions that can prevent urban violence, increase social inclusion and physically improve housing and community infrastructure. Tagline: Video and stills: ©2018 International Federation of the Red Cross/Agostino Pacciani; Digital track and guidelines: ©2018 International Federation of the Red Cross

- PASSA Youth Digital Toolkit: http://passa.ifrc.org/
- PASSA Youth Video: www.youtube.com/watch?v=rUXSu1DKHLs

Young scientists around the world inform, influence and accelerate Sendai Framework implementation

The Young Scientists Platform on DRR was created in 2016 during the UNDRR Science and Technology (S&T) Conference to gather young scientists and supportive organisations around the world. The platform provides a space for young practitioners from different scientific fields (including engineering) and regions to connect with their colleagues, widen their knowledge and share their expertise. The platform aims to promote capacity building through workshops (both online and offline), as well as provide opportunities for young practitioners to showcase their research and valuable contributions to reducing risk through the Young Scientist Roadmap on DRR, in support of the UNDRR S&T Roadmap for the implementation of the Sendai Framework. The young scientists take part in meaningful intergenerational engagement through participation in various platforms (e.g., UNDRR Science and Technology Advisory Group\(^\text{80}\) at the global and regional levels, Global Assessment Reports, Global Risk Assessment Framework, UN Technology Facilitation Mechanism, Commission on S&T for Development, UN Global Platforms on DRR, etc.), knowledge generation through youth-led, peer reviewed publications on DRR\(^\text{84}\) and collaboration with other stakeholders across the S&T community. Tagline: ©Young Scientists Platform on DRR/Lydia Cuminsky

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\(^\text{80}\) Scientific and Technical Advisory Group (STAG): www.preventionweb.net/organizations/4862
\(^\text{81}\) UNDRR Global Assessment Report: www.un-drr.org/we/inform/gar
\(^\text{82}\) Global Risk Assessment Framework: www.preventionweb.net/disaster-risk/graf
\(^\text{83}\) The Global Platform for DRR: www.unisdr.org/we/coordinate/global-platform
\(^\text{84}\) DRR: a road of opportunities: www.preventionweb.net/publications/view/53923

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- Website: [www.preventionweb.net/news/view/47816](http://www.preventionweb.net/news/view/47816)
- U-Inspire (participating organisation): [http://uinspire.id](http://uinspire.id)
- IRDR Young Scientist Programme (participating organisation): [www.irdrinternational.org/irdr-young-scientists-programme](http://www.irdrinternational.org/irdr-young-scientists-programme)

**ADDITIONAL INITIATIVES:**

Practitioners work alongside children and youth after major disaster events to understand and incorporate their views into programming and policy

- Nepal earthquake: [www.preventionweb.net/publications/view/60363](http://www.preventionweb.net/publications/view/60363)
- Indonesia earthquake and Tsunami: [https://reliefweb.int/report/indonesia/lets-get-back-our-routine-listening-children-who-were-affected-central-sulawesi](https://reliefweb.int/report/indonesia/lets-get-back-our-routine-listening-children-who-were-affected-central-sulawesi)
- Canada wildfire: [www.resiliencebydesign.com/youthvoiceswb](http://www.resiliencebydesign.com/youthvoiceswb)
- Philippines typhoon: Facet’s Real Stories of Resilience: [www.preventionweb.net/publications/view/67406](http://www.preventionweb.net/publications/view/67406)

**Examples of youth networks promoting DRR and climate change action**

- ASEAN Youth Network for Disaster Risk Reduction: [www.facebook.com/groups/959020500817571](http://www.facebook.com/groups/959020500817571)
- Climate Action Youth Ambassadors Canada: [www.facebook.com/IndigenousCAYAC](http://www.facebook.com/IndigenousCAYAC)
- UN Major Group for Children and Youth (DRR committee): [www.unmgcy.org](http://www.unmgcy.org)
- SEED Indigenous Youth Climate Network: [www.seedmob.org.au](http://www.seedmob.org.au)

**Youth as active citizens: case studies**

- [https://indepth.oxfam.org.uk/towards-youth-led-programming](https://indepth.oxfam.org.uk/towards-youth-led-programming)
4.2 Play, games, sports, creative arts and media

How children and youth engage is as important as why with multiple benefits that link to being more resilient. Playing and creativity are a natural part of being human. Studies have shown that age-appropriate play, sports and creative endeavors contribute importantly to the emotional, social, cognitive and physical development of children and youth. Structured (organised) and unstructured (spontaneous) play- and arts-based activities support learning, skill building, imaginative thinking and the development and practice of skills necessary for relationships and effective communication.

For DRR, play and creative activities can include assessing disaster risk with drawings, scavenger hunts and games; teaching school safety through songs and photo stories; and advocating for safe school infrastructure using video, social media campaigns, etc. Intentionally developing learning materials and experiences that engage children and youth mentally and physically—as well as generate creativity, fun, drama, excitement and entertainment—can also increase the odds that children are able to recall lifesaving information and skills especially important during times of crisis. For instance, when positive or negative emotions are heightened, learning often increases.

Play, games, sports, creative arts and media can:

- Create a dynamic learning environment that can help keep children and youth in school, which improves educational outcomes and increases the chances of them having the knowledge and skills to safely respond to hazardous events.
- Teach children and youth how to be safe and avoid discrimination, abuse or exploitation, in ways that help make complex or distressing ideas more understandable and actionable.
- Build trust, tolerance and learn to give and receive feedback through activities that can include serious discussions that one-off meetings or focus groups fail to capture. Such interactions can provide an amazing insight into the lives, thoughts and feelings of young people that adult focus group questions may never unearth.
- Create space for active learning where children and youth articulate their ideas beyond written and spoken words, especially through activities like drawing, games, group mapping, gaming, digital storytelling, etc. This encourages dialogue through active engagement.
- Create new fields of opportunity for children and youth who may not excel in the traditional academic areas of math, science, writing and reading, particularly if integrated into the social studies syllabus. Many discover hidden talents through song, sport, drama, painting, dance, arts and media as they learn to express themselves in new ways. This can lead to a great acceptance of self and others, as well as improve overall well-being.
- Lead to new friendships and a sense of belonging, a support network and increased confidence.
- Be an empowering process, especially when children and youth can authentically represent themselves through film, social media, theatrical videos and more, and their views are connected to direct response and action.
- Teach facilitation, teamwork and critical thinking, all critical skills in reducing risk and enhancing resilience.

See Appendix 4: Fletcher et. al. (2016); Haynes & Tanner (2015); Le Dé L. et. al. (2018); Plush, Wecker and Ti (2018)

See Appendix 4: Hamann, S. (2001)
While play, sport, games, creative arts and participatory media can be great fun, they are not neutral endeavors and hold their own risks. Dependent on the local culture, this can range from bullying to exclusionary practices to putting children and youth in harm’s way (for example, if their media or art challenges power or puts them in an unsafe situation). Integrating a do no harm, ethical approach for the short- and long-term—including from the perspective of child and youth participants—is vital in all play, games, sports, creative arts and media activities supporting DRR, even when having serious fun.

Go to [www.PreventionWeb.net URL - TBD](http://www.PreventionWeb.net) to access resources, tools and publications on play, sport, games, creative arts and media connected to DRR and resilience-building.

**PAGE 69 — play, games, sports, arts, media case studies**

**Colombian children and youth learn about and share how to protect their school from risk through music**

Children and adolescents from the Pacific Coast of Nariño and Cauca in Colombia are sharing what they know about disaster risk and armed conflict in a song inspired by the school of their dreams. Their song, “A school protected from risk,” uses the spirit and rhythm of music to teach others about the value of protective and protected schools in their community. The lyrics also promote the actions they, their peers and adults can take to make their dreams a reality. The music video further showcases the cultural wealth of Afro-descendants in Colombia through the musical talents of local children and youth. *Tagline: ©2017 Save the Children Colombia (Pacific Coast, Nariño and Cauca)*

- Video: [www.youtube.com/watch?v=w-7XHHLvDcQ&feature=youtu.be](https://www.youtube.com/watch?v=w-7XHHLvDcQ&feature=youtu.be)

**Youth use photo-based storytelling to promote early warning system innovation**

Youth in Jakarta, Indonesia, developed an early warning system to reduce the risk of flooding impacts in the city using local materials. They then promoted their invention through digital storytelling, a practice they learned as part of a youth project focused on learning about climate change and natural hazards (The photos here are their images). Their video story highlights the young people’s innovative thinking in response to an issue of concern, and their capacities to take action and advocate for the changes they want to see. A national technology centre is currently supporting the youth to develop their prototype and pilot it in areas prone to floods. The film was part of a national Children in a Changing Climate initiative. *Tagline: ©2016 Plan International Indonesia/Bola Penyelamat*

- EWS photo-video: [https://youtu.be/ALSg8mQTp7g](https://youtu.be/ALSg8mQTp7g)
- All youth photo-videos: [www.youtube.com/playlist?list=PL_Bz0OFvc35o-OQdbzC9ZNq3eNbtxe4k](https://www.youtube.com/playlist?list=PL_Bz0OFvc35o-OQdbzC9ZNq3eNbtxe4k)
• Supported by *The Adolescent Kit for Expression and Innovation*: [www.unicef.org/adolescence](http://www.unicef.org/adolescence)

**ADDITIONAL INITIATIVES:**

**Songs help children learn what to do for emergency, safety and well-being in Fiji**

- Safe evacuation song sung by children: [https://youtu.be/4QL-xzWi70U](https://youtu.be/4QL-xzWi70U)
- Child helpline if experiencing trauma or need other supports before or after a hazardous event: [www.youtube.com/watch?v=XWvB7vOvWfY](https://www.youtube.com/watch?v=XWvB7vOvWfY)

**Radio drama spreads information about child-centred DRR across Nepal**

**Games teach children and youth about reducing disaster risk and climate change**

- Serious Fun: [www.preventionweb.net/educational/view/54186](http://www.preventionweb.net/educational/view/54186)
- Climate change games: [www.climatecentre.org/resources-games/games](http://www.climatecentre.org/resources-games/games)
4.3 Innovation

DRR innovation is emerging. Inventive and progressive approaches, tools, solutions, communications and technologies can improve managing disaster risk, response and recovery. Children and youth at different ages are innovative, frequently demonstrating outside-the-box thinking that results in often unique solutions. Many children and youth draw inspirations from their life-long exposure to and comfort with digital and social media and advanced technologies to innovate. Others build on an understanding of the often-harsh environments that they live in (e.g., in informal settlements).

When given the opportunities they are creative and innovative in their approaches. The result is a mix of technical and non-technical ideas that advance the priorities and implementation of the Sendai Framework for DRR. As an example, Indian children and youth mapped local hazards using Google Earth to influence planning, and young adolescent girls in India are creating songs about local hazards, teaching community members living in informal, unplanned neighbourhoods about DRR in creative and fun ways.

Innovation can be:

- **Global** like the phone app developed by a young woman in Niger (and now spreading around the world) that connects people needing emergency support with hard-to-access medical services.  

- **National** like students creatively engaging in disaster management and earthquake preparedness through a Fijian school curricula that promotes an innovative, student-centred approach to DRR. The curricula incorporates Indigenous knowledge and practices, including storytelling and make (traditional dance).

- **Local** like an early warning system for flood youth developed from local materials to be used in the canals of Jakarta, Indonesia.

Children and youth are thought-leaders with ideas to share. Yet, turning their ideas into action is not always easy, or always supported by adults. Tech companies, start-ups, governments, academia, NGOs, UN organisations and others can support and amplify the innovative potential of children and youth by creating an environment conducive to innovation. This is an environment that is collaborative, enthusiastic, supports risk taking and embraces the inevitable failures on the road to success. Innovation with and without technology requires that children and youth have enough time, support, mentorship, material and financial resources to ensure their innovations can be successfully implemented from idea to full execution.

Go to [www.PreventionWeb.net URL - TBD](www.PreventionWeb.net URL - TBD) to access resources for incorporating innovation into DRR processes.

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87 Mapping innovation: [www.unicef.org/infobycountry/india_58382.html](www.unicef.org/infobycountry/india_58382.html)

88 Ms. Geek Africa 2018: [www.facebook.com/watch/?v=657898394642503](www.facebook.com/watch/?v=657898394642503)

89 DRR in school curricula: [www.preventionweb.net/publications/view/27715](www.preventionweb.net/publications/view/27715)

90 Emergency Warning System video: [https://youtu.be/ALSg8mQTp7g](https://youtu.be/ALSg8mQTp7g)

91 [www.unicef.org/innovation](www.unicef.org/innovation)
PAGE 71 – case studies

Children use Lego® and Minecraft™ to assess disaster risk and influence local preparedness planning in New Zealand

Children’s knowledge is often grounded in the area where they live, responsive to local cultural values and rooted in their social practices and customs. Understanding their perspectives can provide unique insight into how they, their families and the wider community can be safer in emergencies. Children are more apt to participate in DRR activities when they are fun, involve other children and directly connect to their everyday lives. With this in mind, teachers, researchers and local civil defence personnel from the Hawke’s Bay in New Zealand supported children aged 8-12 to use both Lego and a georeferenced Minecraft video game world to understand disaster risk and actively map their local hazards, vulnerabilities and capacities. Both tools sparked valuable insights from young participants for DRR planning through empowering processes that proved accessible to all children, including those with dyslexia, learning difficulties or those living with disabilities. The resulting child contributions enabled a better understanding of disaster risk to inform and influence the community resilience plan being developed in collaboration with the local civil defence emergency management group.92 Tagline: ©2019 Auckland University of Technology/Loïc Le Dé (New Zealand)

- Overview: www.preventionweb.net/news/view/59909
- Website: http://childrenindrr.co.nz

Youth use technology innovation to map disaster risk with mobile phones and GPS

Young digital mappers around the world have been using mobile phones with global positioning system (GPS) technology and kites to photograph and identify social and environmental risk issues. On their own—and in partnership with community leaders, NGO and local authorities using technical equipment in some areas—youth living in vulnerable communities gather aerial images. They use the photos and GPS information to identify the presence or absence of drainage systems, the availability of sanitation facilities, impediments to evacuation and other issues important during and after a hazardous event. The resulting information can also lead to community-initiated improvement projects, such

92 See Appendix 4: Le Dé (2018)
as cleaning accumulated waste in areas at risk of landslides and advocacy for local improvements. Tagline: ©2013 UNICEF/Luciana Phebo

- [https://drive.google.com/drive/folders/1hdZgpsJmlT8oob0FD9iFI3my46YQM-QM](https://drive.google.com/drive/folders/1hdZgpsJmlT8oob0FD9iFI3my46YQM-QM)
- See: [www.preventionweb.net/news/view/52338](http://www.preventionweb.net/news/view/52338)
- Rio de Janeiro, Brazil, video: [www.youtube.com/watch?v=Hc9SleixqVo](https://www.youtube.com/watch?v=Hc9SleixqVo)

ADDITIONAL INITIATIVES:

**In Fiji settlements youth map cyclone risks using drones**
- [https://youtu.be/AtM2od4KQ9Y](https://youtu.be/AtM2od4KQ9Y)

**Youth create low-cost technologies to adapt to rising temperatures in Vietnam**
[www.youtube.com/watch?v=gKJFGR5elWM](https://www.youtube.com/watch?v=gKJFGR5elWM)

**Adolescents use kit to develop and implement ideas through expression and innovation around the world**
- *The Adolescent Kit for Expression and Innovation*: [www.unicef.org/adolescence](http://www.unicef.org/adolescence)
- *How to use the Adolescent Kit* video: [www.youtube.com/watch?v=UyNJCh5csag](https://www.youtube.com/watch?v=UyNJCh5csag)
- Bhutan video: [https://www.youtube.com/watch?v=gbY7AywkWAs](https://www.youtube.com/watch?v=gbY7AywkWAs)
- Nigeria video: [https://unicefusa.app.box.com/s/mk6184y9bwa2wgsflej7snzfyw8eueis](https://unicefusa.app.box.com/s/mk6184y9bwa2wgsflej7snzfyw8eueis)
Section 04: Resources, tools and publications

PUBLIC REVIEW NOTE: The final documents will be listed here with a link to a PreventionWeb knowledge Hub that is being built by UNDRR. This will allow for updated documents to be added...

MEANINGFUL ENGAGEMENT

- A toolkit for monitoring and evaluating children’s participation.
- Adolescent Kit for Expression and Innovation. UNICEF. 2017.
  - www.unicef.org/adolescence
- Adolescent and Youth Engagement Strategic Framework. UNICEF.
- Change Yourself and Act: Youth as Agents of Behavioural Change. IFRC. 2011.
  - https://www.ifrc.org/PageFiles/53475/FinalYABC-Change%20yourself%20and%20act-EN.PDF
- Child Participation Assessment Toolkit
- Children’s Participation in Decision Making: Why Do It, When To Do It, How To Do It
  - https://plan-international.org/file/893/download?token=QRBCEIYQ
- Global Consensus Statement Meaningful Adolescent & Youth Engagement
  - https://sustainabledevelopment.un.org/content/documents/20522UNMGCYPrinciplesandBarriersforMeaningfulYouthEngagement.pdf
- Youth Programming Assessment Tool (YPAT)
  - www.ngoconnect.net/youth-programming-assessment-tool-released

PLAY, GAMES, SPORT, CREATIVE ARTS AND MEDIA

- Children in disasters: Games and guidelines to engage youth in risk reduction. IFRC. 2010
  - https://www.preventionweb.net/files/16726_16726childrenindisastersgamesandgui.pdf
- Climate Training Kit youth unit: activities, games, resources, presentations and videos
  - www.climatecentre.org/training/module-4
- Sport and Physical Activity in Post-Disaster Intervention: A Handbook
  - https://www.preventionweb.net/files/16726_16726childrenindisastersgamesandgui.pdf
  - https://www.preventionweb.net/english/professional/multimedia/v.php?id=34225
- Y-Adapt curriculum for young people consisting of games and playful activities. Red Cross Red Crescent Climate Centre.

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93 The resources in this WiA Guide are drawn from a wide range of organisations and sources. They provide deeper insight into key topics. Use them to inform, influence and guide your DRR policies, programmes and practices for and with children and youth.

THIS PUBLIC REVIEW VERSION IS NOT THE FINAL DESIGN. THE DESIGNED VERSION WILL BE AVAILABLE 2020 ON PREVENTIONWEB.
INNOVATION (www.PreventionWeb.net URL - TBD)

- 30 innovations for Disaster Risk Reduction
  - https://www.preventionweb.net/publications/view/64473
  - https://www.unicef.org/innovation/media/156/file
- Innovation for Gender Equality
- Pathways to scale, pathways to results for every child
  - https://www.unicef.org/innovation/reports/pathways-scale-pathways-results-every-child
- Scaling innovation for every child. Strategies, models and critical success factors that emerged from 1,600+ days of scaling innovations for children across 90 countries. UNICEF. 2019.
  - https://www.unicef.org/innovation/media/4551/file
- Young Scientist Platform for Disaster Risk Reduction
  - https://www.preventionweb.net/news/view/47816
- U-INSPIRE Indonesia
  - http://uinspire.id
- Upshift
  - https://www.unicef.org/innovation/UPSHIFT
- Water Youth Network

Go to (www.PreventionWeb.net URL - TBD) to find resources for children and youth related to meaningful participation; play, sport, creative arts and media; innovation and technology

PAGE 73 – Photo

Games inspire climate adaptation action and advocacy planning
Youth in Uganda play a game that teaches about greenhouse gas during a Y-Adapt ‘Climate Change Challenge’ session. Y-Adapt (a.k.a. Youth Adapt) is an innovative curriculum using a games-based approach to engage and inspire 13-25-year-old youth to develop and implement their own climate change adaptation action and advocacy plans in their communities. Y-Adapt includes seven sessions that explore key concepts of climate change, extreme weather, hazards and vulnerabilities. They are contextualised to participants’ communities. They aim for youth to develop awareness of integrated approaches to promote risk management. Drawing upon the ‘Vulnerability and Capacity Assessment’ methodology, Y-Adapt incorporates tools such as the seasonal calendar to show change over time. Experiential learning and dialogue strengthen understanding and engage youth in developing ideas to reduce climate-related risks, adapt and become more climate resilient. The final session supports practical implementation of the youth’s own adaptation actions. Youth capture the experience through photo diaries and a Y-Adapt adaptation card as a way to reflect, learn and inspire other youth to take action. Tagline: ©2019 Red Cross Red Crescent Climate Centre/Brigitte Rudram

- J’Adapte curriculum (French): http://climatecentre.org/french

THIS PUBLIC REVIEW VERSION IS NOT THE FINAL DESIGN. THE DESIGNED VERSION WILL BE AVAILABLE 2020 ON PREVENTIONWEB.
Appendix 1: Resources and tools for children and youth

FRAMEWORKS

  - [https://www.preventionweb.net/educational/view/46959](https://www.preventionweb.net/educational/view/46959)
- UN Convention on the Rights of the Child in Child-Friendly Language
  - [https://www.unicef.ca/sites/default/files/legacy/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPoste
  - rEN_FA.pdf](https://www.unicef.ca/sites/default/files/legacy/imce_uploads/UTILITY%20NAV/TEACHERS/DOCS/GC/CRCPoste
  - rEN_FA.pdf)
  - [https://www.unicef.org/southafrica/SAF_resources_crcchildfriendly.pdf](https://www.unicef.org/southafrica/SAF_res
  - ources_crcchildfriendly.pdf)
- Youth Engagement for a better world pledge
  - [https://rcrcconference.org/pledge/youth-engagement-for-a-better-world/](https://rcrcconference.org/pledge/youth-eng
  - agement-for-a-better-world/)

RESOURCES, TOOLS AND CURRICULAS

- A Half-Six-One: A song on WASH for children
  - [https://www.youtube.com/watch?v=k-po8tg-GCA&t=93s](https://www.youtube.com/watch?v=k-po8tg-GCA&t=93s)
  - [https://www.preventionweb.net/educational/view/46591](https://www.preventionweb.net/educational/view/46591)
- ARC Resource Pack (Actions for the Rights of the Children) English version. Save the Children
  - [https://resourcecentre.savethechildren.net/library/arc-resource-pack-actions-rights-children-english-version](https
- Climate Extreme. How young people can respond to disasters in a changing climate. A youth-friendly version of the
  - [SREX: Special Report on Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation](https
  - s://resourcecentre.savethechildren.net/library/climate-extreme-how-young-people-can-respond-disasters-changing-world)
- Climate Resistance Handbook: Or, I was part of a climate action. Now what?
- Children, Do You Know What To Do During Emergencies? video
  - LbjAhlWGKDQIHQfKAC_gQwq5BMA6BAQEEAQ&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D5m-Mj2O2kM&usg=AOvVaw2pJ
  - 9ATjycbr7wY84V09R](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=2ahUKEw
  - ijk7qfILbjAhlWGKDQIHQfKAC_gQwq5BMA6BAQEEAQ&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D5m-Mj2O2kM&usg=AO
  - vVaw2pJ9ATjycbr7wY84V09R)
- Disaster Risk Reduction Facilitator Cards
  - [https://resourcecentre.savethechildren.net/library/disaster-risk-reduction-facilitators-cards](https://resourcecent
  - re.savethechildren.net/library/disaster-risk-reduction-facilitators-cards)
- Emergency Kit Scavenger Hunt
  - [https://www.cdc.gov/cpr/zombie/00_docs/Scavenger_Hunt.pdf](https://www.cdc.gov/cpr/zombie/00_docs/Scavenger_Hun
  - t.pdf)
- Extreme Event Disaster Game
  - [https://www.preventionweb.net/educational/view/51437](https://www.preventionweb.net/educational/view/51437)
- Flood Snakes and Ladders game
  - our-outputs/flood-snakes-and-ladders/)
- Forced to Flee: Children on the Move (a teaching resource)
  - [https://www.unicef.org/rights-respecting-schools/resources/teaching-resources/forced-to-flee/](https://www.unicef.org/
  - rights-respecting-schools/resources/teaching-resources/forced-to-flee/)
- Get down low, and go, go, go: A song for what to do during a fire
  - [www.youtube.com/watch?v=SuG._7mPbNls](https://www.youtube.com/watch?v=SuG._7mPbNls)
- I am Safe. We are Safe. A Children’s Guidebook to our Rights to Survive, Adapt and Recover from Emergencies and
  - [https://www.preventionweb.net/educational/view/66661](https://www.preventionweb.net/educational/view/66661)
- IggyVola: Reducing risks together
  - [https://resourcecentre.savethechildren.net/library/iggyvola-reducing-risks-together/](https://resourcecentre.savethechil
  - dren.net/library/iggyvola-reducing-risks-together/)

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Note: The resources in this WIA Guide are drawn from a wide range of organisations and sources. They provide deeper insight into key topics. Use them to inform, influence and guide your DRR policies, programmes and practices for and with children and youth.

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• Making Disaster Preparedness Fun: Get Ready. Get Safe

• NASA Climate Kids
  o https://climatekids.nasa.gov/

• Riskland game in Let’s learn to prevent disasters!
  o www.unisdr.org/we/inform/publications/2114

• Safe You. Safe Me. A book for children age 7 -12 to learn more about protection and their rights. Save the Children.
  o https://resourcecentre.savethechildren.net/library/safe-you-and-safe-me

• Stop Disasters! game
  o http://www.stopdisastersgame.org/

• Y-Adapt, climate change curriculum for young people including “Map the Hazard” activities
  o https://www.weadapt.org/knowledge-base/y-adapt/session-3-map-the-hazard

• Yukon Indigenous Community Climate Change Champions Training (YIC4)
  o https://www.aicbr.ca/yic4

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Appendix 2: Frameworks for Action

The guidance provided in this Words into Action publication promotes stakeholder collaboration across sectors and focus areas: It is framed in the context of the following frameworks (www.PreventionWeb.net URL)

• Addis Ababa Action Agenda - Financing for Development

• Agenda for Humanity - World Humanitarian Summit 2016
  o www.agendaforhumanity.org/resources/major-reports#annual-synthesis-reports-2017

• Compact for Young People in Humanitarian Action
  o www.agendaforhumanity.org/initiatives/3829

• CRC - Convention on the Rights of the Child

• CEDAW - The Convention on the Elimination of All Forms of Discrimination against Women
  o www.un.org/womenwatch/daw/cedaw

• CRPD - Convention on the Rights of Persons with Disabilities

• GCM - Global Compact on Migration
  o www.iom.int/global-compact-migration

• SDGs - 2030 Agenda for Sustainable Development
  o www.un.org/sustainabledevelopment/development-agenda

• UDCD - UNESCO Universal Declaration on Cultural Diversity
  o https://unesdoc.unesco.org/ark:/48223/pf0000127162

• UNDRIP - United Nations Declaration on the Rights of Indigenous Peoples

• UNFCCC Paris Agreement - United Nations Framework Convention on Climate Change
  o https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement

• UN Habitat III - The New Urban Agenda
  o http://habitat3.org/the-new-urban-agenda

• Cartagena Declaration; Ulaanbaatar Declaration, Rome Declaration & Tunis Declaration – 2018 DRR regional platforms
  o http://eird.org/pr18/docs/cartagena-declaration.pdf;
  o www.preventionweb.net/files/56219_ulaanbaatardeclarationfinal.pdf;
  o www.preventionweb.net/files/57664_romedeclaration2018.pdf and
  o www.preventionweb.net/files/57759_finaladopteddrafttunisdeclaration13.pdf

Read more about the connection between the frameworks for child and youth action at (www.PreventionWeb.net URL - TBD)
Appendix 3: Resilient cities scorecards for children and youth

IN DEVELOPMENT: Scorecards for child and youth participation and advocacy being developed by Save the Children and partners: This page aims to include an overview of Child-friendly Cities and include an overview and links to urban resilience scorecards. Reach out in the feedback form to be part of a Global Advisory for Child- and Youth-Friendly Urban Scorecard development, review, testing and implementation.

Appendix 4: Academic References and Reports

The content of the guide is influenced and inspired by the following publications:


Appendix 5: Terminology

Definitions from the Report of the open-ended intergovernmental expert working group on indicators and terminology relating to disaster risk reduction, unless otherwise noted. The full terminology list is available at www.undrr.org/we/inform/publications/51748.

- **BUILD BACK BETTER**: The use of the recovery, rehabilitation and reconstruction phases after a disaster to increase the resilience of nations and communities through integrating disaster risk reduction measures into the restoration of physical infrastructure and societal systems, and into the revitalisation of livelihoods, economies and the environment.

- **CAPACITY**: The combination of all the strengths, attributes and resources available within an organisation, community or society to manage and reduce disaster risks and strengthen resilience. (*Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management.*)

- **CLIMATE CHANGE ADAPTATION**: An adjustment in natural or human systems in response to actual or expected climate stimuli or their effects, which moderates harm or exploits beneficial opportunities.  

- **DISASTER**: A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.

- **DISASTER DISPLACEMENT**: Situations where people are forced or obliged to leave their homes or places of habitual residence as a result of a disaster or in order to avoid the impact of an immediate and foreseeable natural hazard. Such displacement results from the fact that affected persons are exposed to a natural hazard in a situation where they are too vulnerable and lack the resilience to withstand the impacts of that hazard. It is the effects of natural hazards, including the adverse impacts of climate change, that may overwhelm the resilience or adaptive capacity of an affected community or society, thus leading to a disaster that potentially results in displacement. Disaster displacement may take the form of spontaneous flight, an evacuation ordered or enforced by authorities or an involuntary planned relocation process. Such displacement can occur within a country (internal displacement), or across international borders (cross-border disaster displacement).

- **DISASTER RISK REDUCTION**: Disaster risk reduction is aimed at preventing new, reducing existing disaster risk, and managing residual disaster risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.

- **EXPOSURE**: The situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard-prone areas.

- **HAZARD**: A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation. (*Hazards include—as mentioned in the Sendai Framework for Disaster Risk Reduction 2015-2030—biological, environmental, geological, hydrometeorological and technological processes and phenomena.*)

- **MITIGATION**: The lessening or minimizing of the adverse impacts of a hazardous event. (*The adverse impacts of hazards, in particular natural hazards, often cannot be prevented fully, but their scale or severity can be substantially lessened by various strategies and actions.*)

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95 Definition by the Intergovernmental Panel on Climate Change (IPCC)
• **PREPAREDNESS**: The knowledge and capacities developed by governments, response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters.

• **PREVENTION**: Activities and measures to avoid existing and new disaster risks. (*Prevention expresses the concept and intention to completely avoid potential adverse impacts of hazardous events. While certain disaster risks cannot be eliminated, prevention aims at reducing vulnerability and exposure in such contexts where, as a result, the risk of disaster is removed.*)

• **RECONSTRUCTION**: The medium- and long-term rebuilding and sustainable restoration of resilient critical infrastructures, services, housing, facilities and livelihoods required for the full functioning of a community or a society affected by a disaster, aligning with the principles of sustainable development and “build back better,” to avoid or reduce future disaster risk.

• **RECOVERY**: restoring or improving of livelihoods and health, as well as economic, physical, social, cultural and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better”, to avoid or reduce future disaster risk.

• **RESILIENCE**: The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through disaster risk management.

• **RESPONSE**: Actions taken directly before, during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. (*Disaster response is predominantly focused on immediate and short-term needs and is sometimes called disaster relief. Effective, efficient and timely response relies on disaster risk-informed preparedness measures, including the development of the response capacities of individuals, communities, organisations, countries and the international community.*)

• **VULNERABILITY**: The conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.