

# Children, Climate Change and Disasters: **An Annotated Bibliography**

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The Children in a Changing Climate Research Programme investigates the role and agency of children in reducing risks to climate change and disasters.

This annotated bibliography is also available as an online guide at:

<http://www.eldis.org/go/topics/resource-guides/climate-change/key-issues/children-climate-change-and-disasters>

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## Introduction

Research and advocacy on children has been relatively marginalised in debates around climate change and disasters. There is a growing body of research on the impacts of disaster events and gradual climate change on children, especially on child health. Studies have shown that children are among the worst affected in the aftermath of natural disasters. With increasing number of disasters being linked to changing climatic conditions, and the escalating frequency of droughts, floods, water scarcity, malaria and vector-borne diseases, children are likely to be adversely affected both as children and in their adult lives.

Recent research has attempted to move away from focusing on children as passive victims of climate change and disasters, instead advocating for children as active participants in efforts to reduce the adverse impacts of disaster events and climate change. This includes their participation in adapting to climate change and preventing disasters through disaster risk reduction (DRR), as well as in post disaster emergencies and rehabilitation efforts.

## Children and climate change

The 'four pillars' of the Convention of the Rights of the Child (CRC) – protection, survival, development and participation – establish the fundamental rationale to create opportunities for children's voices to be heard in research, advocacy and policy on climate change and Disaster Risk Reduction (DRR).

Under this framework, children should be in the forefront of climate change policy, advocacy and research. It is their right to participate in all matters that affect them. The increasing frequency of disasters and projections of likely impacts of climate change indicate that today's children are especially vulnerable now and will bear the impacts of climate change over their lifetime.

Disaster preparedness, response and adaptation strategies need to be both child-centred and child-led. There is growing consensus amongst development agencies, research institutions and the UN that children's voices have to be heard and taken seriously in climate change policy, as the decisions that are made today will affect their lives tomorrow.

Children who are aware, involved and empowered are potentially effective agents of change within communities to foster an appropriate approach to address climate change.



[Recommended Reading...](#)

## In the face of disaster: children and climate change

### What impact do natural disasters brought about by climate change have on children?

Authors: –

Publisher: International Save the Children Alliance, 2008

Climate change is likely to lead to an increase in the frequency and intensity of natural disasters, and it will be the people in the poorest countries, especially children, who will bear the brunt. This report explores the impact of increasing disasters on children, and examines some of the ways in which the international community can work effectively with children and their communities to reduce the impact of disasters and improve survival, resilience and the prospects of recovery.

The publication states that up to 175 million children every year are likely to be affected by the kinds of natural disasters brought about by climate change. It is argued that children should not only be seen as victims of natural disasters and climate change, as they can also be communicators of good practice and active agents of change.

Some of the key issues analysed in the report include:

- The major impacts of natural disasters on children, focusing on: the spread and intensity of disease; increase of food insecurity, vulnerability and exploitation of children in emergency situations; and access to education
- Disaster risk reduction (DRR) and the Hyogo Framework of Action
- Building coping strategies and enhancing early warning through a community-based approach
- Children being seen as part of the solution to the problems posed by disasters
- Social protection measures like insurance, cash transfers, pensions, and child grants in reducing risk and vulnerability for children
- The role of national governments, international community, humanitarian agencies and donors in strengthening disaster preparedness

Save the Children highlights a number of recommendation to face the predicted increase in and severity of natural disasters. The recommendations include:

- Industrialised countries should enact binding commitments to reduce carbon emissions by in order to limit global warming to no more than 2° Celsius by 2050.
- The countries that adopted the Hyogo Framework for Action must deliver on their commitments to ensure that disaster risk reduction is a national and local priority
- Donors should ensure that the traditionally under-funded sectors particularly important to children are better supported

- Children should be involved in designing, carrying out and evaluating disaster risk reduction programming at local level.
- National governments and the international community should increase investment in livelihoods and social protection programmes



Read Full Document at  
<http://tinyurl.com/q4a6mg>

### Climate change and urban children: impacts and implications for adaptation in low and middle income countries

#### Taking urban children into account in climate change adaptation plans

Authors: S. Bartlett

Publisher: International Institute for Environment and Development , 2008

This paper examines the possible impacts for children of different ages from the increasing risk of climate change, focusing on preparedness and responses to extreme events, as well as constraints that climate change is likely to bring to urban centres in Africa, Asia and Latin America.

Without adequate planning and good governance, poor urban areas can be among the world's most life-threatening environments. The document highlights that adaptations to climate change need to take account of the risks for children.

There are two key areas discussed in this paper.

- Understanding the impacts for children of factors related to climate change. Here issues such as learning and competence, coping with adversity, household coping strategies, among others, are highlighted.
- The implications for adaptation. Focuses on basic guidelines for adaptation actors, reducing the longer term risks with children in mind, preparing for extreme weather events and adapting to impacts and losses.

The author argues that in every aspect of adaptation – protection, preparation, relief and rebuilding, and at every level of response some basic concerns regarding children and their caregivers need to be taken into account.

The document concludes that although addressing concerns for children maybe a burden especially when resources and time can be spent on so many other priority areas, it has been found that there are strong synergies between what children need and the adaptations required to reduce or respond to more general risks of climate change.



Read Full Document at  
<http://tinyurl.com/n262rx>

### Child voices: children of Nepal speak out on climate change adaptation

#### How does climate change affect children in Nepal?

Authors: D. Gautam; K. Oswald

Publisher: Children in a Changing Climate, 2008

In 2008 Children in a Changing Climate's research programme worked with ActionAid Nepal, and its partner organisations, to help poor children in the plains, hills and urban areas of Nepal make short films about how climate change is being experienced by their communities. Making these films allowed the children to explore how the changing climate is impacting them and their families, how they are coping and what they need in order to adapt to a changing climate. This report is based on the findings of the participatory video project and additional research with children in the project communities.

The report aims to provide an opportunity for children from three geographically diverse areas of Nepal to speak for themselves on their climate change adaptation needs. The authors do not claim that the children interviewed represent all the children of Nepal, but this report offers an opportunity for an international audience to hear their perspectives on their climate change adaptation needs.

The research found that poor children and their families in Nepal are being impacted by a changing climate. The children identified impacts to their families' livelihoods, their health, their education, their emotional wellbeing, and their access to water, as a result of floods, droughts and landslides, all caused by increasingly erratic and unpredictable weather patterns. However, these children are not passive victims of climate change, and the research found that they and their families are already making changes to their lives in order to cope, but they face severe constraints.

This report makes a number of recommendations for upholding children's rights in the context of climate change:

- Children have a right to be heard at all levels, in their communities, and in climate change debates at national and international levels
- From a rights-based perspective, working with children on climate change adaptation is not optional;

it is protecting their rights

- The changing climate is impacting families' livelihoods and their ability to afford to send their children to school. Governments need to ensure, through scholarships, stipends or fee waivers, that families do not take their children out of school as a coping strategy
- Many developing countries, including Nepal, have or are preparing National Adaptation Programmes of Action (NAPAs). In order for NAPAs to be both effective and equitable, consultation, dialogues and discussions in various policy spaces must include the views and needs of children.



Read Full Document at  
<http://tinyurl.com/la3eln>

## Climate change and children Examining the effects of climate change on young people and children

Authors: A. Veneman

Publisher: United Nations [UN]  
Children's Fund , 2007

This publication seeks to give children a voice on climate change, which has become a growing concern for them. This paper discusses the effects of climate change on children and young people focusing in particular on the following issues: Natural Disaster, Disease, Water, Food Security, Trees, Energy, Action and Advocacy.

The paper explains that the dramatic and harmful effects on the environment caused by climate change threaten the basic elements of life for people throughout the world, harming health and limiting access to water, food and land. Evidence is growing that climate change is contributing to the burden of disease. It has been estimated that climate change is responsible for approximately 2.4 per cent of worldwide diarrhoea and six per cent of malaria in some middle-income countries – diseases that disproportionately affect young children in developing countries. Moreover as rains fail, crops will wither and livestock will die, exposing children to starvation and

diminishing water supplies for drinking and hygiene. Particularly a change in precipitation patterns is likely to affect the quality and quantity of water supplies, thus compounding the impact of poor water and sanitation, as well as malnutrition.

The paper continues to say that while the accelerating deterioration of the global environment has its most profound effect on children and young people, environmentally aware and empowered children and adolescents are potentially the greatest agents of change for the long-term protection and stewardship of the earth. Young people's knowledge of water, environment and health is a largely untapped resource. The capacity of these young people to live in harmony with nature and to manage and maintain local water, air and land resources effectively is absolutely vital. However according to the paper increasing children's and young people's environmental awareness is not enough. For them to become effective agents of change, avenues must exist for their knowledge to be translated into

advocacy and action. Programmes that promote children's participation in local environmental initiatives that strengthen children's clubs and networks, and that provide a voice for children in local, national and global development processes are all ways to help realise the potential of children to shape their own world.



Read Full Document at  
<http://tinyurl.com/nrs5ds>

Our climate, our children, our responsibility:  
The implications of climate change for the world's children

Impacts of climate change upon children:  
critical element missing from key debates

Authors: E. Back; C. Cameron; Agulhas: Applied Knowledge  
Publisher: United Nations [UN] Children's Fund , 2008

This report aims to draw the attention of the international community to the specific risks faced by children in developing countries due to climate variability and extremes, thus making it harder to achieve the child – related MDGs. It analyses the impacts of climate change upon children, and their role in mitigation and adaptation strategies. The report argues that children need to be mainstreamed into larger debates on climate change, hazards and vulnerabilities.

It begins with an overview of the linkages between climate change and sustainable development, which is threatened by the increasing frequency of hazardous weather and the inability of the poor and most vulnerable to adapt to climate variability and extremes. Secondly, it documents and analyses the adverse effects of climate change with particular emphasis on MDGs relating to children: child health and survival, education and gender equality, emergencies and child protection. In tackling the drivers and impacts of climate change, it argues that

there is unique collective responsibility towards children who have been born into a world created by adults. The report calls on the UK government to:

- Mitigate – reduce carbon dioxide emissions by at least 80% against 1990 levels by 2050, especially in UK's share of emissions in international aviation and shipping
- Adapt – create an alternative approach to development as an adaptive response to climate change, as emphasised by the Stern Report, World Bank and the IPCC, and encourage UK companies and individuals to support funding for vulnerable communities to adapt to the impact of climate change
- Introduce impacts on children as important criteria for assessment in the climate screening of investments, review aid modalities and direct budget support, and also work with partner governments in developing countries to mainstream impacts on children in climate change policy.

Finally, the paper advocates empowering children to be actors in the climate change agenda, rather than as just observers or victims. To this end, it makes the following recommendations:

- To ensure children's participation in the development of key documents such as Poverty Reduction Strategy Papers (PRSPs), Country Assistance Plans and National Adaptation Programmes of Action
- To prioritise research on how climate change affects children across the world, and how children can and do contribute as agents of change on climate change adaptation and mitigation objectives.



Read Full Document at  
<http://tinyurl.com/mn4wkn>

# Child-led disaster risk reduction and climate change adaptation

Children are usually considered passive recipients of Disaster Risk Reduction (DRR) activities. However, following the successful first Child Led Disaster Risk Reduction (CLDRR) programme in Cuba, the model is being replicated and adapted in various disaster-prone and affected countries, particularly in Asia and Latin America.

Many agencies working in disaster-prone situations have realised the potential of the CLDRR programme for minimising risks within local communities. Research is now suggesting that children are effective risk communicators and agents of social change within their households and their immediate communities. CLDRR also creates opportunities for children affected by disasters to recover from the trauma of their experiences. Case studies reveal that involving children not only facilitates the humanitarian efforts of agencies, but it is a process for personal psycho-social rehabilitation.

CLDRR also provides a valuable entry point for more equitable processes for adaptation to climate change, particularly over medium term timescales that are meaningful to children and their pathway into adulthood. However, scaling up CLDRR to national level advocacy and policy spaces remains a huge challenge. It requires a change of perception and attitude of adults, and acknowledging children's role in contributing to DRR strategies.



Recommended Reading...

## Children in disasters: after the cameras have gone

### Children in disasters: lessons from El Salvador, Sierra Leone and Viet Nam

Authors: A. Jabry  
Publisher: Plan, 2002

Exposure to a disaster is a traumatic experience for any person, but particularly so for a child. This report presents three case studies which illustrate practical lessons from Plan's experience of working with children in disasters in El Salvador, Sierra Leone and Viet Nam.

The case studies are examined in chapters 1–3, and the report provides lessons learned, including:

- The plight of children in the aftermath of the earthquakes in El Salvador in 2001 shows why children's voices need to be heard in the aftermath of a disaster
- The results of a Rapid Education programme for internally displaced children, traumatised by the conflict in Sierra Leone clearly demonstrate why children's education is as an essential intervention in the disaster recovery process

- The experiences of children in the floods in central Viet Nam in 1999 shows how children's involvement in disaster preparedness is necessary to increase the long term resilience of their communities.

The report ends with five sets of recommendations for organisations involved in disaster situations to help ensure children's rights are met during the emergency and beyond:

- The first set explains the importance of children's participation in disaster preparedness, relief and recovery. Such participation helps children deal with the trauma of the disaster, and releases their energy and knowledge to assist with the wider recovery process
- The second set looks at children, international law and disasters and repeats the call to the United Nations and member governments to safeguard the rights of children in disasters and suggests four possible mechanisms to monitor and review the enforcement of child rights during disasters



- The third set of recommendations explains the need to raise public awareness about children in disasters
- The fourth set contains detailed good practices for working with children in disasters which can be applied by organisations in the preparedness, relief and recovery phases of a disaster
- The fifth set emphasises the need for further research into children, disasters and how best to safeguard their survival, protection, development and participation rights.



Read Full Document at  
<http://tinyurl.com/koj2ah>

## Child-led disaster risk reduction: a practical guide

### How can children effectively participate in disaster risk reduction?

Authors: L. Benson; J. Bugge

Publisher: Save the Children [Sweden], 2007

This guide, and the examples within it, show the varied, productive and leading roles children can play in disaster risk reduction (DRR). The guide states that it is crucial that as the most vulnerable section of society, children are empowered and educated to be able to prepare themselves and their communities to cope with potential disasters.

Within this guide are some practical tools and methods for implementing a child-led programme. According to the guide the question to ask is not if children should be involved but rather how they should be involved. This practical guide is aimed at practitioners working with children to provide them with examples and ideas to help them enable children to lead the process of disaster risk reduction.

The guide recommends the following steps to be taken by governments and the international community:

- Make child protection an integral part of every humanitarian response: incorporate child protection programming into the

delivery of all services including food, shelter, health and water and sanitation

- Recognise education as an important means of protection
- Ensure that all nation states recognise children are central to the security agenda and should play a central role in DRR
- Provide adequate resources to assist local communities to integrate children as social actors in all their preparedness and response activities
- Advocate for communities and local authorities to support children in taking their place as active citizens who contribute significantly to community wellbeing and self-protection in the face of potential and actual disasters
- Establish child-led community based disaster risk reduction programs globally.



Read Full Document at  
<http://tinyurl.com/nsuk5z>

## Child focused disaster risk reduction

### Handbook on child participation in Disaster Risk Reduction

Authors: –

Publisher: Asian Disaster Preparedness Center , 2007

This Handbook is a review on existing literature and case studies in India and Philippines which have a specific focus on integrating children in to Disaster Risk Reduction (DRR) policies and programmes. It is part of a course organised by Asian Disaster Preparedness Centre on how to successfully carry out community disaster risk reduction. With increasing focus on child participation in development and post disaster experiences, international NGOs and global institutions recognise the need to advocate for child led disaster risk reduction (CLDRR) programmes, disaster risk education in schools and school safety initiatives.

The Learning Objectives of the paper are:

- To be able to discuss importance of children's participation in DRR
- To be able to analyse case presentations featuring child-focused disaster risk reduction.

The rationale and the key concepts of promoting child – focused disaster risk reduction are explained, with the help of examples from international organisations:

- Children have specific vulnerabilities and needs which have to be addressed in risk reduction. Children possess capacities according to their stage of development which form the basis for their active participation in emergency response, preparedness and mitigation.
- A nurturing and supportive environment helps children cope with adverse situations, and contributes to building their resilience. Parents, school teachers, government and other duty bearers have to provide these supports to children.

- A school safety program has many benefits for linking the school to the family and community in disaster risk reduction.

The second section looks at successful case studies in India and the Philippines on child focused disaster risk reduction efforts.

#### India:

- To acknowledge children as active participants in post disaster responses, the National Bravery Award was started for children who had the courage to save lives during the time of disasters and emergencies
- School safety initiatives have been started by Gujarat State Disaster Management Authority (GSDMA) & SEEDs.

#### Philippines:

- Children successfully lead the relocation of a school from a high risk area when the headmaster of a school left the decision to a community wide referendum, including students

- Child friendly spaces have been organised to provide psycho-social needs, creating a sense of security for children in response to an emergency situation after a mudslide
- Participatory research was conducted with children to develop a toolkit, Child Oriented Participatory Risk Assessment and Planning (COPRAP Tools), for a flood prone community.



Read Full Document at  
<http://tinyurl.com/lq6ubu>

## Children as agents of change for disaster risk reduction: lessons from El Salvador and the Philippines

### Children as risk communicators and agents of change in DRR programmes: El Salvador and the Philippines

Authors: T. Tanner; T. Mitchell; K. Haynes

Publisher: Children in a Changing Climate, 2009

This paper explores children's voices in disaster risk reduction (DRR) policy spaces and their capacity to communicate disaster risk to their parents and larger community. It challenges the traditional development approaches which perceive children as passive victims during and after disasters. The argument is supported by field research in El Salvador and Philippines conducted by Plan International, which highlights the contribution of children to minimising risks in disaster-prone developing countries.

The paper investigates three related areas of enquiry that help to frame the emerging child-centred approach to DRR. First, it considers a history of youth empowerment through children's active participation in decision-making forums. Second, it looks at whether the international human rights architecture provides for a child's right to protection from disasters; and third, it asks whether children can be effective as communicators of risk within their own households and communities.

The paper outlines the methodology and findings from empirical research conducted in the Philippines and El Salvador, which addresses child-centred DRR by asking what opportunities exist for the voices of children, and their groups, to be heard within local and national DRR policy spaces and what experiences and capacity they have for doing so. The research results from each of the four field sites visited (two in each country) are then compared in a short discussion section.

While acknowledging that there is not yet enough evidence to present conclusive results, this research indicates that informed young people, including children, can play a crucial apolitical and trusted role in communicating risk to adults and peers, and dispelling long held beliefs. Findings include:

- There are both informal and formal pathways for children to communicate, within the household, with community members and local leaders, and also with teachers

- Not only do children accurately identify and communicate risk, they are active agents of change, particularly in the presence of external agencies, as field research has revealed
  - A model of children's voices can be designed based on these findings, which depicts the extent of influence that children have on different stakeholders.
- Lastly, the paper puts forward a few important questions:
- Whether children can and want to be asked to take on such responsibilities?
  - Do these findings and its implications actually contribute to childrens' vulnerability?



Read Full Document at  
<http://tinyurl.com/mvapgk>

## Role of education and schools in disaster risk reduction

The importance of education in promoting and enabling Disaster Risk Reduction (DRR) has already been identified by researchers and policy makers. In doing so, there is a renewed focus on disaster risk education in primary and secondary schools. Mainstreaming DRR into school curricula aims to raise awareness and provide a better understanding of disaster management for children, teachers and communities. Accompanying structural changes to improve safety in building schools will not only protect children and their access to education, but will also minimise long term costs.

There is increasing evidence that students of all ages can actively study and participate in school safety measures, and also work with teachers and other adults in the community towards minimising risk before, during and after disaster events. Methods of participatory vulnerability assessment, capacity assessment and hazard mapping have been used with broader communities surrounding schools and other institutions of education and research. Government can effectively reach out to communities and protect them by focusing on schools in DRR initiatives to achieve greater resilience to disasters.



[Recommended reading...](#)

[Let our children teach us! A review of the role of education and knowledge in disaster risk reduction](#)

[How participatory education for children can help to reduce their vulnerability to disasters](#)

[Authors:](#) B. Wisner

[Publisher:](#) Child Rights Information Network , 2006

Action focused on schools should be an important part of efforts to building communities' resilience to disasters and, this paper argues, children of all ages should be directly engaged in learning about risks and identifying solutions to protect schools. This review sets out a strategy to address the knowledge management, education and risk awareness needs of communities through:

- promoting more and better teaching about hazards and risk reduction in schools
- creating schools as models and centres of participatory risk reduction in their communities physical protection of schools from natural hazards.

The paper reviews the experiences of educating children in disaster-prone areas across the world, and describes a variety of participatory approaches, and examines the use of strategies involving child-to-child peer education, the use of songs, electronic and print media, action learning, and using science education as

a means to introduce studies of disaster risk.

It finds that educating children can be an effective approach in reducing vulnerability to risk. The author suggests that students from primary school to post-graduate study can actively study the safety of their own schools and work with teachers and community members to find ways to protect them. They can also spread the methods of participatory vulnerability and capacity assessment and hazard mapping to the broader communities surrounding schools and other institutions of education and research.

The paper concludes with a discussion of some of the gaps and constraints in such an approach, and potential opportunities to address them.



[Read Full Document at http://tinyurl.com/lgk22v](http://tinyurl.com/lgk22v)

Lessons for life: building a culture of safety  
and resilience to disasters through schools: a briefing paper

Using knowledge and education systems  
to build safety and resilience at all levels

Authors: J. Campbell; R. Yates; ActionAid International;

Books for Change, Bangalore, India

Publisher: International Strategy for Disaster Reduction (ISDR), 2006

The paper is based on the one of the core components of Hyogo Framework for Action 2005–2015 – the ‘use of knowledge and education systems to build a culture of safety and resilience at all levels’. With the help of examples of best practices, the paper presents argues that governments cannot ignore the opportunity that schools and education offer in reducing the risk of hazards and disasters. The paper aims to set out concrete and practical recommendations to help governments meet their commitment. These recommendations will facilitate government dialogue with citizens and guide the creation or integration of national policy on disaster risk reduction.

The paper argues that focusing on schools as part of initiatives to achieve greater resilience to disasters is one of the best ways in which governments can protect communities. This is because schools can bridge the gap between scientific knowledge and practical local action by transmitting messages, setting standards and physically protecting

the community from disasters.

The final recommendations to governments are placed within the framework of achieving a ‘culture of resilience and safety’, which has the main objective of reducing vulnerability to disasters and its risks.

The recommendations made are as follows:

Integrate teaching on local risk and hazards into the curriculum:

- Establishing targets for disaster risk education which are transparent and monitored by citizens
- Raising awareness on local hazards through existing subjects such as geography or natural sciences, using community vulnerability assessment tools as a frame of reference
- Providing adequate teacher training on disaster risk education
- Involving teachers’ unions to ensure widespread understanding and commitment from teachers.

Increase the physical safety and resilience of school building:

- Ensuring that all new school buildings adhere to building codes that incorporate disaster resilience
- Conducting safety reviews of existing school infrastructures with respect to local hazards
- Following up on safety reviews by setting transparent time bound targets for repairing and rebuilding schools
- Developing a legal and institutional framework for systematically implementing, monitoring and evaluating school protection, involving stakeholders from all levels.



Read Full Document at  
<http://tinyurl.com/n9tr6u>

### Towards a culture of prevention: disaster risk reduction begins at school – good practices and lessons learned

#### How can schools help promote disaster risk reduction?

Authors: –

Publisher: United Nations International Strategy for Disaster Reduction , 2007

The World Disaster Reduction Campaign for 2006–2007 “Disaster Risk Reduction Begins at School” has resulted in various initiatives worldwide to make school buildings safer and have disaster risk reduction taught in school. This report highlights best practices of disaster risk reduction in the school community.

The discussion report highlights activities on three different objectives:

- Raising awareness within school communities. Activities include training of teachers; organising disaster quiz competitions; school contests on disaster risk reduction knowledge; campaigning for disaster safety; and turning school students into catalysts and initiators

- Building a culture of prevention. Initiatives include developing disaster education materials; mainstreaming disaster risk reduction into school curricula or national education systems; using alternative or innovative ways to educate children, youth, teachers and parents about disaster risk reduction issues; and initiatives where children play a part in various activities on the ground

- Making school building safer. Good practices include assessing the vulnerability of school facilities; retrofitting school buildings; building earthquake-resistant schools; relocating schools which are in high-risk areas; building new schools in low-risk areas.



Read Full Document at  
<http://tinyurl.com/n8fdhg>

### 2006 – 2007 World Disaster Reduction Campaign: disaster risk reduction begins at school

#### Lessons learned on integrating disaster risk education into national school curricula

Authors: –

Publisher: International Strategy for Disaster Reduction (ISDR), 2007

This report presents an overview of the campaign “Disaster risk reduction begins at school” and the lessons learned from good practice in different countries affected by various natural and man-made disasters. Children are the most vulnerable age group during any disaster, especially those attending school, as school buildings are often destroyed. In keeping with the Hyogo Protocol and achieving the MDGs, the UN/ISDR secretariat and its partners made disaster risk education and safer school facilities the two critical themes of the 2006–2007 World Disaster Reduction Campaign.

The background to the campaign is provided, explaining the rationale, expectations and the key messages of the campaign. The campaign is based on the assumption that disaster risk education in schools will empower children to play a role before and after a natural hazard, thereby reducing the adverse effects of such disasters.

It aims to raise awareness and mobilise various stakeholders to ensure that disaster risk reduction is fully integrated into school curricula in high risk countries and that school buildings are built to withstand natural hazards.

Factsheets are presented to illustrate the number of natural disasters affecting the high risk countries in the world, the economical costs of such disasters, the countries where disaster risk has been made a part of the national school curricula, and examples of impacts of disasters on achieving MDGs. The active participation of various stakeholders; the government, international community, civil society and also family are crucial to the success of the campaign. The report elaborates on each of their expected roles in ensuring the safety of schools and raising risk awareness amongst children and communities.

Lastly, the following case studies establish the effectiveness of the campaign's main objectives; that children who are taught to about natural hazards play an important role in protecting and the saving lives of members of their communities during the time a disaster:

Cuba: an educational project about disasters

Kazakhstan: local risk management in earthquake zones

Madagascar: disaster resistant schools

Afghanistan: school safety as part of post conflict reconstruction

India: rehabilitation to safety, Gujarat School Safety Initiative.



Read Full Document at  
<http://tinyurl.com/n98kkc>

## Impact of disasters on the education sector in Cambodia

### How can Cambodian students be protected from natural disasters?

Authors: Economic Institute of Cambodia

Publisher: Asian Disaster Preparedness Center , 2008

Natural disasters can cause terrible loss of life. However what is perhaps most disturbing are their impact on the most vulnerable, in institutions where safety should be paramount i.e. patients stranded in hospitals and children at their desks in schools. Indeed in respect of the latter innumerable cases of inadequately constructed schools have seen massive loss of life – for instance more than 17,000 students died in the 2005 Pakistan earthquake with the collapse of over 10,000 schools.

Cambodia's youth have been similarly affected – children accounted for 80% of deaths in the devastating floods of 2000; whilst floods in 2001 and 2002 also caused disruption and widespread destruction to school buildings. It is not just death and devastation which is of concern but consequences for education – and the subsequent socio-economic impacts it may have on communities.

This paper from the Asian Disaster Preparedness Center (ADPC) seeks to evaluate the impact of disasters on the education sector in Cambodia. Indeed it finds that the country's susceptibility to flooding has had dire consequences for education, due to:

- Difficulty in accessing schools
- High drop-out rates caused by flood
- Schools co-opted as emergency shelters in times of flooding by local community

In addition, the document asserts that inadequate technical capacity for school construction in remote/rural areas – consultants rarely travelling to remote areas to check for safety compliance – puts students at risk.

To address such concerns the authors offer a number of specific recommendations, including:

- Cambodian government financial planning should incorporate Disaster Risk Reduction (DRR) measures so that all newly-built and renovated schools become hazard resilient
- Since disasters not only disrupt education but often cause indirect impacts – damaged roads hinder access to the school for pupils – flood shelters and roads need improving
- Projects should only build schools in non-flood prone areas, if such an area exists in the commune, even if it means they have to spend more in buying private property for construction
- Integration of DRR in the school curriculum, particularly primary. Students in the primary classes are the most vulnerable to disasters and as there is a high drop out rate in Cambodia after primary school, DRR needs to be taught at this level



Read Full Document at  
<http://tinyurl.com/lpt6qh>

- Development of guidelines by Ministry of Education in consultation with the Cambodian Red Cross for emergency planning in the schools – to complement the teaching of DRR

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## Notes



