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Children's preparedness for disasters

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Propositions

1. *Prioritizing disaster prevention and preparedness for disaster strategies over response to, and recovery from, disaster strategies:* This thesis showed that disaster preparedness has not been a priority in Iranian policies in the last 100 years. Very few resources have been allocated to preparing people and institutions in comparison to the response and reconstruction phases. Legislators need to change their disaster management policy and prioritize disaster preparedness.
2. *Reduce the disaster risks for children with different needs by tackling intersectionality exposures and vulnerabilities:* Policy makers need to strongly tackle social biases that generate differentials in health related risks of disasters. Children should not be seen as a group with the same needs. Policies should be inclusive for all children, including children of any gender, religion, race, tribe, or social class, as well as children with disabilities or those from a refugee background. Disaster preparedness programs should prepare all children in various ways against disasters and no one should be left behind.
3. *Addressing all disasters in disaster preparedness programs:* The policy should not be such as to prepare children only for certain hazards. Climate change has exposed the planet to a variety of hazards that could occur. In disaster management policy, it is recommended that preparedness programs be designed to prepare children for all disasters triggered by natural and human-made hazards.
4. *Creating required resources, especially interactive and innovative resources:* Preparing children with different needs for disasters is not possible only with traditional methods such as textbooks, classroom lectures, and physical drills. With the development of new technologies, especially digital technologies, it is recommended to make use of these new tools to increase children's preparedness. These technologies

will help to reduce inequality, generate more inclusivity, and enhance risk perception and awareness.

5. *Collaboration in producing resources at national and international level:* The results of this thesis showed that one of the challenges of children's disaster preparedness programs in Iran is the lack of educational resources. The systematic review of previous studies in the second chapter has also shown that different countries have similar challenges in preparing children for disasters. It is recommended that international organizations produce resources for preparing children for disasters. Then countries can localize these resources according to their context.
6. *Collaboration between researchers and practitioners:* Designing children's disaster preparedness programs is not possible without the cooperation of researchers and practitioners. It is recommended that organizations at the national and international levels collaborate with researchers and practitioners in designing programs so that programs can be designed based on scientific evidence.
7. *Participation of children in disaster preparedness programs:* Disaster preparedness programs should be designed and implemented for children and with the participation of children. Children must be involved in all stages of a program, including needs assessment, design, program implementation, and program evaluation. This will make the programs more effective and efficient.
8. *Identifying the dominant discourse in disaster management by studying policies and school textbooks:* This thesis showed that the study of policies and textbooks has an important role in identifying the disaster management discourse in countries. It is recommended that researchers analyze the discourse of disaster management in countries by studying their textbooks. This helps identify policy silences and gaps that need addressing.