

SENDAI FRAMEWORK

FOR DISASTER RISK REDUCTION:

FOR CHILDREN





ABOUT THE CHILDREN IN A CHANGING CLIMATE COALITION

The Children in a Changing Climate (CCC) coalition is a partnership of leading child-centered development and humanitarian organizations, each with a commitment to share knowledge, coordinate, and work with children as agents of change, in full recognition of their capacity to prepare for and respond to shocks and stressors. The mandate of the CCC is to advocate for and promote the rights of children in global agreements. Members of the coalition are **CHILDFUND ALLIANCE**, **PLAN INTERNATIONAL**, **SAVE THE CHILDREN**, **UNICEF**, and **WORLD VISION INTERNATIONAL**.

ACKNOWLEDGEMENTS

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**TO ALL
THE CHILDREN
THAT CARE FOR
OUR WORLD,
THEY ARE
THE REAL
SUPER
HEROES**



EACH YEAR



**CHILDREN AROUND
THE WORLD ARE
AFFECTED BY DISASTERS.⁽¹⁾**

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**IN 2014
ALONE, DISASTERS
AND EMERGENCIES
FORCED**

**9 MILLION
GIRLS AND
BOYS OUT
OF SCHOOL.⁽²⁾**

You have a lot to tell adults about the specific risks and dangers where you live, and a lot to contribute to making families, schools and communities safer before and after a crisis.

Children who understand dangers, who are empowered and listened to, can play an important role in their own protection. When children speak out and their needs are prioritized, they contribute to long-term development after a disaster and build safer communities for everyone.

This booklet is about disaster risk reduction – WORKING TOGETHER to reduce the chance that a hazard will turn into a disaster, and preparing for disasters when they do happen. Disaster risk reduction should happen at the level of national government, local government and in your communities and families. It means engaging and listening to everyone – children and young people, and especially those who are often left out.

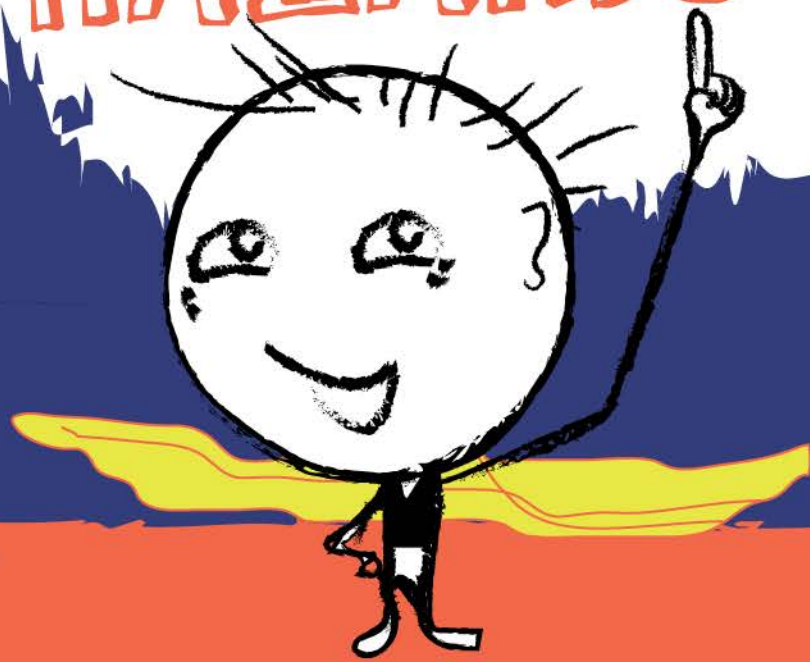
Worldwide, people are becoming aware of the importance of disaster risk reduction. Governments from different countries came together in 2015 to agree on a 15-year plan to make the world safer. It's called the

SENDAI FRAMEWORK FOR DISASTER RISK REDUCTION

because the meeting took place in a city called Sendai, in Japan. This booklet will help you and your friends understand the Sendai Framework and the important role you have in making sure the plan becomes a reality.

Before we talk about the
**SENDAI
FRAMEWORK**

we need to **UNDERSTAND
DISASTERS,
RISKS AND
HAZARDS**



**WHO IS MOST
VULNERABLE?**
**WHAT DO WE MEAN
WHEN WE TALK
ABOUT RESILIENCE?**
And **WHAT DO CHILD
RIGHTS HAVE TO DO
WITH ALL OF THIS?**



UNDERSTANDING DISASTERS

LOOK AROUND AND YOU WILL SEE
THAT NATURE IS ALWAYS MOVING AND
CHANGING. DEPENDING ON WHERE YOU
LIVE, EVERYDAY THERE MIGHT BE RAIN,
SUN, WIND OR SNOW. TREES FALL
DOWN, THE SEA RISES AND FALLS
AND THE EARTH TREMORS.



WHAT IS A HAZARD?

A hazard is an event or a process, either natural or human-made that can cause harm to people, their belongings and their environment, if they do not take precautions.

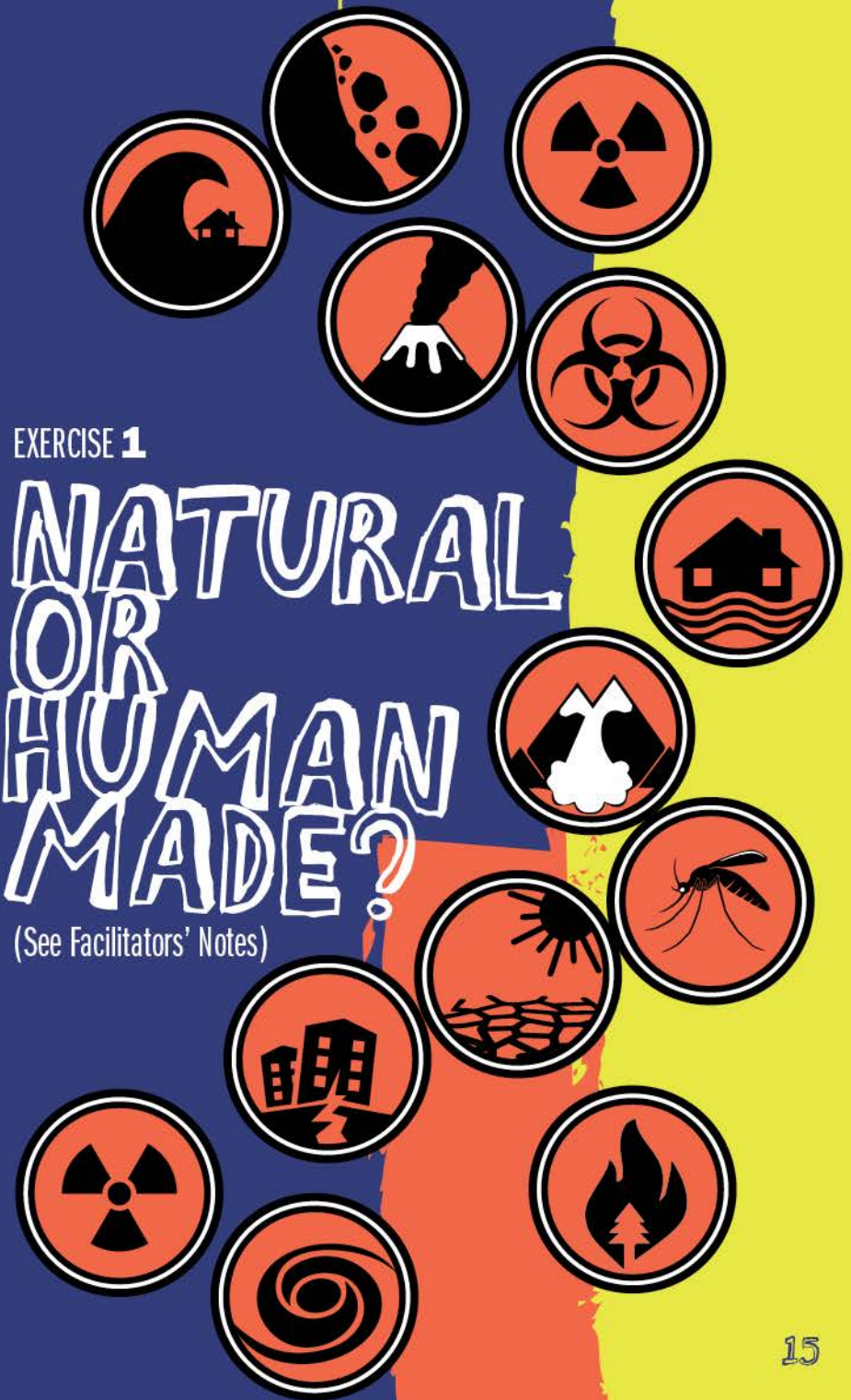
There are different types of hazards. Some are natural, such as earthquakes, hurricanes, volcanoes, floods, droughts and landslides.

Others are caused by people, known as technological or human-made hazards. These include pollution and traffic or factory accidents.

EXERCISE 1

NATURAL OR HUMAN MADE?

(See Facilitators' Notes)



MATCH

THE PICTURES

WITH

THE NAME and THE DESCRIPTION

and then say whether you think it's a natural
or a human-made hazard.



TSUNAMI

A HUGE WAVE, USUALLY CAUSED BY VOLCANIC OR EARTHQUAKE ACTIVITY UNDER THE OCEAN, WHICH CAN EVENTUALLY CRASH INTO THE SHORELINE. THE EFFECTS ON THE COMMUNITY CAN BE DEVASTATING.

EPIDEMIC

THE RAPID SPREAD OF AN INFECTIOUS DISEASE TO LOTS OF PEOPLE.

HURRICANES

(ALSO KNOWN AS TYPHOONS OR CYCLONES, DEPENDING ON WHERE YOU LIVE): THE STRONGEST TROPICAL STORMS. THEY FORM IN SPECIFIC CONDITIONS.



EARTHQUAKES

THE SHAKING AND MOVING OF THE GROUND DUE TO MOVEMENTS OF THE PLATES THAT MAKE UP THE SURFACE OF THE EARTH.

DROUGHTS

WHEN IT DOESN'T RAIN FOR AN UNUSUALLY LONG TIME AND THIS LEADS TO A SERIOUS WATER SHORTAGE. THEY CAN ALSO BE CAUSED BY HUMAN ACTIVITIES. FOR EXAMPLE, BUILDING A DAM UPSTREAM COULD CAUSE A DROUGHT FOR THE VILLAGERS DOWNSTREAM.

PLAGUE

THE RAPID SPREAD OF A PLANT, ANIMAL OR INSECT THAT CAUSES HARM TO PEOPLE, THEIR CROPS OR THEIR ANIMALS.



FLOODS

WHEN A RIVER BURSTS ITS BANKS AND THE WATER SPILLS OUT ONTO OTHER PLACES.

AVALANCHES

WHEN LOTS OF SNOW SUDDENLY MOVES DOWNHILL.

TECHNOLOGICAL HAZARDS

A HAZARD CAUSED BY TECHNOLOGICAL OR INDUSTRIAL CONDITIONS. FOR EXAMPLE, A FACTORY EXPLOSION, CHEMICAL SPILL OR NUCLEAR RADIATION.



LANDSLIDES/ MUDSLIDES

WHEN LOTS OF LAND AND MUD SUDDENLY MOVE DOWNHILL.

VOLCANOES

WHEN MAGMA REACHES THE EARTH'S SURFACE, CAUSING ERUPTIONS OF LAVA AND ASH.

WILDFIRE

WHEN A FIRE GETS OUT OF CONTROL IN THE FOREST.



**AS YOU CAN SEE
SOME OF THE EXAMPLES
ARE NOT SO CLEAR-CUT.**

WE SAY

A FLOOD IS NATURAL,
BUT SOMETIMES A VILLAGE FLOODS
BECAUSE HUMANS WERE DUMPING
THEIR RUBBISH UPSTREAM
OR CUTTING DOWN TREES.



WE SAY

A WILDFIRE IS NATURAL,
BUT IT MAY HAVE BEEN CAUSED BY
SOMEONE DROPPING A CIGARETTE
IN THE FOREST.



EXERCISE 2

(See Facilitators' Notes)

WHAT KINDS OF HAZARDS
HAPPEN MOST FREQUENTLY
IN YOUR AREA?



GAME **FIND THE** **HAZARDS** **IN THE** **ALPHABET** **SOUP**

AVALANCHE **FLOOD**
DROUGHT **HURRICANE**
EARTHQUAKE **LANDSLIDE**
EPIDEMIC **MUDSLIDE**
EXPLOSION **PLAGUE**
WILDFIRE **TSUNAMI**

I	L	K	F	G	E	P	I	C	S	F	S	E	T	E
Q	K	A	I	Z	C	K	E	T	W	K	H	V	H	N
H	W	Q	N	Q	M	P	A	W	B	C	J	Z	G	A
E	R	I	F	D	L	I	W	U	N	B	E	P	U	C
P	P	X	M	B	S	C	M	A	Q	U	X	D	O	I
I	F	L	O	O	D	L	L	A	G	H	C	J	R	R
D	N	N	R	N	G	A	I	A	N	R	T	I	D	R
E	O	M	K	D	V	L	L	D	C	U	W	R	M	U
M	G	C	Q	A	F	P	O	Z	E	O	S	U	A	H
I	E	X	P	L	O	S	I	O	N	V	D	T	U	E
C	M	Y	I	M	C	G	G	Q	G	S	H	T	H	B
U	R	N	O	U	S	T	Z	K	L	C	Y	P	F	E
P	J	G	N	L	E	T	G	I	W	J	Y	K	F	E
F	V	O	S	H	C	Q	D	A	W	X	B	S	L	K
R	H	N	F	N	F	E	R	F	M	A	K	U	R	S

WHAT IS A DISASTER?

A hazard can turn into a disaster, but not necessarily.
Several things must happen at the same time.
Let's take the example of a mudslide:

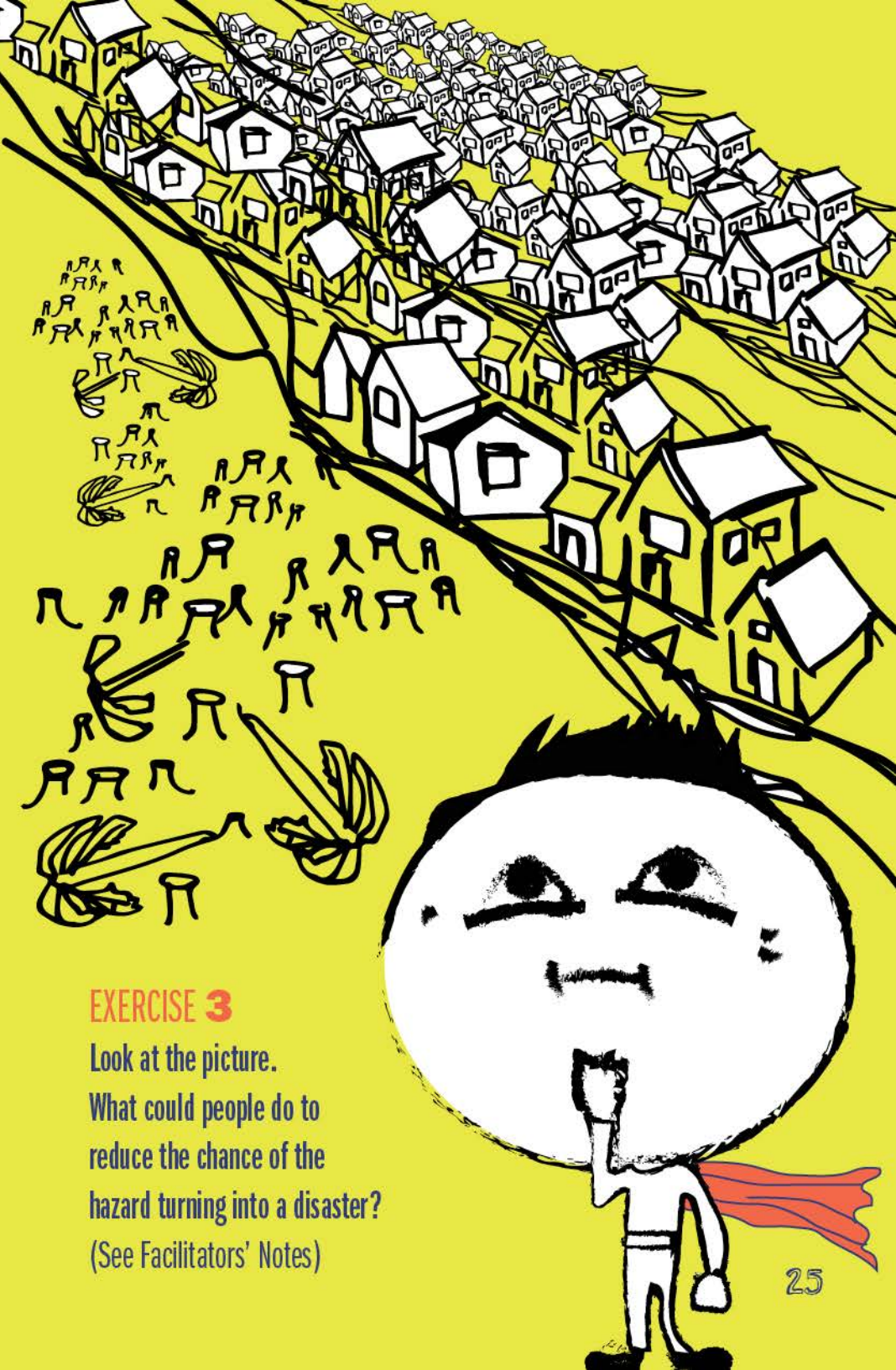
1 PEOPLE BUILD THEIR HOUSES NEAR A HAZARD.

For example, at the foot of a volcano, on a muddy and unstable slope, or right on the beach.

2 THE HAZARD OCCURS

For example, heavy rains and then an earthquake, leading to a landslide.

3 THE HAZARD TURNS INTO A DISASTER, CAUSING LOTS OF DAMAGE TO PEOPLE AND THEIR BELONGINGS.



EXERCISE 3

Look at the picture.

What could people do to reduce the chance of the hazard turning into a disaster?
(See Facilitators' Notes)

SO A DISASTER IS A REALLY BAD EVENT,

when lots of people are hurt or killed and their belongings are damaged or destroyed. When a disaster happens, local communities often can't cope on their own. National governments and local authorities must support people when disaster strikes. Often, people also need help from neighbours and friends in other areas or countries. When this happens, we say that the community's **CAPACITY** has been exceeded. **CAPACITY** means all the strengths, resources and ideas that people in the community have to protect themselves and their belongings **AGAINST THE EFFECTS OF A DISASTER.**



EXERCISE 4

Let's take an example of a common hazard in your area. What can people do to reduce the chance of the hazard turning into a disaster? (See Facilitators' Notes)



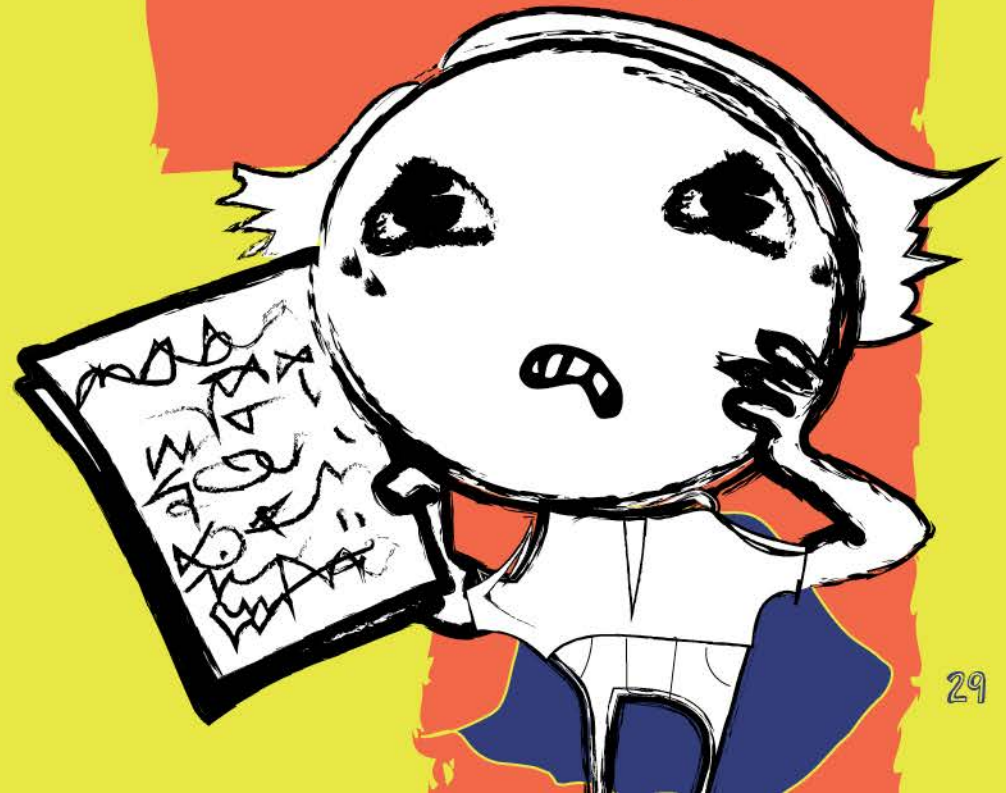
WHAT IS A VULNERABILITY?

Some things make people, communities, cities, or countries more likely than others to experience the harmful effects of a hazard. This is what we call **VULNERABILITY**.

People might be vulnerable for one or a combination of reasons. For example, being old, sick, pregnant, or having a disability makes some people in your community more vulnerable. You can probably run faster from a wildfire than your grandmother. People might be especially vulnerable because they can't read the warning notices or understand the messages on the radio. Living right by the river in badly constructed buildings might make you vulnerable, and so might living in a new area where you don't know your way round or speak the language.

The poorest people are generally the most vulnerable. For example, they don't have a choice as to where they live because they need to be close to their work; or they cannot afford stronger materials to build their houses. Also, they often have not been taught how to prevent a hazard from turning into a disaster, or how to respond when a disaster strikes. The police, the fire department, and governments have a very important role to play in making sure that vulnerable people are not so exposed.

When we talk about **EXPOSURE** we mean the number of people and their belongings who face risks in hazard zones. Things like climate change and more people coming to live in an area can increase exposure.



AS YOU CAN SEE

Some types of vulnerability can be prevented, while others can't. It is important to think about who is vulnerable in your community so you can help them out.

A community that meets and works together to talk about the hazards they face is less vulnerable to disasters than a community that doesn't discuss possible dangers or leaves people out.



EXERCISE 5

Think about your community.

Who are the most vulnerable?

Imagine you get an SMS warning that a flood is coming. What would you do to make sure the most vulnerable people are protected?

(See Facilitator's Notes)

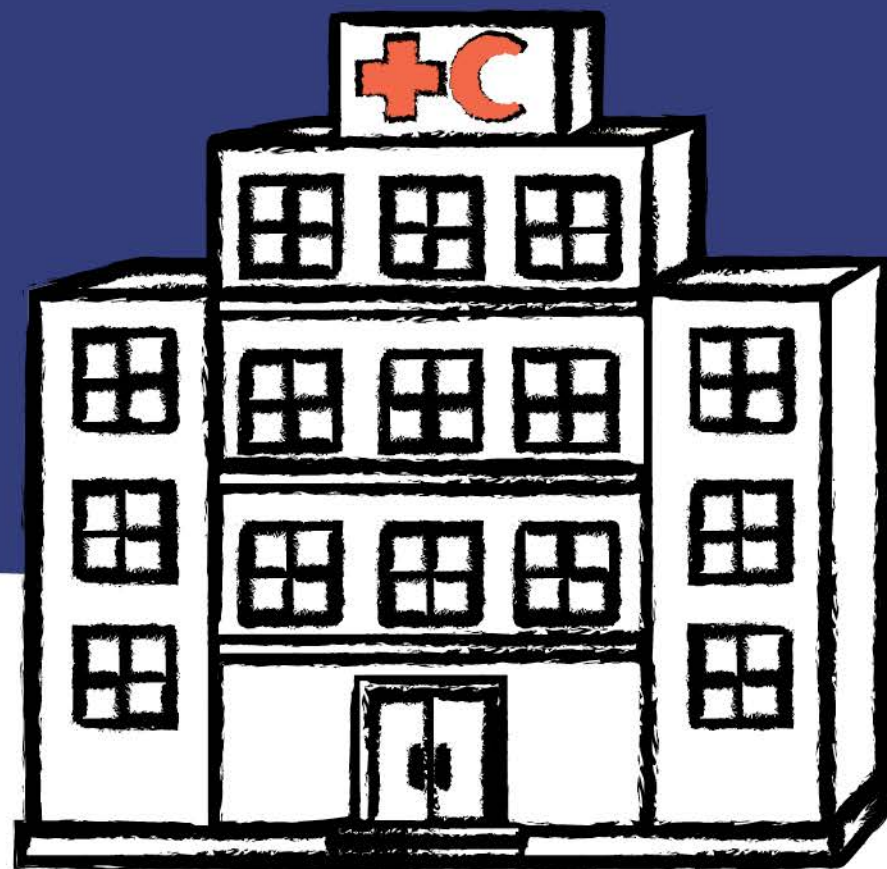
WHAT IS RISK?

**RISK IS THE CHANCE THAT A HAZARD
WILL TURN INTO A DISASTER.**

**We can't always prevent hazards. But we can reduce
the chances of hazards becoming disasters:**

this is what disaster risk reduction is about. For example, we can build
in certain ways or with certain materials that will make houses and schools
less likely to fall down in a hurricane, or stop cutting down trees
so landslides are less likely.

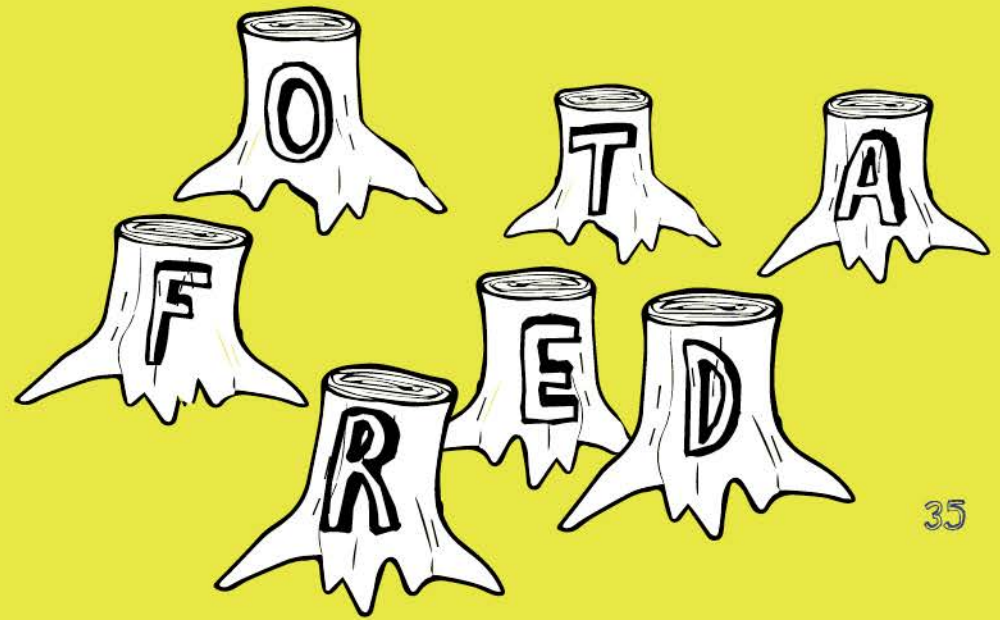
Disaster risk reduction also helps communities and countries in the long-term
– what we call **SUSTAINABLE DEVELOPMENT**. For example, a river that is kept clean
because people don't dump their rubbish is less likely to cause a big flood in the
village, but also better in the long-term because the clean water is healthier for
people to drink, cook and wash, and there will be more fish for the villagers
to eat and sell at market.



GAME ARRANGE THE LETTERS IN THE RIGHT ORDER

CLUE

WHAT INCREASES MANY COMMUNITIES'
VULNERABILITY TO SOIL EROSION,
MUDSLIDES AND FLOODING?



NOW YOU KNOW ABOUT

HAZARDS, DISASTERS, VULNERABILITY AND RISK,

WE CAN TALK ABOUT

THE SENDAI FRAMEWORK for DISASTER RISK REDUCTION.

WHAT'S IT FOR?

THE SENDAI FRAMEWORK APPLIES TO ALL KINDS OF HAZARDS NATURAL AND HUMAN-MADE. It also applies to everyone, everywhere: national and local governments, communities and families all over the world. Governments and chiefs have an important responsibility to protect people, but everyone else does too. Close communities where everyone listens and looks out for each other are less vulnerable to disasters and more resilient when a disaster strikes.



WHAT'S NEW?

Before THE SENDAI FRAMEWORK, there was another international plan to reduce disaster losses – THE HYOGO FRAMEWORK FOR ACTION.

It was developed and agreed on by governments, international agencies, disaster experts and others in 2005, following the 2004 Indian Ocean Tsunami. The Sendai Framework builds on these good ideas and introduces new important ones.

FIRST

It emphasizes the importance of disaster RISK management as opposed to disaster management. As we know, a hazard doesn't have to turn into a disaster – the risk is the chance that it will. So paying lots of attention to risks and how to reduce them is a good way to stop the hazard from turning into a disaster in the first place.

SECOND

THE SENDAI FRAMEWORK sets out 7 clear global targets and speaks about how to check that we're achieving them.

THIRD

THE SENDAI FRAMEWORK talks about a bigger range of hazards. As we know, hazards can be natural or human-made, and we need to think about lots of types of possible danger. Also, the Sendai Framework talks about health and education as an important part of resilience. Making sure that people in your community are healthy and informed before the hazard, and that they know how to stay healthy and access information, means they are less vulnerable.

FOURTH

THE SENDAI FRAMEWORK pays attention to the role everyone has to play to make sure the plan becomes a reality. It isn't just about governments and local leaders knowing what to do. Disaster risk reduction is everyone's business.

WHAT'S YOUR ROLE?



Worldwide, there are 2.2 billion people under the age of 18.⁽³⁾ Grown-ups need to listen to you! Experience shows that children have unique knowledge and ideas about the risks in their communities and how to address them. You have the right to be heard to participate in the decisions affecting your lives – whoever you are, and wherever you are. When children are at the center of disaster risk reduction – in groups and as individuals – activities are for children and by children. Child-center disaster risk reduction can enable the fulfillment of many important rights, including your rights to life, education and health. Governments, agencies and other adults in your communities need to listen to your point of view so that you are better protected, and so that your energy, knowledge and ideas can help protect everyone.

WHAT'S DOES THE SENDAI FRAMEWORK

EXPECT TO

DO?

When the plan is implemented by PEOPLE LIKE YOU, it will mean that fewer disasters happen. When a hazard does turn into a disaster, it will be less severe and people will recover faster. Most importantly, future disasters will take fewer lives, fewer jobs, and cause less damage to farms, homes, health and the environment. This will mean that disasters will have less serious and less expensive long-term impacts for everyone.

WHAT'S THE OVERALL GOAL?

The overall goal is to prevent new risk and reduce the risk that's already there. (Remember? Risk is the chance that a hazard will turn into a disaster.) The plan will do this by seeing what needs to change in lots of different areas of people's lives so that they face less hazards, are less vulnerable to disasters and better prepared when a hazard does happen. This all means they will be more **RESILIENT** – stronger and more flexible so they are good at bouncing back when something scary happens. Like a bendy palm tree: it gets blown around when the wind is strong, but afterwards it's okay.



7 CLEAR TARGETS

**TARGETS ARE WHAT WE WANT TO
ACHIEVE TOGETHER. THEY ALLOW US
TO CHECK THAT THE PLAN IS WORKING.**

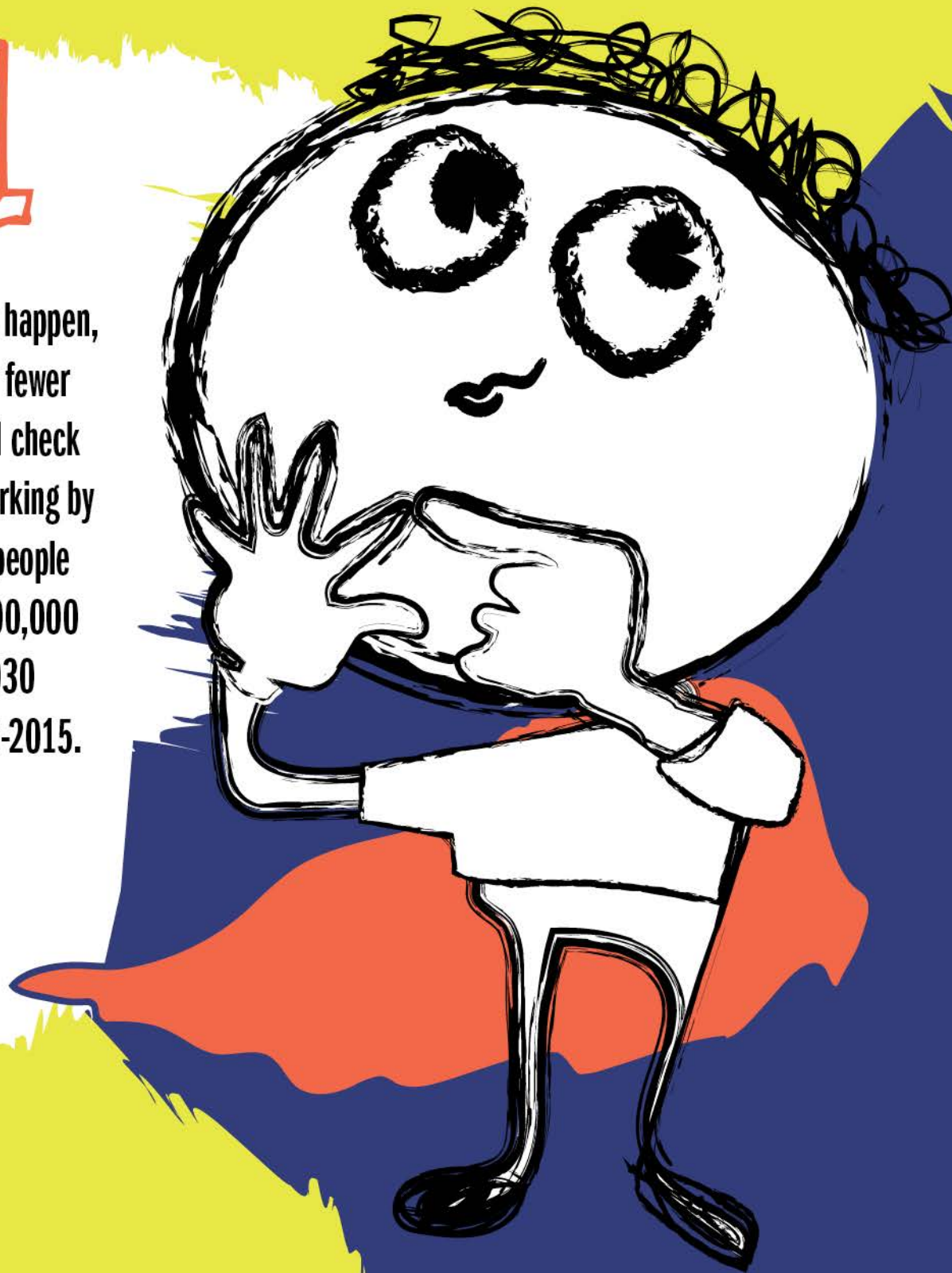


TARGET 1

When disasters do happen, make sure that far fewer people die. We will check that the plan is working by seeing that fewer people die out of every 100,000 people in 2020-2030 compared to 2005-2015.

TARGET 2

In the whole world, the plan aims to make sure that far fewer people's lives are affected by disasters. Again, we'll check it's working by counting how many people are affected in 2010-2030 compared to 2005-2015.



TARGET

3

Reduce how much money is spent responding to disasters and fixing up afterwards, and how much money is lost when the disaster strikes because, for example, people miss work or shops fall down.

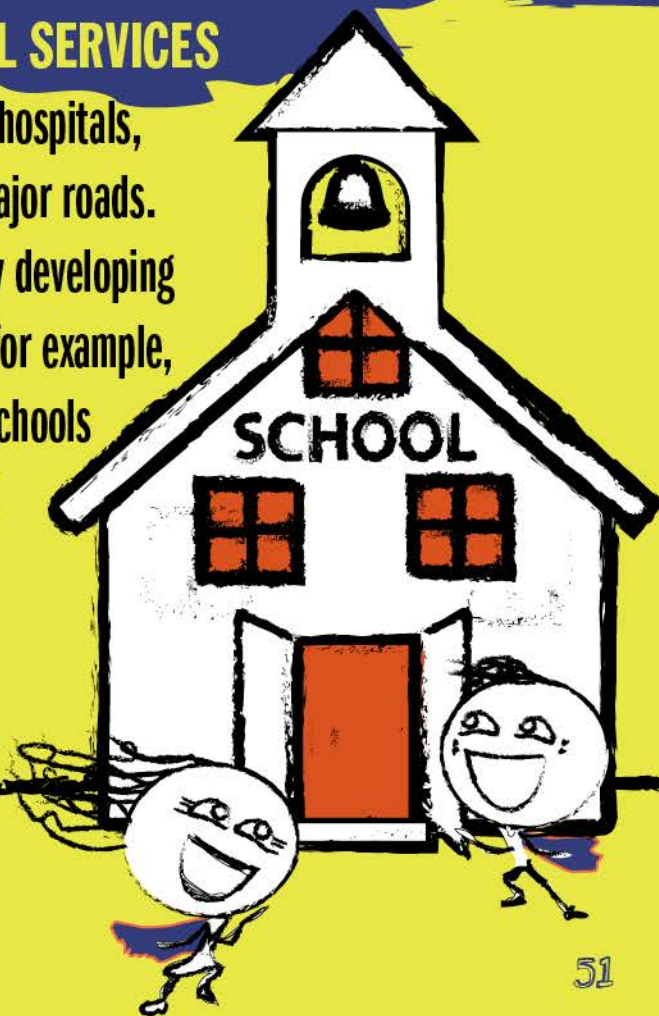


TARGET

4

**MAKE SURE THAT
DISASTERS CAUSE
LESS DAMAGE
TO ESSENTIAL SERVICES**

such as schools, hospitals, train lines and major roads. We will do this by developing their resilience, for example, making sure all schools are built on solid ground using strong materials by 2030.



TARGET**5**

Make sure lots more countries have national and local disaster risk reduction strategies by 2030.

TARGET**6**

Make sure countries work together to prevent hazards from turning into risks. For example, if people in Japan have great ideas about making buildings safer in earthquakes, they should share these with people in Nepal so that they can do the same thing. If people in Saint Lucia know about digging trenches between their crops so that heavy rains run off instead of causing mudslides, they should share these ideas with people in Guatemala.

TARGET 7

Increase the number of people who can access and understand early warning systems. This means people need to cooperate and share information.

For example, if the people in one island know a typhoon is coming, they must share this information on the radio, TV and social media.



4 PRIORITIES FOR ACTION

1 UNDERSTANDING DISASTER RISK.

THE SENDAI FRAMEWORK aims to make sure that people like you understand disasters, hazards, risks and vulnerability. This will help everyone to spot dangers, to prepare for hazards and prevent them from becoming disasters, and to keep themselves, others and their belongings safe.



2 **STRENGTHENING DISASTER RISK GOVERNANCE TO MANAGE DISASTER RISK.**

THE SENDAI FRAMEWORK aims to make sure that local leaders, governments, chiefs and international agencies are better organized when it comes to disasters. They should all have clear plans and established ways of working to prevent disasters from happening, and to respond when a disaster strikes.



3 INVESTING IN DISASTER RISK REDUCTION FOR RESILIENCE.

THE SENDAI FRAMEWORK aims to make sure that enough money is spent on disaster risk reduction, by both public (e.g. governments) and private (e.g. families, businesses) actors. It recognizes that this is a good way to spend money in the long-term because it contributes to sustainable development. For example, it might cost a bit more to build a new school from really good, strong materials. However, when an earthquake strikes, the strong school will be okay – so you won't miss your education, the school won't have to be rebuilt, and the whole country will do better in the long run.



4

ENHANCING DISASTER PREPAREDNESS FOR EFFECTIVE RESPONSE AND TO 'BUILD BACK BETTER' IN RECOVERY, REHABILITATION AND RECONSTRUCTION.

THE SENDAI FRAMEWORK aims to make sure that everyone is ready when hazards strike, so that responses are more effective and better organized. When families, communities and countries are fixing everything that broke in a disaster, the Sendai Framework aims to help them 'Build Back Better' for next time.



EXERCISE 6

1. Draw risk maps to spot danger
2. Help others in the community understand risks and keep safe
3. Protect nature

(See Facilitator's Notes)

OVER TO YOU!



ENDNOTES

(1) Webster, Mackinnon et al. (2008), *The humanitarian costs of climate change* (Medford, MA: Feinstein International Center).

(2) Save the Children (2014), *No child left behind: Barriers to education in the Asia-Pacific region*.

(3) UNICEF (2014), *The state of the world's children 2014 in numbers: Every child counts*.

FURTHER READING

Movimiento Mundial por la Infancia de Latinoamérica y el Caribe (2015), *The world we want: A young person's guide to the Global Goals for Sustainable Development*.
AVAILABLE AT <http://sustainabledevelopment.un.org>.

UNICEF (n.d.),
The little book of children's rights and responsibilities.
AVAILABLE AT <http://www.unicef.org>.

UNICEF et al. (n.d.),
The Convention on the Rights of the Child in child-friendly language.
AVAILABLE AT <http://www.unicef.org>.

UNICEF (n.d.),
United Nations Secretary-General's study on violence against children adapted for children and young people.
AVAILABLE AT <http://www.unicef.org>.

NOW YOU

CAN SHARE
THE SUPER POWER
OF KNOWLEDGE AND
TEACH YOUR FRIENDS,
FAMILY AND COMMUNITY
ABOUT **DISASTER
RISK
REDUCTION.**

