

Child-Centred Risk Reduction Impacts on Household Safety  
**A MONITORING and EVALUATION TOOLKIT**

**Consultation edition, May 2018**

This guide is part of a series of research reports and tools developed by Save the Children in partnership with commissioned researchers and supporters. See the full suite of research products at [www.gadrrres.net/resources](http://www.gadrrres.net/resources)

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## MODULE 1: Purpose of this toolkit

Child-centered risk reduction (CCRR) initiatives have been effective in reducing the risk of children and their families to disasters. However, there is a lack of knowledge about the most effective ways to make an impact at the household level. We need research to understand how these education programmes can be designed and implemented to enhance children's capacity to influence household and community risk reduction and resilience. We also want to know whether these programmes also impact school-based risk reduction.

Mitchell et al. (2008), in an almost decade-old study on youth and the communication of disaster risk, recognised that "...analytical research on the capacity of children and youth to reduce the impact of disasters is largely missing" (Mitchell et al., 2008: 255). The study noted that in particular, answers are missing relating to: how effective children and youth are as risk communicators; if they do have the power to influence their families and communities; and how trusted youth are to impart valid information on risk to their communities (ibid: p.257). Similar questions are still being put forward, particularly in relation to the influence of youth on household preparedness levels (Ronan and Johnston, 2003; Ronan et al., 2010; Ronan et al. 2015). Current literature also suggests that most disaster education programs are evaluated solely "...on their propensity to judge program effectiveness based on changes in children's knowledge" (Johnson et al., 2015: 1). It further notes that gaps relating to knowledge on education and risk reduction (which generally can include how household risk is influenced) "...are not due to a lack of research, but a lack of conceptually framed programme theories and meaningful outcome indicators that explicitly seek to validate if and how programmes result in the intended outcomes and desired long-term impacts (ibid, 2015: 2).

We know that children have more knowledge and a better grasp of types of risk and resilience after they have been involved in CCRR programmes (Ronan et al., 2010; Ronan and Johnston, 2003; Amri et al. 2016). Ronan and Johnston's 2001 report on hazard education noted a correlation between these programmes and increased hazard awareness, including increased home hazard adjustments (Ronan and Johnston, 2001a: 1055). However, in a second study by the same authors (Ronan and Johnston, 2001b), there was no finding to prove that household preparedness was influenced by hazard education. Still, we know that children do have the potential to use this knowledge and the capacity to influence their households if the context is amiable. Studies also indicate that children want to be involved in positively influencing their household and community levels of risk and resilience.

This toolkit was developed to collect consistent and measured examples that demonstrate how CCRR education programs can influence household risk reduction and resilience, and whether programmes are also impacting school-based risk reduction and resilience. The tools support information-gathering to show us what types of interventions are most effective in both empowering children and sustaining and encouraging parent/guardian involvement. Detailed information on current research is available in a Research-into-Practice Brief, which is suggested reading before using this toolkit.

This toolkit is designed as a monitoring, evaluation and learning (MEAL) tool to allow current projects to collect information that can be used to add additional value to project objectives. It can also be adapted and used as the base of a stand-alone research project. Because of the demand for this information from both researchers and practitioners, findings can be widely shared to raise awareness of successes and lessons learned, and therefore increase the effectiveness of CCRR projects, as well as household level resilience.

This work supports our understanding that one well-evaluated programme can be more effective than multiple initiatives with no evaluation. It reflects our commitment that lessons must be learned and applied both to feed into existing initiatives and to support new programme design and implementation.

CCRR education projects also often promote perspectives focusing on the rights and vulnerabilities of children, for example: "A community's ability to rebound from a crisis can be measured by its effectiveness in caring for its children, who are among the most vulnerable populations in an emergency." (NCDP 2016:1) Article 12 of the UN Convention of the Rights of the Child is also heavily

referenced in projects that work to support its goal of protecting the right of children to express their views, particularly with regards to having a perspective relating to their own vulnerabilities. An addition to these perspectives would be to understand when and how children (the target audience) are able to extend their capacity and rights by sharing information and (possibly) influencing other actors, including their parents and caregivers.

Using this toolkit allows us to look at risk reduction education project impacts beyond the outcome of building resilience. It will let us know if not only the student, but also their parents or caregivers know more about risk and resilience than they did before, if their attitudes changed, and if this knowledge resulted in behavioural changes at the household level. This will allow us to further develop projects that serve to protect children and their families against the hazards and threats that they face, and that address underlying causes of vulnerability.

## MODULE 2: How to use this toolkit

### Programme quality and evaluation

The findings collected through the use of this toolkit will specifically inform CCRR programming. The program design itself needs to be evidence-based. Please refer to the Research-into-Action Brief on this subject to ensure you are familiar with existing research. This project was developed to ascertain linkages between activities, outcomes and impacts, to learn how effective education programs are in both imparting knowledge to children, and in how much change they are able to generate at the household level. A well-designed programme requires implementing baseline and end-line evaluation tools and can identify and control for factors other than program interventions that may also impact outcomes. A project that at the beginning evaluates the knowledge of students and parents as well as household resilience and actions taken to reduce risk, will have data for comparison at the end of a project and be able to establish causal links between the project interventions and improved risk reduction and resilience. A project that does not have this baseline data will not be able to prove this association. It is also important to incorporate an 'experimental' element into your program design.

Since programme designers and practitioners don't know exactly what methods and approaches are going to work best, packaging these into two different approaches that can be tried in similar settings will allow you to look at differences in outcomes and gradually shape the most impactful, cost-effective, and replicable approaches into a scalable package.

The underlying key question is whether CCRR programmes lead to improved safety at individual and household level. Only post-disaster research can answer questions about ultimate impact. Whilst it is also important to plan to do this, in the meantime measuring actions taken for risk reduction and response-preparedness at home serve as a proxy measure of increased safety and resilience. As households are the most basic social unit of society and adults are the duty-bearers for child safety (and are typically the leaders and decision-makers in the household environment), the central question is whether CCRR and resilience education programs result in adults taking more actions to identify, reduce and respond than they otherwise have. While this is relatively straightforward, researchers face the challenge of understanding what knowledge children and families already have, and what they may already have learned through 'inter-generational transmission' (Damerell et al. 2013:1), and how this knowledge changes. Perhaps the most important challenge is recognising what it is that brings about behavioural changes at the household level, and to what extent can cross-generational learning trigger taking protective actions.

As the majority of fieldwork will be undertaken by project staff (rather than independent researchers), there will be data bias in this research. Nevertheless, as professionals, field-workers are expected to act with integrity and openness, to consciously avoid their biases, and to seek independently replicable results. It is also incumbent upon program staff to rigorously document success stories where children have a positive influence on risk reduction and resilience, to highlight intervention shortcomings, and to pose further questions that set the stage for independent research.

The four questionnaires in this Toolkit are to be used for:

1. Students
2. Their parents/caregivers
3. Teachers or the individuals facilitating the activities
4. Key informants of programming agencies

While this toolkit is ideally integrated early on in project design, it can also be used to evaluate existing or completed projects. Existing projects can use the questionnaires as part of monitoring and evaluation at the end of an initiative, to gather information on knowledge transfer and

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*Research findings indicate that CCRR education and its impact at the household level can be measured through:*

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1. *The level of the knowledge that children gain*
2. *The accuracy and depth of what knowledge children share with their parents or caregivers*
3. *The quality of the attention that parents and caregivers give to receiving knowledge from their children; and*
4. *Whether and how parents and caregivers use this knowledge to take action to reduce risk and improve preparedness, at the household level.*

influence, as well as changes to household risk levels. Completed projects can still be used to add to this project, as interviewing former participants and their family members may report on project interventions, knowledge gained, shared, and sustained, as well as attributable changes at the household level.

### **Identify and involve your programme learning team**

Your full programme learning team (programme managers, implementation leads, technical and programme quality advisors, and any field implementation staff available) should be involved in the process of setting your research questions, determining the variables you are going to investigate, implementing the research, and understanding the outputs. You will likely need the support of monitoring and evaluation (M&E) colleagues to assist with sampling determination, data collection methods, and data analysis. This experience will be a capacity-building opportunity for the entire team and goes a long way to bridging research and practice.

### **Determine your research questions**

The programme learning team should decide on the key variables that need to be tested with respect to both the population targeted, as well as any major variations in the programme implementation. You will need to think about those questions raised by the research evidence, as well as those that you have a hunch about and think will impact the outcome of your efforts.

When you think about your research questions, there are two types of variables to consider: independent and dependent variables.

#### *1. Independent variables*

Some independent variables that may affect programme outcome are features of your target population, such as grade level, gender, location, socio-economic status, language, culture, teacher education/experience level, existing policies and plans. In good risk reduction and resilience programming both children and their families are beneficiaries (directly or indirectly). Both are important to understanding your program impacts. However, think also about whether a school programme targeting grades 4 and 6 may also have an impact on students in other grades, or whether a training program for administrators and school safety focal points also has impacts on other teachers. This may be important to understanding whether anyone else is an indirect beneficiary of your programme.

There are other independent variables that you can change or control. Those include your programming approaches and mix. These independent variables are the features of programming that are asked in Questionnaire #1 to the implementing group

An 'experimental' approach can be used to test major differences (variables) in the delivery of interventions – especially comparing high, medium and low intensity interventions in terms of level of effort and cost. These need to be very well documented. There are a variety of intervention type to consider, such as policies, guidance materials, formal and informal training programmes, formal and informal participatory and experiential activities, and formal classroom teaching. Furthermore, training types may be characterised by very different content, hours, frequency and follow up. Guidance material contents may differ as well. The content may focus on specific hazards and their mechanisms, on evidence-based and action-oriented key messages for household risk reduction and resilience, or on theoretical constructs about hazards, vulnerabilities, and risks. The content may focus on risk identification, risk reduction, and response preparedness – or only on some of these. The approach may link household, community, and wider social advocacy efforts. Any of these variables may be considered for testing in an experimental approach.

The challenge is to design both solid program interventions taking existing evidence into account, that can also answer questions to fill the gaps. There are many potentially important variables that can be the focus. For example, you may have developed some social and behavior change material with some for print distribution and some for web distribution. Access to one or the other or both of these may be an important independent variable. Perhaps you have designed a poster as well as a brochure. Which one works better – or are both better than only one? Does a very good non-verbal design with fewer words work better than a crowded design with more explanation? Do audio recordings help to reach illiterate audiences rather than relying upon word-of-mouth alone? These are all research questions to be considered. In order to answer these questions, you will need to

deliberately try these with different populations to learn what level of investment is necessary, and which methods work better than others.

## 2. *Dependent variables*

The outcomes on the target population that you are seeking to change are referred to as 'dependent variables' because we presume that they depend on your interventions. In the case of measurable impacts on household risk reduction and resilience, we rely chiefly on IFRC & Save the Children (2018) *Public Awareness and Public Education for Disaster Risk Reduction: Action-Oriented Key Messages for Households and Schools*, ideally adapted and adopted by national-level experts. These consensus- and evidence-based messages are intended to provide the source for a simple all-hazards approach to family disaster preparedness planning. The behaviors are categorised and should roughly be split between: risk assessment and planning measures, physical or social risk reduction measures, and response-preparedness measures. Other important dependent variables include people's perceptions of the effectiveness of various measures, their own sense of self-efficacy, their information-seeking behavior, and their engagement in promoting the conversation. These measures are already embedded in the survey tools, so it is important that you understand them so that if you find the need to reduce the number of questions, you do not eliminate the integrity of some of these avenues of inquiry.

### Consider your hypotheses

- A number of hypotheses: Programmatic impacts in general.
- Null hypothesis: Children who participate in risk reduction and resilience education programs and share information have no impacts on household risk reduction and resilience.
- Alternative hypothesis: Children who participate in risk reduction and resilience education programs and share information have positive impacts on household risk reduction and resilience.

### Sample selection

It is extremely valuable in program evaluation to have some instruments that can be used with the full targeted population.

The tools in this toolkit can be used instead with a sample of the full population. Begin by first selecting your key independent variables (eg. program intervention mix; A vs. B: Higher/lower socioeconomic levels), then grouping your schools into these categories, and then randomly selecting from those groups – so that you have a cross-section of the schools that you want to study. Then within the schools you will again need to think about your key independent variables (eg. intervention mix; A vs. B: Grade level) and also think about potential impact on a nearby group that did not receive direct intervention but may have benefited indirectly. Remember that a group of potential indirect beneficiaries is not the same as a control group with no intervention.

Normally your baseline use of the tools will serve as the control group against which change can be measured. However, if you are implementing the toolkit in a program that is already underway, a control group should be identified that has not yet had any intervention. If the target population has already participated in a similar program, or will be exposed to other public awareness efforts, it will be important to document these to keep these influences consistent or factor them in as an additional variable.

For each school, the sample size for the student and parents/caregivers questionnaires recommended is 20-30 families. This number roughly represents the number of students in one class. Wherever possible, child respondents should be balanced in gender (50% male, 50% female) or, where a single-sex class is used, results need to flag this skew. All data should be disaggregated by age and gender.

For all students completing the questionnaire, their parents should also be asked to complete the survey. Classroom teachers or other facilitators involved in direct delivery of the program should also be surveyed.

Students selected should have participated fully (only in the particular program intervention mix(es) that you have selected) so that only one specific program is factored into assessing the transfer of knowledge and its impact on household risk.

Samples of teachers should include any focal points or leads involved in your program, and a selection of teachers receiving direct services. Results will be more reliable if you select teachers from the same set of classes that selected students attend, rather than students from one group of classes and teachers from a different group of classes. Teachers who may be receiving indirect benefits may also be selected to investigate indirect impacts.

### **Translation and adaptation of the survey questionnaires**

The questionnaires should be professionally translated and checked by someone who is also familiar with the content of child-centered programming and DRR. Programme teams, including management and Technical and Program Quality advisors should be involved in the line-by-line and section-by-section interrogation and adaptation of all of the tools. Some notes are included at the beginning of each section to guide this process.

Translations should be tested before use for accuracy and clarity. The questionnaires are primarily designed to have closed-answer questions. Several questions should be adapted for the specific country context where they will be used. Questions should also account for the major hazards, risks and contexts that your program addresses.

There are three common types of measurements used in the question responses: Nominal (categories such as gender, eg male, female, non-binary), Ordinal (eg. grade level), and Interval or quasi-interval (eg. Likert scale or behavior change stage questions). Care should be taken to preserve the integrity of each type of measurement. Behavior change stages are used to inquire about household safety and resilience moving from Pre-contemplation (not intending to change), Contemplation (not taking action, but intending to), Preparation (actively considering changing behaviour), Action (recent change in behaviour but not well-established changes) and Maintenance (behaviour changed and maintained for at least six months). However, these should be worded in a much more 'friendly' way (eg. haven't thought about it, thought about it, planning to do it, did it once, continue doing it).

For the purpose of this study, indicators of household risk reduction and preparedness actions are based on consensus- and evidence-based action-oriented measures for household safety and resilience (IFRC 2012; IFRC & Save the Children, 2018). If your country has adapted and adopted evidence-based, action-oriented key messages, these should be the foundation for most of these questions. These 'key messages' are organised around three sets of factors that tend to group together that are useful in thinking about household risk reduction as well as school-based, work-place, community-based and even government-level actions:

1. Assessment and planning measures
2. Physical risk reduction measures
3. Response skills and provisions.

(Kirschenbaum, 2002; Solberg, 2010; Petal, 2004). The questions are not meant to test knowledge on all 'dimensions' of risk reduction education (eg. Selby and Kagawa 2014; CDEMA 2014).

### **Testing and finalising the surveys**

Program staff should test the survey and try it out with fellow staff members, family members, etc to ascertain that the language is understandable, that all of the questions are formulated correctly, that the answer choices are valid, that you know which responses are single vs. multiple-select, which responses are binary, require integers, or text, and that correct kind of spaces accommodate these responses.

## MODULE 3: Research protocols – collecting, analysing and sharing findings

### Collecting the data

For the purposes of research study on assessing the household-level impacts of CCRR programmes, the following methods can be used:

Questionnaire #1 is written for program implementation staff and is ideally completed in a facilitated program group meeting recorded by a senior staff member very familiar with the program.

Questionnaire #2 is written for students and is gauged to children 10 years and older. Informed consent should be obtained in writing for each student or may be obtained orally and consent attested to by classroom teacher or by enumerator who has passed the Protecting Human Research Participants course (See the [course online here](#) which is free and takes 60-90 minutes to complete).

Where student groups can read fluently, it is recommended to administer the survey in a controlled classroom environment to allow research staff to explain questions as required, add examples from programming that the students have participated in, and offer feedback and support on answers. To avoid students being influenced by the responses of their peers, the staff can first read the question aloud, then encourage students to fill in their responses individually. The questionnaire can be facilitated verbally, with a group of students recording their own answers (see for example the approach used for the Household Risk Reduction and Resilience Survey in Petal, 2015: 5). For younger or less literate children the questionnaires should be administered orally, with enumerators keeping notes. They should ask questions slowly, carefully, probing as needed, and in age-appropriate ways. When used in a baseline study many questions will elicit blank looks, and enumerators will need to provide constant reassurance that these terms and phrases will be understood once the program is underway.

Questionnaire #3 is written for parents or caregivers and Questionnaire #4 is written for teachers. If given to adults with a secondary education, these two surveys can likely be completed independently and submitted back to the research team. However, in the case of parents or caregivers with lower literacy levels, these should be administered through oral interview. Parent/caregiver surveys should not be sent home with school children, to avoid the temptation for children to answer on behalf of parents or act as interlocutors prompting their parents.

### *Quality assurance, data cleaning, and resolving anomalies*

In spite of careful study design and data collection, and even with automated validation tools, errors and anomalies can appear in your data. (Van den Broeck et. al. 2005). The purpose of data cleaning is to detect and decide whether to edit, remove or retain the data as is. It's helpful to screen your initial data to look for missing or excess data, outliers or inconsistencies, strange patterns, or suspicious results. When you find these, you can diagnose for human errors, transposed numbers, missing responses, and true but unexpected results. For example, if you have surveyed a sample of Grade Four students but the grade level of one student appears as "6", and another comes up blank, you may follow your records to be sure that the surveys came from two students to correct the missing or erroneous data. If corrections are obvious or known, they can be corrected. However, you may have to follow-up to discover that in fact one of the classes is a multi-year class, and the Grade Six anomaly is in fact a correct response. If a full survey response is entirely suspect (eg. filled in by a student named Mickey Mouse), the entire response can be deleted. Where responses are missing, not legible and so forth, you may be able to go back to contact information to request the missing data. However, data cleaning should focus on errors that are beyond small technical variations and have significant impact on results.

### Analysing the data

Enumerators may collect data on printed surveys or using apps on mobile devices or computer that are pre-programmed with questions (eg. Survey Monkey, Kobo Toolbox, etc). Findings can be sorted using data processing software such as Excel or SPSS, and correlated for trends. Findings can be used to provide information on student perspectives, parent/caregiver perspectives, teacher's perspectives, and/or identified causal effects and perceived trends between the groups. Findings from control groups and across different types of programs can be used to identify particular programming

features or combinations that yield the strongest impacts on social and behavioral change for household risk reduction and resilience. Findings from program staff and from teachers and organisational representatives can add valuable qualitative information on programs and drivers/barriers to knowledge-sharing and action that might explain trends in other quantitative data.

Basic descriptive statistics can be used to report numbers and percentage of responses to each question. Findings can be disaggregated by age, gender, and location and program mix. Core trends to be assessed include:

1. Changes and differences in household risk reduction and resilience knowledge, behavior and actions.
2. Linkages between program interventions and risk reduction and resilience education, and household risk reduction and resilience knowledge, behavior, and actions.
3. Student and parent communication and confidence in their knowledge, action, and level of safety.
4. Teacher observations about their own and school practices.

Findings can be included in program monitoring and evaluation reporting, and results interpreted for purposes of changes to program design.

### **Interpreting the results**

Interpreting the results will require time, thoughtfulness, and likely the assistance of programme quality and evaluation experts. Creating partnerships with academic researchers as early in the process as possible can provide more sophisticated resources for data analysis and interpretation. Interpretation will typically require perusal of descriptive statistics looking for clues for where to investigate and apply tests to see whether a particularly significant factor or set of factors can be identified. If time and resources permit, participation of both programme leadership, technical and program quality and evaluation advisors is recommended – to undertake a series of iterative examinations and questions of the data and to describe the outcomes in both tables, graphs and charts, as well as in words. (Be sure to look up some of the do's and don'ts for communicating with charts and graphs and follow good practice and avoiding major errors). When analysing data it is important to remember that negative results provide positive information to learn from, and plenty of guidance for future research. Lessons learned will also be about finding positive stories as well as identifying gaps that can be targeted in future initiatives.

It can be effective for many audiences to visualise results in simple infographics and a small set of conclusions and recommendations.

### **Sharing the findings**

Findings should be part of M&E outputs, disseminated inter and intra-organisationally, shared with donors, and used both to inform evidence-based program design as well as to plan for further practice-based research. Case stories should be part of these shared findings. Findings can be included in project reports and M&E survey findings. If you have recruited academic research partners, consider the potential for publishing peer-reviewed studies. Results can also be shared with wider audiences through programme media (websites, social media, workshops, etc.). Most importantly, results should always be shared back with targeted beneficiaries, contributing students, families, and teachers, and program learning teams. Participation in practice-based research can and should be a positive capacity-building for everyone involved.

## MODULE 4: Child safeguarding and responsibly conducting research with human subjects

All staff participating in the research project should have received child safeguard training and should have completed a 'Human Subjects Review' course. This includes secondary staff that may be hired by implementing organisations, including translators and photographers. All staff should also familiarise themselves with survey materials before undertaking questioning. Participants need to complete either the consent forms, or the consent and assent forms, before they can be given the survey. Consent forms are for all survey participants, including students, parents, teachers, and organisational representatives. Assent forms are to be used with teachers and with parents wherever possible, so that the responses collected by students at school can be included in the study.

Participants have a choice not to participate in the survey. They can also choose to not answer all questions, or if they need to, to stop taking the survey. Participants can choose to still submit an 'incomplete' survey if they wish to do so. The identity of participants is confidential information. Once data is collected, those completed forms which include names need to be destroyed.

In the event that research staff choose to photograph proceedings or make audio-visual recordings of research undertakings, this needs to be declared openly to participants, who need to give consent for this information to be released. Care must be taken to ensure that documentation meets child safeguard standards, including not showing the location or names of schools and addresses of homes in photos with research participants. For further information on these standards, please refer to Keeping Children Safe's Child Safeguard Standards on ensuring good practice when using media, [available here](#).

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### *General principles of child safeguarding:*

- *All children have equal rights to protection from harm.*
- *Everybody has a responsibility to support the protection of children.*
- *Organisations have a duty of care to children with whom they work, are in contact with, or who are affected by their work and operations.*
- *If organisations work with partners, they have a responsibility to help partners meet the minimum requirements on protection.*
- *All actions on safeguarding are taken in the best interests of the child, which are paramount.*

Managers should ensure that the contact section of the consent and assent forms is completed with information about their own organisation.

The following checklist can be used before teams undertake fieldwork. This determines if appropriate measures relating to child safeguarding and working with human subjects have been met before teams undertake fieldwork. If a team member answers 'No' to one or more questions, they require more training before participating in the research.

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Source: Keeping Children Safe 2014:10

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<b>Checklist for research staff on child safeguarding</b>	Yes	No
1. Have you participated in child safeguard training? <i>If not, do so before undertaking survey; if your organisation does not offer this training, a guideline on child safeguard standards is available at: <a href="https://resourcecentre.savethechildren.net/node/8562/pdf/kcs_standards_10.14.pdf">https://resourcecentre.savethechildren.net/node/8562/pdf/kcs_standards_10.14.pdf</a></i>		
2. Have you completed a 'Human Subjects Review' course? <i>If not, do so before undertaking survey; if your organisation does not offer this training, a free-of-charge course is here: <a href="https://phrp.nihtraining.com/users/login.php">https://phrp.nihtraining.com/users/login.php</a> Users will have to register for the website before being able to complete the course online.</i>		
3. Do you know that all participants need to complete a consent form, and that parents/teachers need to complete assent forms for all students?		
4. Are you comfortable with reading the consent and assent forms and the survey questions out loud, and helping respondents record answers if required?		
5. Do you know good practices relating to child safeguarding and media, including not showing children in inappropriate dress or poses, not including details that would allow a child to be traced to their home, not including any distinctive buildings, street signs or landmarks that would identify where a child lives, not using or employing any photographers or translators that have not been reference checked, and making sure that you have been given permission by children and parents to take their photo and use their information?		
6. Do you know that participants have a right to choose not to complete the survey, to only answer some questions, and to stop taking it at any time?		
7. Do you know that all children have an equal right to participate in this work, regardless of their gender, ethnicity, age, religion, disability or sexual orientation?		
8. Do you know that each member of the team undertaking this research must ensure that the research at no time harms children or places them at risk?		
9. Do you know that if you have concerns over child safeguarding matters, you have a responsibility to report them to senior staff and partners?		
10. Do you know that children have the right to be safe from abuse and provided with advice and support on keeping themselves safe?		
11. Have you planned for the use of anonymous responder IDs to protect the identity of responders?		
12. Have you planned for a safe and secure place where the key to the anonymised IDs can be kept, in case it is needed for matching pairs and resolving anomalies?		

Source: Adapted from *Keeping Children Safe (2014)*

## MODULE 5: Example consent and assent forms

### Consent form (for teachers, parents and student participants)

The purpose of this survey is to understand how information that students know about disaster risk reduction is used at home.

In this survey, you will be asked questions about disaster risk reduction at school and at home.

The information collected from you will help us understand how we can strengthen disaster risk reduction programs, and how we can make information more useful to you and your households. However, your participation is voluntary. This means that if you do not want to, you do not have to answer any or all of the questions in this survey.

Your answers will be confidential. This means that once information is collected, your name will only be used by the research team to match survey responses between teachers, students and homes. Once this information is matched, all names will be replaced with numbers, and the original completed surveys will be disposed of.

You can talk about the survey with anyone that you wish, but your answers and names will not be shared by the research team with the school or students.

This survey will take you about 1 hour to complete.

If you have any questions about this study, you can ask:

*<Insert contact information of the local organisation undertaking the study>*

If you wish to participate in this study, please sign the form below.

**Your name:** \_\_\_\_\_

**Your signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

For parents/caregivers, your children will be participating in this study at school. If their response can be used, please also complete an assent form and write the name of your child below.

**Parent/caregiver's name:** \_\_\_\_\_

**Student's name:** \_\_\_\_\_

**Student's school:** \_\_\_\_\_

## Assent form (to be used by teachers or parents on behalf of child participants)

The purpose of these questions is to understand how what your children or students know about disaster risk reduction is used at home.

Your children students will be asked questions about disaster risk reduction at school and at home.

The information that is collected from the students will help us understand how we can strengthen disaster risk reduction programs and how we can make information more useful to their families. However, their participation is voluntary. This means that if you do not want them to, or they do not wish to, they do not have to answer any or all of the questions in this survey.

All answers will be confidential. This means that once information is collected, names will only be used by the research team to match survey responses between teachers, students and homes. Once this information is matched, all names will be replaced with numbers, and the original completed surveys will be disposed of.

This survey will take about 1 hour to complete.

Participants can talk about the survey with anyone that they wish, but answers and names will not be shared by the research team with schools or parents and caregivers.

If you have any questions about this study, you can ask:

*<Insert contact information of the local organization undertaking the study>*

If you give your permission for your child to participate in this study, please sign the form below.

**Your name:** \_\_\_\_\_

**Student's name:** \_\_\_\_\_

**Student's school:** \_\_\_\_\_

**Your signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **MODULE 6: Survey tools – CCRR and household resilience questionnaires**

Questions are based on IFRC key messages, from IFRC 2012, NCDP and Save the Children's Community Preparedness Index (CPI), World Visions DRR and CCA Integration toolkit, FEMA's Preparedness in America report (2014) and Save the Children survey tools (Petal 2015). They were developed using complementary research projects as models, with the main goals being to:

1. Determine the effect of risk reduction and resilience education on children's knowledge on risk and resilience
2. Determine the amount of information shared between parents and children relating to risk and resilience
3. Determine the impact that this knowledge has had on household level risk reduction and resilience.

## Questionnaire 1: Key Informant of programming agency

### Demographics

1. Name of the informant:
2. Position:
3. Organisation:
4. Name of the program or project:

### Hazards and risks faced

5. This information will be used to validate the accuracy of other respondents' identification of hazards and risks faced in the community. This may be filled in by programming agency based on context and risk assessment and may be completed following data collection and based on best possible objective risk assessment.

This applies to: Province(s): \_\_\_\_\_ District(s): \_\_\_\_\_ School(s): \_\_\_\_\_

*Note: adjust list to hazards found in target area*

Hazards/risks	Check all that apply
Building fire	
Wildfire	
Earthquake	
Landslides / mudslides / avalanche	
Tsunami	
Flood	
Cyclone / typhoon / hurricane / tropical storm	
Thunderstorms and hailstorms	
Volcanic eruptions	
Traffic accidents	
Malaria, dengue, zika	
Pandemics or epidemics	
Extreme cold	
Extreme heat	
Drought	
Air pollution	
Water pollution	
Food poisoning	
Conflict or violence	
Open pits / drainage on roads	
Risks coming and/or going to work or traveling within your community (animals, traffic, crossing of waterways)	
No street lights	
Hanging electrical wires	
Humiliation or bullying	
Painful physical punishment	
Sexual harassment	
Any other – please specify: _____	

6. Please list the key features of the CCRR programme implemented (include details):

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7. Please describe the target group in terms of geography (province, districts, urban/peri-urban/rural etc.)

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8. Please describe the target population/schools in terms of jurisdiction, type and number and in relation to the total population of schools in the target area.

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9. Please describe the student target group in terms of grade and age level and role (if any), and the activities, contact hours, and approaches and materials used to reach them.

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10. Please describe the adult target group in terms of role, activities, contact hours, approaches and materials used to reach them.

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11. Which of the following domains were covered in the disaster risk reduction training provided to students:

<b>Risk reduction and resilience domains</b>	Yes	Partially	No	Not sure or not specified
1: Understanding the science and mechanisms of hazards				
2: Learning and practicing safety measures and procedures				
3: Understanding how hazards become disasters				
4: Understanding how to build resilience				
5: Building a culture of safety and resilience				

12. Which of the following standard operating procedures were students meant to be taught, and practiced at school:

<b>Standard operating procedures for disasters and emergencies</b>	Yes	No	Not sure or not specified
Building evacuation			
Area evacuation (and/or vertical evacuation for tsunami)			
Safe assembly			
Shelter-in-place			
Lockdown			
Safe family reunification			
Drop cover and hold (for earthquake)			
Stop, drop and roll (for person on fire)			

13. Which of the following learning methods were intended to be used in teaching disaster risk reduction education activities:

<b>Methods</b>	Yes	No	Not sure or not specified
Lecture			

Reading			
Group discussion exercises: pairs, small groups, large group, including Q&A, presentations, quizzes and feedback			
Inquiry learning: project work, research, interviews, case study research			
Social-emotional learning: sharing personal experiences, feelings, empathetic exercises			
Surrogate experiential learning: simulation drills, watching and responding to videos, roleplays, drama, real stories, games			
Field experiential learning: hazard, vulnerability and capacity mapping, field trips, creating and sharing public awareness and public education materials			
Action learning: student engagement in household, school or community risk reduction implementation, opinion-forming, advocacy, and self-organisation.			

14. Does your country have any of the following materials available, and if so, were they used? Please list any additional materials used: *[Note: This list is based on materials available to SC in 2017. Adjust this list based on actual materials available and used]*

Materials (check all that apply)	Available in our country	Used by our agency staff	Used by teachers	Used by children
Public Awareness and Public Education: Key Messages for Household Risk Reduction and Resilience (PAPE:KM) (adapted and adopted in your country)				
Teacher guide for teaching PAPE:KM				
Child-friendly version of PAPE:KM				
Disney Activity Book				
I am Safe. We are Safe				
Participatory School Disaster Management toolkit				
Child Club Risk Reduction, Resilience & Health Activities				
Family resilience planning poster				

15. Please submit any guidance or training materials, training agenda, description of activities, take-home materials, etc in electronic format to support this program description. Please list titles and file names below:

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16. Please share any other relevant information on your programs or agency that you feel could help this research.

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## Questionnaire 2: Students

**Instruction:** This questionnaire to be administered ideally to children ages 10 and above. Interviewers should not read the questions to the child but ask in order to get a valid answer. Enumerator: To be administered orally, or in written form, where literacy level is sufficient for accuracy.

Name of School: \_\_\_\_\_ No. \_\_\_\_\_

### Demographics

- Individual ID# (use same ID for both student and parent) \_\_\_\_\_ S (student)
- Individual ID# (use same ID for both student and parent) \_\_\_\_\_ A (adult parent or guardian)
- How old are you? \_\_\_\_\_
- Are you a  girl  boy  non-binary (*delete or do not prod*)
- What grade are you in? \_\_\_\_\_
- How many people live in your household (including yourself, by male/female):

	# Male	# Female	Number of these people with any disability?
Infants and toddlers (<3 years)			
Pre-school (3-6 years)			
Primary, middle and upper school age (6-18 years)			
Adults (18 years and older)			

7. Who do you usually get information on hazards and safety from (check all that apply)

Parents	
Teachers, principal or school committee	
Friends	
Local community disaster committee	
Local police or fire agencies	
Government agencies	
Programming organisation (NGO, RCS etc)	
Youth group, club, or similar community or cultural group (CBO)	
Other (please specify):	

8. How do you usually get information on hazards or disasters and safety (check all that apply):  
[Enumerator may ask first about hazards and disasters and then about safety]

Face-to-face		Songs or drama	
Television		Games	
Radio		Poster/billboards/wall paintings	
Newspapers		Mobile device message from government source	

Mobile device message from other people		Facebook	
School (books, lessons or workshops)		Twitter	
Library or other books (outside of school)		Internet websites	
Local announcements		WhatsApp	
		Other social media	

9. In the past six months, how much time have you spent asking for, or sharing information on disaster risk reduction and preparedness?

Yes, a lot (more than 10 times),  Yes, some (5-10 times)  Yes, a little (1-5 times)  No, Never

10. In the past six months how many people have you communicated with about disaster prevention, risk reduction or safety?

none  1-2 people  3-6 people  7-10 people  more than 10 people

11. Which of the following materials have you seen or read?

*[Note: To be completed in relation to the full range of educational materials made available to children, including print, web, social media, etc]*

	Seen it	Read it	Not seen nor read this

12. Which of the following activities have you participated in at school?

*[Note: To be completed in relation to the full range of educational materials made available to children]*

	Heard about it, or observed it	Participated in it	Not heard, seen or participated

**Planning for hazards and disasters**

*[Note: Use the local term for neighborhood, or community. Enumerator: Please ask these one row at a time]*

13. a) Who do you know that has a disaster plan? Please mark all that apply.

	Yes	No	Don't know	Not applicable
My family - at home				(eg. don't live at home)
My school				(eg. don't go to school)
Our local community?				

My parents workplace?				(eg. parents self-employed or no parents)
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b) For each plan, did you participate in it? Please mark all that apply.

	Yes	No	Don't know	Not applicable
My family - at home				(eg. don't live at home)
My school				(eg. don't go to school)
Our local community?				

c) If any of these have no disaster plan, why do you think there is not a plan?

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14. Who have you talked with about hazards, risks and risk reduction? Please mark all that apply.  
*[Enumerator: Ask one row (item) at a time. Probe to ask if they have taken any action or not.*

	14.a Only Talked about it	14.b Talked about it and Took Action	4.c No talk or Action	14.d Don't know	14.e Not applicabl e
My family					
My friends					
Teacher, principal, or school committee					
Local disaster management committee					
Local government authority / officials					
Youth group, club, religious group, or similar community group					
Vulnerable members of our community (eg. young children, elderly, people with disabilities)					

### Household risk assessment

15. Which of these hazards do you think you have at home, school, or in your community?  
*[Note: Adapt this list based on hazards faced in province or district, and read out as required]*

Hazards/Risks	Please mark all that apply
Building fire	
Wildfire	
Earthquake	
Landslides / mudslides / avalanche	
Tsunami	
Flood	
Cyclone / typhoon / hurricane / tropical storm	
Thunderstorms and hailstorms	
Volcanic eruptions	

Traffic accidents	
Malaria, dengue, zika	
Pandemics or epidemics	
Extreme cold	
Extreme heat	
Drought	
Air pollution	
Water pollution	
Food poisoning	
Conflict or violence	
Humiliation or bullying	
Painful physical punishment	
Sexual harassment	
Risks coming and/or going to school or travelling within your community (animals, traffic, crossing of waterways)	
Open pits / drainage on roads	
No street lights	
Electrical hazards	
Any other.....(please specify)	

16. Do you have early warning for any for hazards?

If yes, which ones?	Yes	No	Not Sure or Don't Know	Where does the warning come from?

### Household planning

17. What things have you or your household done to *plan*? Please mark all that apply

[Note: Adapt this section based on hazards faced in target area, as appropriate. Enumerator: Ask in a general way, for each action, and then specify level of completion.]

	We have done this in the past 6 months	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
We have met and talked about hazards and risks with household members, to plan for safety						
We identified exits and alternative exits from our house and building (in case of fire or other hazards)						
We identified the safest places in the house and in each room in case of hazards we face (eg. earthquake: away from windows, large and heavy objects that can fall, and						

<i>objects like heaters that can cause fire)</i>						
We searched for and identified hazards in our home (eg. furniture or equipment that can fall or slide during earthquake or flood) and our environment (eg. hazardous materials sites)						
We have a copy of important documents kept in a safe place or with our evacuation bag						
We have decided on meeting places in case we are separated due to an emergency or disaster.						
We have out-of-area contacts to notify where and how we are.						
We know now the safest places in the house (eg. earthquake/wind: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire)						
We receive early warning messages and know how we must respond (eg. in case of storm or flood warning)						
We know our evacuation routes to nearest safe haven (eg. in case of storm or flood warning)						
We searched for and identified hazards in our home (eg. fire hazards, furniture that can slide or fall in earthquake) and around us (eg, hazardous materials sites, open water sources)						

**18: Risk Reduction:** What things have you or your household done to reduce risks? Please mark all that apply. [Enumerator: Ask in a general way, for each action, and then specify level of completion]

	We have done this completely	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
Our home has been designed and built according to building codes (for flood, wind, or earthquake safety), or our home has been inspected by a						

qualified engineer, required repair, or retrofit has been completed.						
Our family maintains our home to protect from fire, water, wind, earthquake, heat or cold.						
For fire: We have cleared away fire hazards from around our home and we take fire prevention measures.						
We have a fire extinguisher and maintain it once a year. We have smoke detectors where possible.						
For earthquake: We have fastened tall and heavy furniture, appliances, large electronics, lighting fixtures and other items that could kill us or our children, to wall stud or stable surface.						
For earthquake: We have put latches on kitchen cabinets, secured televisions, computers and other electronic items, and hung pictures securely on closed hooks to protect ourselves from things that could injure us, or would be expensive to replace.						
For earthquake: we have secured tall and heavy furniture to the building.						
For flood: We keep a flotation device or life-jacket on the highest floor in the building.						
For water and debris flow: we have created channels and are prepared to make sandbags.						
For storms: We have shutters or similar window protection from strong winds						
For hazardous materials: We have limited, isolated, and secured any hazardous materials to prevent spill or release.						
We know never to light a match, lighter, or any other flame after a storm, flood, or earthquake until we are sure there is no danger of escaping gas anywhere around.						
We consciously reduce, reuse and recycle.						

We have a home which is safe from intruders or robberies (e.g. locks or bars on windows and doors as required).							
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**19. Response preparedness:** What things have you or your household done to respond to disasters? Please mark all that apply. *[Enumerator: Ask in a general way, for each action, and then specify level of completion.]*

	We have done this completely	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know	Not applicable (not necessary)
We have practiced building evacuation from our home.							
We have practiced evacuation from our home, school, or work, to nearest safe haven (in case of need for evacuation).							
Everyone over the age of 8 knows how to put out a small fire with blanket, bucket and sand, or fire extinguisher.							
Everyone over the age of 8 knows how to turn off our water and power (electricity, natural gas or propane).							
There is at least one person in my home who has learned first aid skills.							
There is an adult in my home who has learned other disaster response skills							
There is an adult in my home who has learned other disaster response skills including light search and rescue							
There is an adult in my home who has learned other disaster response skills including wireless communication							
In our home we have a first aid kit							
Pre-school members of family know their name, parents names and address / mobile no., in case they are separated							
At home we store enough water to last for 5-7 days							
At home we store enough food to last for 5-7 days							
Our family has 'go-bag'(s) with essentials if we need to evacuate from our home.							

20. Which of the following standard operating procedures have you learned and practiced at school? Please mark all that apply. [Enumerator: Ask first about 'learned'. If yes, ask if practiced. (If not, check 16.c.)]

	16.a	16.b	16.c
<b>Standard operating procedures for disasters and emergencies</b>	Learned	Practiced	Not learned or practiced
Building evacuation			
Area evacuation (and/or vertical evacuation for tsunami)			
Safe assembly			
Shelter-in-place			
Lockdown			
Safe family reunification			
Drop cover and hold (for earthquake)			
Stop, drop and roll (for person on fire)			

### Learning, knowledge, and confidence

21. What kind of help have you received from your teachers or visiting experts, to guide you in disaster risk reduction? Please mark all that apply. [Enumerator: Only one response per row.]

	Yes	No	Not sure
We have had instruction or training from our teacher or visiting expert about how to identify risks, and the science and mechanisms of natural hazards			
We have had instruction or training from our teacher or visiting expert about safety measures and how to respond in case of disaster or emergency			
We have had instruction or training from our teacher or visiting expert about how hazards become disasters			
We have had instruction or training from our teacher or visiting expert about how to reduce our hazards and risks			
We have had instruction or training from our teacher or visiting expert about how we can build a culture of safety and resilience			
We have received written materials about household safety			

22. Which of the following learning methods were helpful to you? Please mark all that apply. [Enumerator: Only one response per row.]

Methods	Yes	Partially	No	Not used
Lecture				
Reading				
Discussion in pairs, small groups, large group, peer learning, including Q&A (quiz), presentations and feedback ( <i>group discussion exercises</i> )				
Project work, research, interviews, case study research ( <i>inquiry learning</i> )				

Sharing personal experiences, feelings, empathetic exercises ( <i>social-emotional learning</i> )				
Simulation drills, watching and responding to videos, roleplays, drama, real stories, games ( <i>surrogate experiential learning</i> )				
Hazard, vulnerability and capacity (aka risk) mapping, field trips, creating and sharing public awareness and public education materials ( <i>field experiential learning</i> )				
Student engagement in household, school or community risk reduction implementation, opinion-forming, advocacy, and self-organisation ( <i>action learning</i> )				

23. How is risk reduction and resilience information shared within your family? Please mark all that apply.

	Yes	No	Not sure
I know how to be prepared because of information that I have learned from my parents / caregivers			
My parents know how to be prepared because of information that I have brought home to them			
In the past 12 months, I have talked to my family about preparing for household safety from disaster			
In the past 12 months, I have brought home materials to my family about household safety from disaster			

24. How much do you feel that you know right now about:

	I know quite a lot	I need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What we can do to be safe at school			
The skills we need to be safe in case of hazard impact			

25. How much do you feel that your parents know right now about:

	My parents know a lot	My parents need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What we can do to be safe at school			
The skills we need to be safe in case of hazard impact			

26. How much do you feel that your teachers know right now about:

	My teachers know a lot	My teachers need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What we can do to be safe at school			
The skills we need to be safe in case of hazard impact			

27. a) Please tell us how confident you feel about the following:

	Yes	Partially	No	Not sure
I am confident that I will be safe in a disaster or emergency				
I am confident that my family will be safe in a disaster or emergency				
I am confident that we will be safe in school in a disaster or emergency				
I am confident that we will be safe in our community				

*Enumerator: In case of any "No" or "Not sure" responses, ask 23 b) and c).*

27. b) If you are not confident, why is this?

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27. c) In your opinion, what can be done to improve this situation?

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28. Do you have any other concerns or information that you would like to share?

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29. Who do you feel that you can call for help in the event of bullying, abuse, or other questions and emergencies?

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### Questionnaire 3: Parents and caregivers

To be administered orally, or in written form, where literacy level is sufficient for accuracy.

#### Demographics

- Individual ID# (use same ID for both student and parent) \_\_\_\_\_ A (adult parent or guardian)
- What is your relationship to the student?

<input type="checkbox"/>	Parent
<input type="checkbox"/>	Grandparent
<input type="checkbox"/>	Aunt or uncle
<input type="checkbox"/>	Adult brother or sister
<input type="checkbox"/>	Other caregiver

- What year were you born? \_\_\_\_\_
- Are you  female  male
- How many people live in your household (including yourself, by male/female):

	# Male	# Female	Number of these people with any disability?
Infants and toddlers (<3 years)			
Pre-school (3-6 years)			
Primary, middle and upper school age (6 to 18 years)			
Adults (18 years and older)			

- Who do you usually get information on hazards and safety from (check all that apply)

Children	<input type="checkbox"/>
Teachers, principal or school committee	<input type="checkbox"/>
Friends	<input type="checkbox"/>
Local community disaster committee	<input type="checkbox"/>
Local police or fire agencies	<input type="checkbox"/>
Government agencies	<input type="checkbox"/>
Programming organisation (NGO, RCS etc)	<input type="checkbox"/>
Youth group, club, or similar community or cultural group (CBO)	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>

- How do you usually get information on hazards or disasters and safety (Sources of information)?  
Check all that apply:

Face-to-face	<input type="checkbox"/>	Songs or drama	<input type="checkbox"/>
Television	<input type="checkbox"/>	Games	<input type="checkbox"/>
Radio	<input type="checkbox"/>	Poster/billboards/ wall paintings	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	Mobile device message from government source	<input type="checkbox"/>

Mobile device message from other people		Facebook	
School (books, lessons or workshops)		Twitter	
Library or other books (outside of school)		Internet websites	
Local announcements		WhatsApp	
		Other social media	

8. In the past six months, how much time have you spent asking for, or sharing information on disaster risk reduction and preparedness?

Yes, a lot (more than 10 times),  Yes, some (5-10 times)  Yes, a little (1-5 times)  No, Never

9. In the past six months how many people have you communicated with about disaster prevention, risk reduction or safety?

none  1-2 people  3-6 people  7-10 people  more than 10 people

**Planning for hazards and disasters**

10 a) Who do you know that has a disaster plan? Please mark all that apply.

	Yes	No	Don't know	Not applicable
My family - at home				(eg. don't live at home)
My children's school				(eg. don't go to school)
Our local community?				
My parents workplace?				(eg. parents self-employed or no parents)

*Enumerator: If yes in 10 a) ask:*

10 b) For each plan, did you participate in it? Please mark all that apply.

	Yes	No	Don't know	Not applicable
My family - at home				(eg. don't live at home)
My school				(eg. don't go to school)
Our local community				
Our [neighborhood]				

10 c. Where a disaster plan is not available, why do you think this is?

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11. Who have you talked with, or taken action with about hazards, risks and risk reduction? Please mark all that apply. *Enumerator: First ask if talked about, and then probe if took action. One response per row.*

	12 a. Only Talked about it	12 b. Talked about it and Took Action	12 c. Nothing done	12 d. Don't know	12 e. Not applicable
My family, including my children					
Friends					
Teacher, principal, or school committee					
Local disaster management committee					
Local government officials					
Youth group, club, religious group, or similar community group					
Vulnerable members of our community (eg. young children, elderly, people with disabilities)					

12. Which of these hazards do you think you have at home, school, or in your community? *[Note: Adapt this list based on hazards faced in province or district]*

Hazards/Risks	
	Please mark all that apply
Building fire	
Wildfire	
Earthquake	
Landslides / mudslides / avalanche	
Tsunami	
Flood	
Cyclone / typhoon / hurricane / tropical storm	
Thunderstorms and hailstorms	
Volcanic eruptions	
Traffic accidents	
Malaria, dengue, zika	
Pandemics or epidemics	
Extreme cold	
Extreme heat	
Drought	
Air pollution	
Water pollution	
Food poisoning	
Conflict or violence	
Humiliation or bullying	
Painful physical punishment	
Sexual harassment	
Risks coming and/or going to school or traveling within your	

community (animals, traffic, crossing of waterways)	
Open pits / drainage on roads	
No street lights	
Electrical hazards	
Any other.....(please specify)	

13. Do you have early warning for any for ..... ?

If yes, which ones?	Yes	No	Not Sure or Don't Know	Where does the warning come from?

### Household planning household risk assessment and planning

14. What things have you or your household done to plan? Please mark all that apply [Note: Adapt this section based on hazards faced in target area, as appropriate. Enumerator: Ask in a general way for each action, and then specify level of completion.]

	We have done this in the past 6 months	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
We have met and talked about hazards and risks with household members, to plan for safety						
We identified exits and alternative exits from our house and building (in case of fire or other hazards)						
We identified the safest places in the house and in each room in case of hazards we face (eg. earthquake: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire)						
We searched for and identified hazards in our home (eg. furniture or equipment that can fall or slide during earthquake or flood) and our environment (eg. hazardous materials sites)						

We have a copy of important documents kept in safe place or with our evacuation bag						
We have decided on meeting places in case we are separated due to an emergency or disaster.						
We have out-of-area contacts to notify where and how we are.						
We know now the safest places in the house (eg. earthquake/wind: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire)						
We receive early warning messages and know how we must respond (eg. in case of storm or flood warning)						
We know our evacuation routes to nearest safe haven (eg. in case of storm or flood warning)						
We searched for and identified hazards in our home (eg. fire hazards, furniture that can slide or fall in earthquake) and around us (eg. hazardous materials sites, open water sources)						

**15: Risk Reduction:** What things have you or your household done to reduce risks? Please mark all that apply. [Enumerator: Ask in a general way for each action, and then specify level of completion.]

	We have done this completely	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
Our home has been designed and built according to building codes (for flood, wind, or earthquake safety), or our home has been inspected by a qualified engineer, required repair, or retrofit has been completed.						
Our family maintains our home to protect from fire, water, wind, earthquake, heat or cold.						
For fire: We have cleared away fire hazards from around our home and we take fire						

prevention measures.						
We have a fire extinguisher and maintain it once a year. We have smoke detectors where possible.						
For earthquake: We have fastened tall and heavy furniture, appliances, large electronics, lighting fixtures and other items that could kill us or our children, to wall stud or stable surface.						
For earthquake: We have put latches on kitchen cabinets, secured televisions, computers and other electronic items, and hung pictures securely on closed hooks to protect ourselves from things that could injure us, or would be expensive to replace.						
For earthquake: we have secured tall and heavy furniture to the building.						
For flood: We keep a flotation device or life-jacket on the highest floor in the building.						
For water and debris flow: we have created channels and are prepared to make sandbags.						
For storms: We have shutters or similar window protection from strong winds						
For hazardous materials: We have limited, isolated, and secured any hazardous materials to prevent spill or release.						
We know never to light a match, lighter, or any other flame after a storm, flood, or earthquake until we are sure there is no danger of escaping gas anywhere around.						
We consciously reduce, reuse and recycle.						
We have a home which is safe from intruders or robberies (e.g. locks or bars on windows and doors as required).						

**16. Response preparedness:** What things have you or your household done to respond to disasters? Please mark all that apply. *[Enumerator: Ask in a general way for each action, and then specify level of completion.]*

	We have done this completely	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know	Not applicable (not necessary)
We have practiced building evacuation from our home.							
We have practiced evacuation to the nearest safe haven from our home, school, or work (in case of need for evacuation).							
Everyone over the age of 8 knows how to put out a small fire with blanket, bucket and sand, or fire extinguisher.							
Everyone over the age of 8 knows how to turn off our water and power (electricity, natural gas or propane).							
There is at least one person in my home who has learned first aid skills.							
There is an adult in my home who has learned other disaster response skills							
There is an adult in my home who has learned other disaster response skills including light search and rescue							
There is an adult in my home who has learned other disaster response skills including wireless communication							
In our home we have a first aid kit							
Pre-school members of family know their name, parents names and address / mobile no., in case they are separated							
At home we store enough water to last for 5-7 days							
At home we store enough food to last for 5-7 days							
Our family has 'go-bag'(s) with essentials if we need to evacuate from our home.							

17. Which of the following standard operating procedures have you learned, and practiced at home? Please mark all that apply.

<b>Standard operating procedures for disasters and emergencies</b>	Learned	Practiced	Not learned or practiced
Building evacuation			
Area evacuation (and/or vertical evacuation for tsunami)			
Safe assembly			

Shelter-in-place			
Lockdown			
Safe family reunification			
Drop cover and hold (for earthquake)			
Stop, drop and roll (for person on fire)			

### Knowledge and confidence

18. What kind of help have you received to guide you in disaster risk reduction? Please mark all that apply.

	Yes	No	Not sure
Some adults in our family have had instruction or training about how to identify risks			
Some adults in our family have had instruction or training about how to respond in case of disaster or emergency			
Some adults in our family have had instruction or training about how hazards become disasters			
Some adults in our family have had instruction or training about how to reduce our hazards and risks			
Some adults in our family have had instruction or training about how we can build a culture of safety and resilience			
We have received written materials about household safety			

19. How is information shared?

	Yes	No	Not sure
I know how to be prepared because of information that I have learned from my children			
My children know how to be prepared because of information that I have given them			
In the past 12 months I have talked to my children about preparing for household safety from disaster			
In the past 12 months I have seen materials brought home by my children about household safety from disaster			

20. How much do you feel that you know right now about:

	I know quite a lot	I need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What we can do to be sure our children are safe at school			
The skills we need to be safe in case of hazard impact			

21. How much do you feel that your children know right now about:

	My children know a lot	My children need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What they can do to be safe at school			
The skills we need to be safe in case of hazard impact			

22. How much do you feel that your children's teachers know right now about:

	My children's teachers know a lot	My children's teachers need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What they can do to be safe at school			
The skills we need to be safe in case of hazard impact			

*Enumerator: Ask question 23 only if any response in previous three questions is "Need to know more" or "Not sure".*

23. If you feel that yourself, your children or their teachers need to know more, why is this?

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24 a) How confident do you feel about your situation now:

	Yes	Partially	No	Not sure
I am confident that I will be safe in a disaster or emergency				
I am confident that my family will be safe in a disaster or emergency				
I am confident that my child/children will be safe in school in a disaster or emergency				
I am confident that my child/children will be safe in our community in a disaster or emergency				

*Enumerator: Ask 24 b) and 24 c) in case previous answers are "partially, or no".*

24 b) If you do not feel confident, why is this?

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24 c) In your opinion, what can be done to improve this situation?

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25. Do you have any other concerns or information to share?

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## Questionnaire 4: Teachers and organisational representatives

Name of school or organisation: \_\_\_\_\_

### Demographics

1. Please write your full name: \_\_\_\_\_

*[Enumerator - Please substitute a respondent ID# instead of the name]*

2. What grade(s) do you teach? \_\_\_\_\_ or are you an administrator? \_\_\_\_\_

3. Are you a: [  ] female [  ] male

4. Level of training, please mark all that apply:

	Yes	No	Not sure
a. Did you receive any training or guidance in teaching disaster risk reduction and household safety to your students?			
b. Did you receive any educational materials for teaching disaster risk reduction and household safety to your students?			
c. Did you provide any materials for your students to take home to their parents or caregivers?			
d. Do you know if students took this information home and shared it?			
<i>If response to d. is "Yes":</i> e. Do you know if families acted on the information to make their households safer?			

5. If you feel that students took information home and shared it, and/or acted on this information to make their households safer, why is this:

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6. What has your response been to this program, and what feedback do you have?

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7. What feedback have parents had for you on this program?

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8. What feedback have students given you on this program?

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9. Which of the following domains do you feel were covered in the disaster risk reduction training provided to students:

Risk reduction and resilience domains	Yes	Partially	No	Not Sure
a) Understanding the science and mechanisms of natural disasters				
b) Learning and practicing safety measures and procedures				
c) Understanding how hazards become disasters				
d) Understanding how to build resilience				
e) Building a culture of safety and resilience				

10. Which of the following learning methods were used in teaching disaster risk reduction education activities to students:

Methods	Yes	Partially	No	Not Sure
Lecture				
Reading				
Group discussion exercises: pairs, small groups, large group, including Q&A, presentations and feedback				
Inquiry learning: project work, research, interviews, case study research				
Social-emotional learning: sharing personal experiences, feelings, empathetic exercises				
Surrogate experiential learning: simulation drills, watching and responding to videos, role plays, drama, real stories, games				
Field experiential learning: hazard, vulnerability and capacity mapping, field trips, creating and sharing public awareness and public education materials				
Action learning: student engagement in household, school or community risk reduction implementation, opinion-forming, advocacy, and self-organisation.				

11. Who do you usually get information on hazards and safety from (check all that apply)

Children	
Parents	
Teachers, principal or school committee	
Friends	
Local community disaster committee	
Local police or fire agencies	
Government agencies	
Programming organisation (NGO, RCS etc)	
Youth group, club, or similar community or cultural group (CBO)	
Other (please specify):	

12. How do you usually get information on hazards or disasters and safety (check all that apply):

Face-to-face		Songs or drama	
Television		Games	
Radio		Poster/billboards/wall paintings	
Newspapers		Mobile device message from government source	
Mobile device message from other people		Facebook	
School (books, lessons or workshops)		Twitter	
Library or other books (outside of school)		Internet websites	
Local announcements		WhatsApp	
		Other social media	

13. **Standard Operating Procedures:** Which of these standard operating procedures for disasters and emergencies in schools have your students learned and practiced? *[Enumerator: First ask if learned – and then if yes, ask about practiced. Please mark all that apply.]*

<b>Standard operating procedures for disasters and emergencies</b>	Learned	Practiced	Not learned or practiced	Don't know
Building evacuation				
Area evacuation (and/or vertical evacuation for tsunami)				
Safe assembly				
Shelter-in-place				
Lockdown				
Safe family reunification				
Drop cover and hold (for earthquake)				
Stop, drop and roll (for person on fire)				

14. Have any of the following materials have been available for you?

	Seen	Read	Not seen or read

15. Which of the following kinds of activities have your students participated in at school? *[Note: These are examples to be replaced with actual recommended or guided activities]*

	Yes	No
School assembly about disaster reduction and prevention		
Child club DRR activities		
Family event or carnival on DRR at school		
Hazard and risk mapping at school		
School disaster drills		

**Planning for hazards and disasters**

16. a) Which of these have a disaster plan, as far as you know?

	Yes	No	Don't know	Not applicable
Home: my family				
Pre-school or caregivers				(eg. don't have any)
My children's school				(eg. don't have any)
If yes, did you participate in this?				
Our local community?				
If yes, did you participate in this?				
Our school or organization				

In case of any "No" responses above:

16. b) Where no disaster plan exists, what is the reason?

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17. Who have you talked with, or taken action with about hazards, risks and risk reduction?

	Only Talked about it	Talked about it and Took Action	No talk or Action	Don't know	Not applicable
My students or colleagues					
My family					
My friends					
Teachers, principal, school committee or organisational representatives					
Local disaster management committee					
Local government officials					
Youth group, club, religious group, or similar community group					
Vulnerable members of our community (eg. young children, elderly, people with disabilities)					

### Household risk assessment

18a). Which of these hazards do you think you have at home, school, workplace or in your community? [Note: Adapt this list based on hazards faced in province or district] And 18 b) and c) Which of these have you discussed with others?

Hazards/risks	18 a) In my opinion		18 b) Discussed with my colleagues / at my school		18 c) Discussed at home with family members	
	Yes	No	Yes discussed	No, not discussed	Yes discussed	No, not discussed
Building fire						
Wildfire						
Earthquake						
Landslides / mudslides / debris flow						
Flood						
Cyclone / typhoon / hurricane / tropical storm						
Thunderstorms and hailstorms						
Traffic accidents						
Pandemics or epidemics						
Extreme cold						
Extreme heat						
Drought						
Air pollution						
Water pollution						
Food poisoning						
Conflict or violence						
Risks coming or going to school (traffic, crossing of waterways, animals, no lighting)						
Drowning						
Hanging electrical wires						
Humiliation or bullying						
Painful physical punishment						
Sexual harassment						
Stampede						
Other (please specify):						

19. Do you have early warning for any for ..... ?

If yes, which ones?	Yes	No	Not Sure or Don't Know	Where does the warning come from?

## Household planning

20. What things have you or your school or organisation done to plan for disaster reduction and prevention?

[Enumerator: Ask questions on each topic to determine level of completion]

	We have done this in the past 6 months	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
We have met with household members to identify hazards and risks and to plan for safety						
We identified exits and alternative exits from our house and building (in case of fire or other hazards).						
We identified the safest places in the house and in each room in case of hazards we face (eg. earthquake: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire)						
We searched for and identified hazards in our home (eg. furniture or equipment that can fall or slide during earthquake or flood) and our environment (eg. hazardous materials sites)						
We have a copy of important documents kept in safe place or with our evacuation bag						
We have decided on meeting places in case we are separated due to an emergency or disaster. The place(s) is/are: _____						
We have out-of-area contacts to notify where and how we are. The person is: _____						
We know the safest places in the house (eg. earthquake/wind: away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire)						

We receive early warning messages and know how we must respond (eg. in case of storm or flood warning)						
We know our evacuation routes to nearest safe haven (eg. in case of storm or flood warning)						
We found hazards in our home (eg. fire hazards, furniture that can slide or fall in earthquake) and around us (eg. hazardous materials sites, open water sources)						

**21: Risk reduction:** What things have you or your household done to reduce risks? [Enumerator: Ask questions on each topic to determine level of completion]

	We have done this in the past 6 months	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
Our home has been designed and built according to building codes (for flood, wind, or earthquake safety), or our home has been inspected by a qualified engineer, required repair, or retrofit has been completed.						
Our family maintains our home to protect from fire, water, wind, earthquake, heat or cold.						
<p>We have taken action to make our home safe from hazards that we face: (check those that apply)</p> <p><input type="checkbox"/> For fire: We have cleared away fire hazards from around our home and we take fire prevention measures.</p> <p><input type="checkbox"/> We have a fire extinguisher and maintain it once a year. We have smoke detectors where possible.</p> <p><input type="checkbox"/> For earthquake: We have fastened tall and heavy furniture, appliances, large electronics, lighting fixtures and other items that could kill us or our children, to wall stud or stable surface.</p> <p><input type="checkbox"/> For earthquake: We have put latches on kitchen cabinets, secured televisions, computers and other electronic items, and hung pictures securely on closed hooks to protect ourselves from things that could injure us, or would be expensive to replace.</p>						

<input type="checkbox"/> For flood: We keep flotation device or life-jacket on the highest floor in the building.  <input type="checkbox"/> For water and debris flow: we have created channels and are prepared to make sandbags.  <input type="checkbox"/> For storms: We have shutters or similar window protection from strong winds  <input type="checkbox"/> For hazardous materials: We have limited, isolated, and secured any hazardous materials to prevent spill or release.						
We know never to light a match, lighter, or any other flame after a storm, flood, or earthquake until we are sure there is no danger of escaping gas anywhere around.						
We consciously reduce, reuse and recycle.						
We have a home which is safe from intruders or robberies (e.g. locks or bars on windows and doors as required).						

**22. Response preparedness:** What things have you or your household done to respond to disasters?

*[Enumerator: Ask questions on each topic to determine level of completion]*

	We have done this completely	We have partially done this	We are planning to do this	We can't do this	We do not need this	I don't know
We have practiced building evacuation from our home						
We have practiced evacuation to the nearest safe haven from our home, school, or work, (in case of need for evacuation).						
Everyone over the age of 8 knows how to put out a small fire with blanket, bucket and sand, or fire extinguisher.						
Everyone over the age of 8 knows how to turn off our water and power (electricity, natural gas or propane).						
There is at least one person in my home who has learned first aid skills.						
There is an adult in my home who has learned other disaster response skills:						

(check those that apply) [ ] Light search and rescue [ ] Wireless communication [ ] Other skills						
In our home we have a first aid kit						
Pre-school members of family know their name, parents names and address, in case they are separated						
At home we store enough water to last for 5-7 days						
At home we store enough food to last for 5-7 days						
Our family has 'go-bag'(s) with essentials if we need to evacuate from our home.						

### Knowledge and confidence

23. Which of these have you learned about from education authorities or visiting experts to guide you in risk reduction?

I have learned:	Yes	No
How to identify risks		
How to reduce our hazards and risks at school		
How to reduce our hazards and risks at home		
How to respond in case of disaster or emergency at school		
How to respond in case of disaster or emergency at home		
We have received written materials about school safety		
We have received written materials about household safety		
How to involve children in risk reduction and preparedness		

24. Has risk reduction and safety information shared with students and their families?

	Yes	No	Not sure
My students have learned about disaster reduction and prevention because of information that I have given them			
Parents of my students know about disaster reduction and prevention because of information that their children have given them			
Parents of my students know about disaster reduction and prevention because of information that I have given them			
In the past 12 months, I have sent home materials on household disaster reduction and prevention with my students.			

25. How much do you feel that you know right now about:

	I know quite a lot	I need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What we can do to be sure our students are safe at school			
The skills we need to be safe in case of hazard impact			

26. How much do you feel that your students know right now about:

	My children know a lot	My children need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What they can do to be safe at school			
The skills we need to be safe in case of hazard impact			

27. How much do you feel that your students' parents know right now about:

	My students' parents know a lot	My students' parents need to know more	Not sure
Hazards we face in our community			
What we can do to reduce hazards at home and in our community			
What they can do to be safe at school			
The skills we need to be safe in case of hazard impact			

*Enumerator: If any answer above was "need to know more":*

28. If you feel that yourself, your students or their parents need to know more, why is this?

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29 a) How confident do you feel about your situation now:

	Yes	Partially	No	Not sure

I am confident that I will be safe in a disaster or emergency				
I am confident that my students will be safe at their homes in a disaster or emergency				
I am confident that my students will be safe in school in a disaster or emergency				

*Enumerator: If any answer above is "No" then ask:*

29 b) If you do not feel confident, why is this?

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29 c) In your opinion, what can be done to improve this situation?

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30. Do you have any other concerns or information to share?

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## MODULE 7: Resources and references

The following kits provide clear and replicable examples of tools and background knowledge that is useful to those undertaking research on household-level impacts of child-centered DRR education. The list here is by no means exhaustive, and in fact, many toolkits here have extensive task-specific reference lists and worksheets and facilitator guidelines of their own that can be explored.

### Resources

Keeping Children Safe Child Safeguarding Standards and How to Improve Them (2014)

- *A through overview of what child safeguarding is, how to pursue it within an organisation, and how to assess levels of safeguarding undertaken by an organisation.*

IFRC Public awareness and public education for disaster risk reduction: Key messages (2013)

- *Provides all-hazards family disaster plan messages, as well as hazard-specific key messages, organised around assessment and planning, risk reduction, and response-preparedness.*

CDEMA Disaster Risk Reduction Education Toolkit (2014)

- *Includes information on DRR education and curriculum, as well as sections devoted to detailed instructions on undertaking different types of learning activities and preparing to facilitate learning exercises.*

IARD (2015) A Guide to Evaluating Prevention Programs

- *A good general resource on evaluations, including what they are, how they can be undertaken, and how to analyse and use results.*

Plan Child-Centered DRR Toolkit

- *Provides tools that can be used to train children on HVCA, monitor and evaluate CCDRR actions, and plan follow-up activities with child involvement.*

Save the Children, Tools for Common Approach to Comprehensive School Safety: Pillar 3: Risk Reduction and Resilience Education (2015)

- *Provides tools aligned to IFRC Public Awareness and Public Education for DRR Key Messages at the Household Level that includes approaches and measures for evaluating the effectiveness and impact of these materials, including a Household Risk Reduction and Resilience Survey, and full Family Disaster Plan Checklist.*

Save the Children (2015) Reducing Risks, Enhancing Resilience: Save the Children and Disaster Risk Reduction and Climate Change Adaptation.

- *A core resource which outlines Save the Children's common approach to DRR.*

FEMA (2013) Catalogue of Youth Disaster Preparedness Education Resources

- *Includes information on related programs resources in the United States.*

World Vision (2012) DRR and CCA integration into ADP toolkit

- *Includes worksheets and templates for risk assessments, including the collection of baseline hazard data, and follow up questions for risk monitoring and evaluation.*
- *Also includes an indicator for assessments relating to how children's opinions are respected in decision-making processes that affect their lives.*

Selby, D. and Kagawa, F. (2014) for UNESCO/UNICEF, Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum

- *A core tool developed to produce strong school CCDRR programming.*

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