

Child-led Disaster Risk Reduction: A Practical Guide



Save the Children

The International Save the Children Alliance is the world's largest independent children's rights organization, with members in 27 countries and operational programs in more than 100. Save the Children delivers immediate and lasting improvements to children's lives worldwide.

Save the Children works for:

- **A world that respects and values each child**
- **A world which listens to children and learns**
- **A world where all children have hope and opportunity**

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Save the Children

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Mural painted by children in the Philippines.

According to the World Meteorological Organization, nearly 7,500 natural disasters worldwide have claimed more than 2 million lives and produced economic losses of more than \$1.2 trillion since 1980. Over the past 30 years the number of storms, droughts and floods has increased threefold and the number of people affected by disasters has increased fivefold (according to the United Nations Office for the Coordination of Humanitarian Affairs).

"More than 200 million people are affected every year by disasters, and children under 18 are the most vulnerable group, especially those attending schools at the time of the catastrophe," said Salvano Briceno, head of the United Nations International Strategy for Disaster Reduction in June 2006.

Traditional centralized approaches towards disaster risk management fall short of meeting the needs of communities – often overlooking local capacities, resources and needs. Community based disaster risk management has evolved as one way to fill these gaps. Save the Children works to empower those most at risk within vulnerable communities: the children.

Save the Children believes that all children are active citizens - able to participate in making decisions and taking action on issues that are relevant to their lives. As a result, Save the Children has developed a framework outlining the means by which children can lead a process of risk reduction. This is the unique approach Save the Children has developed. Children are the main actors in the process: the agents of change and the people to take the process through from inception to completion.

Preface

Save the Children empowers children and young people to become involved in their community's preparedness and mitigation plans. This guide will illustrate the steps that have been taken in Asia to replicate a successful Child-led Disaster Risk Reduction (CLDRR) program, originally piloted in Cuba.

Disaster Risk Reduction (DRR) consists of both the reduction of vulnerability to disasters and the preparedness for when disasters do occur. DRR can happen at a national, provincial and community level – ideally, for maximum impact, all levels should be integrated.

Globally, people are becoming aware of the need for such programs. This was highlighted when 168 Governments adopted a 10-year plan to make the world safer from natural hazards at the World Conference on Disaster Reduction, held in Hyogo, Japan in January 2005. The Hyogo Framework¹ is a global blueprint for DRR with the goal to substantially reduce disaster losses by 2015. The Hyogo Framework offers guiding principles, priorities for action, and practical means for achieving disaster resilience for vulnerable communities.

In November 2006 The Asian Youth Summit on Disaster Reduction was held in Wakayama, Japan. One of the outputs was the Wakayama Declaration² - a direct call to action to governments, NGOs, communities and individuals to increase the work on education and disaster reduction around the world.

The implementation of CLDRR means that in the event of a disaster fewer lives, of both children and community members, will be lost. The impact of CLDRR is that children are more resilient and the negative impact of disasters on survivors can be significantly reduced. The participation in CLDRR has also been shown to help children's mental and emotional recovery from disasters.

¹ See Appendix 1 for the Framework

² See Appendix 2 for the Declaration

'Disasters ... are frightening for adults and can be equally, or even more, traumatic for children. Feelings of anxiety, sadness, confusion and fear are all normal reactions. However, if children are anxious, frightened, or confused for long periods of time, it can have devastating long-term emotional effects on their well-being ... In addition, their emotional responses are heightened by seeing their parents anxious or overwhelmed ... With the appropriate support and guidance, children can develop the skills and resiliency needed to deal with, overcome and possibly even grow from traumatic experiences. Children have the inherent potential for being wonderfully resilient if given adequate support and counselling. Therefore, it is extremely important to strengthen the child's communication and coping skills ... Children can regain their sense of power and security if they feel that they can help in some way. This can be accomplished by encouraging youngsters to participate in or organize a community-response effort...' - The American Academy of Pediatrics Journal, Vol. 117, No. 2, February 2006, "Mental Health Vulnerabilities and Development of Resiliency" by David Markenson and Sally Reynolds.

Children who participate in CLDRR have a greater capacity to cope with disasters; their sense of security is increased; their knowledge of the risks is developed; and their sense of control and survival potential is enhanced by knowing how to respond to disasters.

Following the Asian tsunami of 2004 Save the Children made CLDRR one of their key priorities in reconstruction and the policy of improving what existed prior to the disaster. This led to the first workshop in Hanoi in June 2006, which brought together practitioners from across the region to work on a common CLDRR definition and framework. Save the Children held a follow up workshop in Agra in December 2006, which cemented these ideas and allowed for the drafting of a common framework and process of implementing CLDRR. The framework proceeds the program guide and forms the structure of this guide – each sub component is listed, explained and working examples given from programs around the region. The framework is a guideline and should not necessarily be followed sequentially – several of the components should ideally run simultaneously. There is a logical progression throughout, but it is important to tailor the framework to specific circumstances.

Save the Children is in a unique position with its extensive experience in getting children's views, concerns, realities and participation integrated into local, district and national policy. In our experience children can be centrally involved in DRR and have important insights and contributions to make. This document is not intended to present complete documentation of all of the work on CLDRR in Asia. Instead it has taken examples that best illustrate key components of the framework and can illustrate methods to implement effective CLDRR programs. The objective is to provide working examples and tools for implementing the framework.

Save the Children believes that children should be centrally engaged in reducing the risks of disasters in order that the negative impacts on communities are significantly reduced. Children have the capacity to contribute, bring a unique perspective to DRR preparations and have the right to play a part in making themselves and their communities safer.

Save the Children defines CLDRR as a child-centered community based framework where children play leading roles in their communities to minimize the negative impacts of disasters. This will include meaningful and ethical child participation in assessing, planning, implementing, monitoring and evaluating DRR based on the United Nations Convention on the Rights of the Child (UNCRC). Whilst children will play lead roles with the support of adults in their communities, the responsibility and accountability for preparedness, mitigation and response still lies with adult stakeholders and duty bearers.

Save the Children's vision for CLDRR is to increase resilience and reduce the impact of disasters on children and their communities. In its implementation of these programs the agency uses a variety of approaches and principles, most notably:

- o Child-centered - children are the key actors throughout the process.
- o Child participation - children actively input into assessing, planning, implementing, monitoring and evaluation and influencing policy and practice.
- o Community ownership - the participation of adults as support to children to ensure the process is community based.
- o Child Rights principles - including the best interest of the child, survival and development of the child, ethical participation, equity and non-discrimination through the inclusion of all groups of children, and accountability.
- o Integrated mandate - integrating CLDRR into both emergency and development programs and ensuring links with other sectors.
- o Sustainability - through partnership and capacity building of communities, local organizations and governments to systematically integrate CLDRR.

Little Voices for Big Change



Thailand

"At first we were worried that adults would not help us when we visited the community to gather information. But it turned out that they were very cooperative. Many of them say that the map is very helpful."



"In school we learnt about disasters and we participate in disaster risk reduction in our commune with the adults."

Vietnam

"Of course the risks were there before but we did not have the knowledge to identify them."

Sri Lanka





India

"We want to inform all the community members on knowledge and skills related to disaster preparedness."



Indonesia

"I'm not scared of any disasters anymore because I already know what to do."

Philippines



"We can teach the community and government about the issues that children face during disasters - we must share our experiences with them."

An illustration from "My Little Book on Disaster Preparedness" Save the Children in Philippines.



Some highlights of regional work supported by Save the Children in Child-led Disaster Risk Reduction.

In Thailand children interview and map their communities; conduct assessments of risk and vulnerabilities; educate peers and communities about these risks; they advocate for government understanding of issues relating to children in disasters; lead the community in developing action plans to mitigate risks; and they conduct program assessments to measure the impact of the work.

In Sri Lanka children take part in formulating their communities' preparedness plans; schools include risk reduction messages in the curriculum; children help in the reconstruction of schools to ensure they are child friendly; children draw up hazard and evacuation maps; and district plans incorporate issues affecting children and how to ensure their needs are met.

In India children take part in designing house reconstruction; in schools they form committees to identify and mitigate risks and hazards; they use cultural performance to raise awareness about disasters and associated risks; and they use drums as early warning systems.

In Indonesia children take part in local government disaster planning sessions; they draw the hazard maps and contribute to contingency plans; children learn about evacuation; and produce awareness raising materials to educate communities.

In Vietnam children take part in community meetings to assess risks and hazards; they produce risk maps and action plans for schools; they advocate for mitigation measures; they teach community members about response; conduct regular drills; assess the community preparedness; educate decision makers about impact of disasters on children; and educate communities about child rights and child protection.

In the Philippines children in schools have been formed into emergency response teams; they have been trained in risk assessments; they have conducted advocacy and awareness raising within their communities; they hold regular drills for earthquakes and tsunamis; and the teams provide peer-to-peer education for other children.

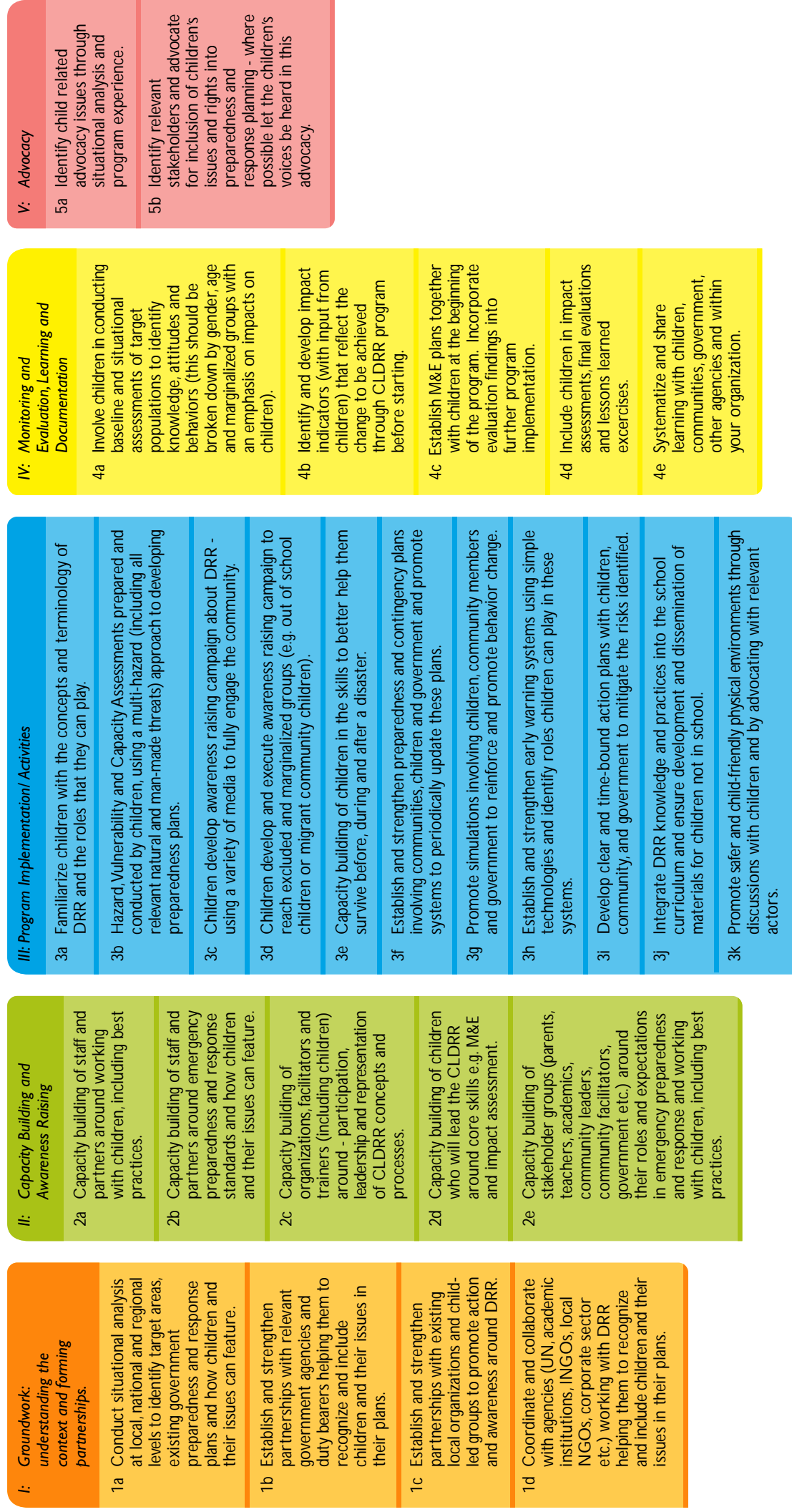
In Pakistan children take part in emergency assessments as the basis of relief interventions and help in developing materials to educate communities about the dangers of disasters.

In Nepal children are learning about the ways to react during a disaster and how make themselves and their families safer.

SAVE THE CHILDREN CHILD-LED DISASTER RISK REDUCTION PROGRAM FRAMEWORK

OBJECTIVE :

To strengthen children's skills so that they understand the risk of disasters in communities and are enabled to take a lead in reducing the risks and impacts of potential disasters.





Component



Context and Partnerships

"Children and youth are part of society, so regarding whatever is affecting them and their communities, they must participate in thinking, expressing their ideas and solving the problems. Children, especially those in disaster-affected areas, don't just need help or to be all-time receivers they also want to stand up and fight."

- A youth worker with Save the Children's Child-led Disaster Risk Reduction program in Thailand.

1.a Conduct situational analysis at local, national and regional levels to identify target areas, existing government preparedness and response plans and how children and their issues can feature.



WHAT SORT OF INFORMATION SHOULD I COLLECT?

Useful information can be collected from a variety of sources e.g. the internet, community interviews or local media. Below are some examples of questions that should be asked:

- o What types of disasters occur in the country and how frequently?
- o Which areas of the country tend to be affected by these disasters – and how frequently?
- o Which areas have the potential to be hit by a type of disaster they have not yet experienced?
- o In the geographic areas identified as at risk:
 - Which groups of people have historically been affected or are vulnerable to disasters?
 - Is it possible to identify why they are more vulnerable than others?
- o In these at risk areas and groups:
 - How many children are there?
 - How many children are in schools and where are the schools?
 - Are there children with special needs e.g. disabilities, children living on the streets or migrant children?
 - Where are the children who do not attend school?
 - Are there children living in institutions?
- o Are there disaster preparedness or response plans for the area?
 - Do these plans include children and address issues that affect them?
 - How familiar is the local community, including children, with these plans?
- o What is the existing data on mortality, illness and injury disaggregated by gender and age?
- o What are the existing gaps in policy and legislation on DRR regarding children? Use this to plan for advocacy - identify what should be included and how you will demonstrate this and to whom.

This information will give you an overview and provide a starting point for the collection of local knowledge from communities. CLDRR is community based and a great emphasis is placed on this local knowledge.

Jamaica's Office of Preparedness and Emergency Management compiled a check list of children's issues to consider³ in relation to disaster management. The internet can provide a wealth of information and should also be used for research⁴.



WHAT IF I CANNOT FIND ANY AVAILABLE INFORMATION?

If there is not any information then it will be necessary to conduct your own research to gather local knowledge through interviews and focus group discussions with a cross section of community members, including children.

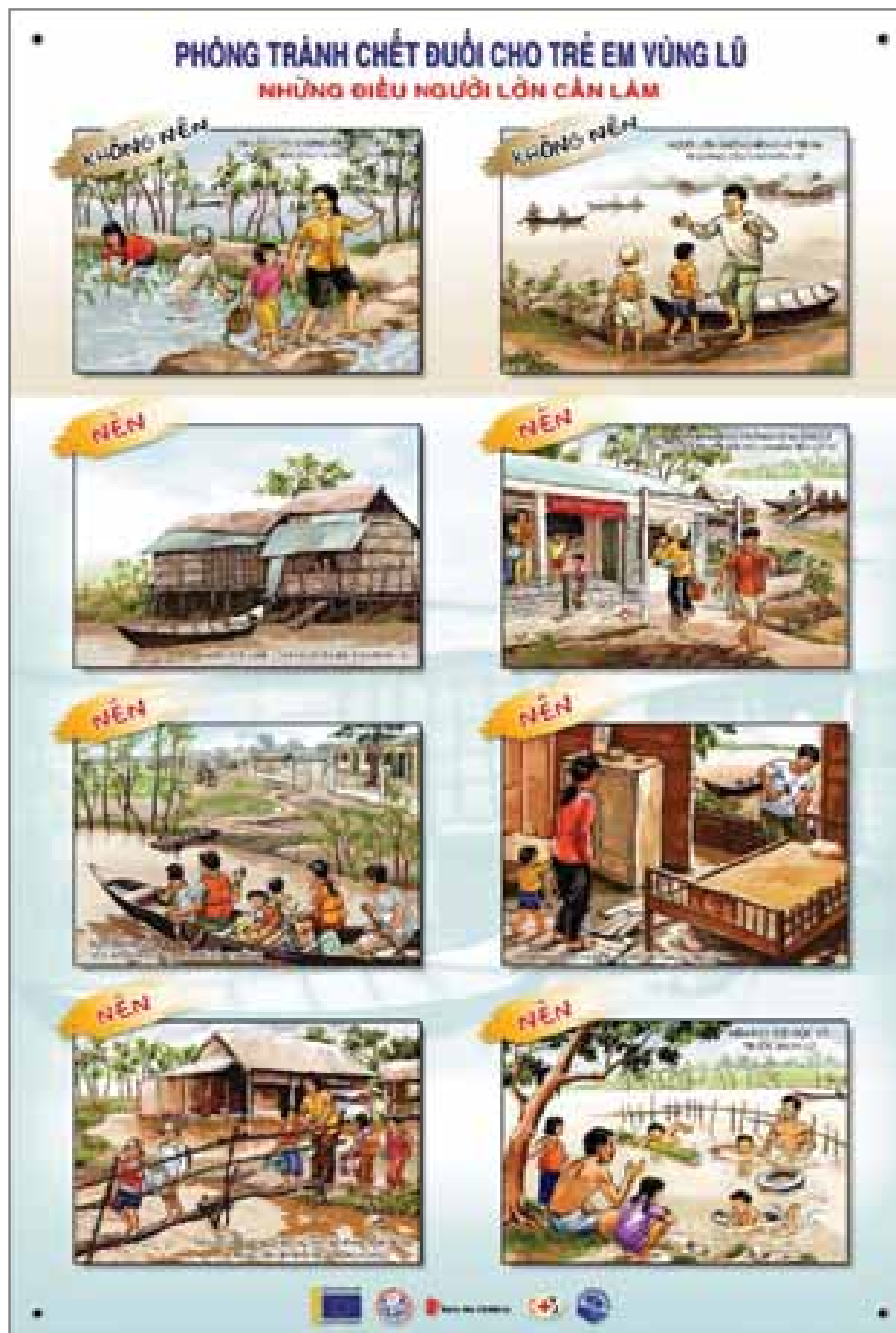
³ See Appendix 3 for the full list

⁴ See Appendix 4 for a list of useful websites



PROGRAM EXPERIENCE

In Vietnam situational analysis showed that drowning was a high cause of fatality amongst children. This research consequently provided the framework for their programming. The CLDRR program went on to institute swimming lessons and produce posters to educate the community on the importance of children learning how to swim.



Save the Children produced a poster outlining the importance of children learning to swim and the dangers of drowning

In Bangladesh Save the Children held focus group discussions with children to assess their situation in relation to disasters and to record their assessment of previous emergency responses. This process involved trained facilitators conducting focus group discussions with children of different ages from the affected areas.

1.b Establish and strengthen partnerships with relevant government agencies and duty bearers helping them to recognize and include children and their issues in their plans.



WHO COULD BE OUR PARTNERS?

Although CLDRR is community based, for CLDRR programming to be most effective and sustainable it is a good idea to engage with appropriate levels of government at a local, provincial, state and national level. This interaction with government provides support and allows for the institutionalization of CLDRR. Schools provide another important potential partner for CLDRR to assist in the institutionalization of the process.



PROGRAM EXPERIENCE

In Thailand an important element of the CLDRR program has been the approach of institutionalizing CLDRR in schools. In order to achieve the acceptance and recognition needed to allow children to undertake this work through their school, Save the Children realized the importance of getting official support. This kind of senior government involvement is vital, as it shows the schools that the process is approved and that they are recognized as participating in an important process.

As a result Save the Children established the following process:

- o *Schools were selected where there was an existing relationship – this trust could be further built upon.*
- o *Workshops were held for principals, teachers, provincial education officers and a senior representative from the Ministry of Education.*
- o *Schools decided their own method of program delivery using youth trainers that Save the Children provided. In some cases the concept of an after school club was used, in others weekend or holiday camps, though most incorporated CLDRR into the school day (using the percentage of the flexible curriculum available).*

Before going into the schools the youth trainers discussed the approaches they would use for schools to ensure there was consistency and continuity. They developed the following steps:

- o *Save the Children should conduct the initial orientation to CLDRR.*
- o *Project staff must regularly update the school on program progress.*
- o *Capacity building and experience sharing workshops must be held for teachers to encourage participation in the project.*
- o *There needs to be awareness of teachers' potentially excessive workloads.*
- o *Teachers must be shown how the project can help them. E.g. project activities can be incorporated into the school curriculum and be appropriate to their community context thus fulfilling the requirement that a percentage of the curriculum has a local perspective.*
- o *Project activity plans should be designed in conjunction with the school calendar to avoid clashes with school activities.*

In Indonesia Save the Children is working closely with local government on the island of Nias on CLDRR.

- o The agency first held a CLDRR socialization session and invited members of parliament (MPs). To ensure attendance, Save the Children invited the Head of the Office of the government agency responsible for emergency preparedness and response - Satuan Pelaksana (SATLAK) and encouraged him to invite fellow MPs – which was an incentive for them to attend.
- o This was followed by roundtable discussions with SATLAK officials, government agency representatives, the heads of sub-districts and village heads. The aim was to integrate children's concerns into the DRR strategies.
- o This process resulted in the inclusion of child protection representatives in both village and sub-district disaster management structures.
- o Save the Children and SATLAK developed an action plan for awareness-raising and training on CLDRR through both communities and schools - these also included disaster response simulations for target communities.
- o A Memorandum of Understanding (MoU) was signed by Save the Children and the local government in Nias outlining a common vision and a focus on building the capacity of children, communities and local government staff⁵.



An illustration from "My Little Book on Disaster Preparedness",
Save the Children in Philippines.

⁵ Appendix 5 for excerpts from the Memorandum

1.c Establish and strengthen partnerships with existing local organizations and child-led groups to promote action and awareness around DRR.



WHO COULD BE OUR PARTNERS?

The identification of existing groups with the potential to promote children's involvement in DRR in the community is paramount. Local groups could include local NGOs, Youth Groups, the Boy Scouts, the Girl Guides, religious groups, etc.

Make sure that you have partners that represent the main groups of stakeholders to ensure sustainability and impact.



PROGRAM EXPERIENCE

In India Save the Children found it difficult to identify a partner organization with experience in CLDRR. As a result they first funded two partners to receive training in CLDRR so they could then partner with Save the Children to implement CLDRR. The first phase of capacity building for the local partner included: training of trainers (for staff and community representatives), exposure visits to CLDRR projects and training in how to conduct baseline surveys.

In Pakistan Save the Children implemented a Capacity Building in Emergency/Disaster Management program. One component of this program was the training of staff from the partner organization in disaster preparedness, with a focus on the most vulnerable groups within society, especially children. Initially 25 staff members were trained and they in turn trained other staff. The program also focused on developing a disaster preparedness, prevention and management strategy for the local partner organization. At a national level training in gender sensitive and community centered emergency/disaster preparedness was also conducted for over 150 members of local organizations across the country.



1.d Coordinate and collaborate with agencies (UN, academic institutions, INGOs, local NGOs, corporate sector etc.) working with DRR to help them recognize and include children and their issues in their plans.



WHY SHOULD WE COLLABORATE?

Through coordination and collaboration you can avoid duplication, build synergy and more effectively advocate to communities, government and donors.



PROGRAM EXPERIENCE

In Indonesia Save the Children has worked closely with UNDP, UNESCO and local NGOs on the island of Nias, North Sumatra. This has been achieved through the establishment of a technical working group including government agencies and other actors working in DRR. The main focus of the group is to create a children and youth cluster, just as there are clusters for other areas of focus e.g. shelter or water and sanitation. The group has been working on collaborative plans for Nias that maximize resources and expertise, avoid duplication, enable participants to work to agreed guidelines, standards and approaches and eventually address policy issues.

Save the Children has also worked on a different pilot project called Emergency Capacity Building (ECB). This project was in conjunction with Mercy Corps, CARE, World Vision, International Rescue Committee, Oxfam and Catholic Relief Services. The aim was that through this coordination and collaboration the delivery of services, both in a preparedness and response, would be enhanced. The pilot project worked to improve the capacity of local stakeholders in preparedness.

In Vietnam Save the Children has worked closely with CARE, Spanish Red Cross, Netherlands Red Cross, Development Workshop France, UNDP, the Canadian Centre for International Studies and Cooperation and World Vision under a grant from the Disaster Preparedness European Community Humanitarian Aid Department (DIPECHO). This has allowed for a broad range of work to be conducted, materials to be shared and resources pooled meaning more effective and efficient programming. One example has been the creation of an online depository for IEC advocacy materials to allow for wider dissemination and therefore a greater impact.

In Bangladesh Save the Children, UNICEF and 20 national NGOs implemented the Child Friendly Space Initiative. This project focused on creating safe spaces to be used as emergency shelters during flooding. Save the Children and UNICEF provided technical support to the national NGOs, who were the implementing partners. This approach of partnerships with national NGOs allowed for widespread coverage whilst capitalizing on the local knowledge of the national NGOs. Valuable data and information was gathered and used to advocate for the recognition of child protection issues and ways to address them in the construction and the management of emergency shelters.

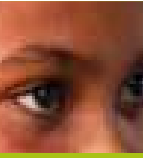
Component



Capacity Building and Awareness Raising

"If children are taught disaster preparedness, they will bring a revolutionary change in the society as they are the future keepers of the villages and schools. Besides, children of today will become parents of tomorrow, which will ensure that they pass this knowledge to their children, making disaster preparedness a societal practice, which will keep on passing from generation to generation."

-A child in Sri Lanka taking part in Save the Children's Child-led Disaster Risk Reduction program.



2.a Capacity building of staff and partners around working with children, including best practices.

It is essential that staff fully understand how to work in an effective and sensitive manner with children to ensure that children are protected. This preparation of staff takes time and a commitment of resources but is effective both in terms of program success and child protection.

Action for the Rights of Children (ARC) in South America produced guidelines about working with children in emergencies⁶. An extract can be found below that illustrates some key differences between working with children and adults.



How is communicating with children different from communicating with adults?

Children are not just small adults. They have needs and abilities which are significantly different from those of adults. Communicating with children has some particular requirements which include the following:

- o To engage with children in whatever style/method of communication suits the children to ensure they feel comfortable e.g. by sitting on the ground, through play or art and to be able to tolerate expressions of distress, aggression etc.*
- o The ability to use language and concepts appropriate to the child's age and stage of development, and culture.*
- o An acceptance that children who have had distressing experiences may find it extremely difficult to trust an unfamiliar adult. It may take a great deal of time and patience before the child can feel sufficient trust to communicate openly.*
- o An ability to appreciate that children may view their situation in ways distinctively different from that of adults: children may fantasize, invent explanations for unfamiliar or frightening events, express themselves in symbolic ways, emphasize issues which may seem unimportant to adults, and so on.*

The core role of children is the unique aspect of CLDRR – it is what makes it “child-led”⁷. This role requires very high levels of child participation and this is important to realize from the outset. This realization should be part of the capacity building and awareness raising to ensure the necessary level of participation is reached.

⁶ See Appendix 6

⁷ See Appendix 7 for additional materials on working with children



PROGRAM EXPERIENCE

In Thailand Save the Children ran a training of trainers course for youth workers who would be leading the CLDRR program. Part of the course focused on child participation and good practices in working with children and can be summarized as follows:

Seven standards of children's participation were discussed. Both with good and bad examples from the experience of participants and trainers were shared to demonstrate what individuals and organizations should do when they involve children in activities.

- 1) *An ethical approach: transparency, honesty and accountability: Adult groups, organizations and workers are committed to ethical participatory practice and to the primacy of children's best interests.*
- 2) *Children's participation is relevant and voluntary: Children participate in processes and address issues that affect them and have the choice as to whether to participate or not.*
- 3) *A child-friendly, enabling environment: A safe, welcoming and encouraging environment for children's participation.*
- 4) *Equality of opportunity: Child participation work encourages those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in participatory processes.*
- 5) *Staff are effective and confident: Adult staff and managers involved in supporting/facilitating children's participation are trained and supported to do their jobs to a high standard.*
- 6) *Participation promotes the safety and protection of children: Child protection policies are essential for participatory work.*
- 7) *Ensuring follow-up and evaluation: Providing feedback and evaluating the quality/impact of children's participation.*

Challenges to this expected standard of participation were identified and discussed:

- o *Efforts in awareness raising on children's participation creates increasing demand for capacity building*
- o *Many initiatives involving children are not holistic nor do they have a long-term strategy*
- o *One-off children's participation risks raising unrealistic expectations and disappointing the child participants*

Parents, teachers, development workers and others adults play an important role in supporting children's participation through:

- o *Encouraging children's involvement*
- o *Sharing information*
- o *Modeling participatory behavior*
- o *Developing skills needed for participation*
- o *Creating safe environments for children to practice participation*



*An illustration from "My Little Book on Disaster Preparedness",
Save the Children in Philippines.*

In Vietnam Save the Children produced some simple guidelines for working with children and conducting interviews – excerpts of which follow:

Do's and Don'ts When Working with Children

- 1) Do not work with children if this may expose them to risk or danger – always work on the basis of the children's best interests.
- 2) Do not force children to participate – participation should be voluntary. Try to encourage children who are not participating to participate more.
- 3) Be patient.
- 4) Do not ask many questions at the same time.
- 5) Allow children to speak their minds and then ask additional questions.
- 6) Listen carefully to what they are saying.
- 7) Do not interrupt children.
- 8) If children are discussing a topic do not give them another topic to discuss at the same time.
- 9) Identify children who are dominating the group in order to manage them appropriately.
- 10) Do not direct children by giving them hints - let them speak freely without imposing your views.
- 11) When interviewing children use open ended questions: who, what, why, where and how.
- 12) Use visual aids when interviewing children to attract more participation and dialogue.
- 13) Assess children's answers: are they concrete facts, opinions or rumors?

2.b Capacity building of staff and partners around emergency preparedness and response standards and how children and their issues can feature.



WHAT ARE THESE STANDARDS AND WHERE CAN I FIND THEM?

Sphere and the International Red Cross have training materials on general agreed technical standards in disasters that are available. The Inter-Agency Network for Education in Emergencies (INEE) is a global network of over 100 organizations who are working together to ensure the right to education in emergencies and post-crisis reconstruction - they have devised the Minimum Standards for Education in Emergencies (MSEE). The Humanitarian Accountability Partnership is the humanitarian sector's first self-regulatory mechanism dealing with monitoring, complaints-handling, quality assurance certification and best practices in quality.

These resources can be accessed from:

- o www.sphereproject.org
- o www.ifrc.org/publicat/conduct/index.asp
- o www.ineesite.org/standards/MSEE_report.pdf
- o www.hapinternational.org/en/

Excerpts from The Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief

7: Ways shall be found to involve programme beneficiaries in the management of relief aid

Disaster response assistance should never be imposed upon the beneficiaries. Effective relief and lasting rehabilitation can best be achieved where the intended beneficiaries are involved in the design, management and implementation of the assistance programme. We will strive to achieve full community participation in our relief and rehabilitation programmes.

8: Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs

All relief actions affect the prospects for long term development, either in a positive or a negative fashion. Recognising this, we will strive to implement relief programmes which actively reduce the beneficiaries' vulnerability to future disasters and help create sustainable lifestyles. We will pay particular attention to environmental concerns in the design and management of relief programmes. We will also endeavour to minimise the negative impact of humanitarian assistance, seeking to avoid long term beneficiary dependence upon external aid.

9: We hold ourselves accountable to both those we seek to assist and those from whom we accept resources

We often act as an institutional link in the partnership between those who wish to assist and those who need assistance during disasters. We therefore hold ourselves accountable to both constituencies. All our dealings with donors and beneficiaries shall reflect an attitude of openness and transparency. We recognise the need to report on our activities, both from a financial perspective and the perspective of effectiveness. We recognise the obligation to ensure appropriate monitoring of aid distributions and to carry out regular assessments of the impact of disaster assistance. We will also seek to report, in an open fashion, upon the impact of our work, and the factors limiting or enhancing that impact. Our programmes will be based upon high standards of professionalism and expertise in order to minimise the wasting of valuable resources.

Excerpt from the Humanitarian Charter and Minimum Standards in Disaster Response (Sphere): Common Standard 1: Participation

The disaster-affected population actively participates in the assessment, design, implementation, monitoring and evaluation of the assistance programme. Key indicators:

- o Women and men of all ages from the disaster-affected and wider local populations, including vulnerable groups, receive information about the assistance programme, and are given the opportunity to comment to the assistance agency during all stages of the project cycle.*
- o Written assistance programme objectives and plans should reflect the needs, concerns and values of disaster-affected people, particularly those belonging to vulnerable groups and contribute to their protection.*
- o Programming is designed to maximise the use of local skills and capacities.*

Save the Children has identified seven critical types of protection that children require in disaster areas and war zones:

- 1) Protection from physical harm*
- 2) Protection from exploitation and gender based violence*
- 3) Protection from psychosocial distress*
- 4) Protection from recruitment into armed groups*
- 5) Protection from family separation*
- 6) Protection from abuses related to forced displacement*
- 7) Protection from denial of children's access to quality education*



PROGRAM EXPERIENCE

In Thailand Save the Children in partnership with UNICEF, the World Food Program and World Education held a training of trainers workshop. The course was two days long and was attended by 30 participants from government, NGOs and UN agencies. The workshop focused on “Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction”.

In Nepal Save the Children produced translations of Sphere standards into Nepali, which were printed and can be downloaded from the Sphere website. This initiative allows for a greater dissemination of the concepts within Nepal.



HOW CAN I MAKE THESE STANDARDS RELEVANT TO CHILDREN?

These standards need to be interpreted to include children if they do not explicitly mention them. During the program preparation there is a need to look at children’s issues and these general technical standards to see how children can be most readily included to meet these standards e.g. in terms of central participation. All agencies working in development and disaster preparedness have signed up to these or similar standards that involve the community’s role in project design, implementation and monitoring. As a large part of this community includes children, who are the most vulnerable, their role is also implicit. Standards covering three sectors have been the first specifically adapted for children these are: protection, participation and education.

The standards are intended to incorporate the needs of all sectors of society including children. In many cases the issues affecting children, as a vulnerable group, is considered a cross cutting theme⁸.



PROGRAM EXPERIENCE

In Pakistan during the emergency response to the earthquake in 2005 Save the Children facilitated children to conduct assessments into the immediate needs of the community. This allowed for a more targeted and more effective emergency response. This is an example of methods “found to involve programme beneficiaries in the management of relief aid” (IFRC).

In Vietnam Save the Children and the community co-fund the disaster mitigation measures that are identified by children. This allows for a greater sense of community ownership and increases sustainability. This is an example of ways “to avoid long term beneficiary dependence upon external aid” (IFRC).

⁸ See Appendix 8 for relevant sections from Humanitarian Charter and Minimum Standards in Disaster Response (Sphere).

2.c Capacity building of organizations, facilitators and trainers (including children) around participation, leadership and representation of CLDRR concepts and processes.



HOW CAN I BUILD THE CAPACITY OF CHILDREN INVOLVED IN CLDRR?

This is an essential component of the program and requires a mixture of both formal training but also more informal on-going coaching. The more formal training can be through a training of trainers session. The more informal on-going coaching can be refresher courses, exercises, simulations, role plays or exchange visits.



PROGRAM EXPERIENCE

In Thailand Save the Children held a capacity building session for youth trainers who led the CLDRR school-based activities. This training⁹ was developed and delivered by Save the Children staff in conjunction with Marta Casamort Ejarque, a expert who was the Disaster Risk Management Coordinator for Save the Children in Cuba and was able to provide time, materials and training support.

In Sri Lanka drama and folk song techniques have been used to build capacity and knowledge about DRR and the role of children¹⁰. The main objective of these initiatives has been to raise community awareness on the causes and effects of both natural and man-made disasters, and to popularize the DRR activities.



⁹ See Appendix 9 for details of the training

¹⁰ See Appendix 10 for an example of a song and drama piece used

2. d Capacity building of children who will lead the CLDRR around core skills e.g. M&E and impact assessment.

"Learning about key concepts of DRR is very easy and interesting for me. I learned and understand many new words such as hazard, disaster, vulnerability, capacity and risk reduction. I can explain this to other people. The youth trainers taught us about these meaningful words through games and activities so it is easy to understand."

-Obb, a Grade 5 student from Nam Kem Village, Thailand



HOW CAN I BUILD THE CAPACITY OF CHILDREN INVOLVED IN CLDRR?

This is a crucial part of CLDRR and the success of the program will hinge on how well this component is implemented. Children must be empowered to be able to play the lead role in DRR. They have to be well prepared and motivated so the tools, information and methods of delivery are all significant.

- o *In Component III (Program Implementation) there are processes and tools for the different stages of capacity building for children to conduct DRR activities.*
- o *In Component IV (Monitoring and Evaluation) there are processes and tools for children to conduct impact assessments and tools on how to contribute to evaluations of the programs delivered.*

In later stages peer education can be a valuable tool for the capacity building of other children.



Children learn about concepts of DRR through structured games and activities during a workshop weekend in Southern Leyte, the Philippines.



PROGRAM EXPERIENCE

In Bangladesh after a cyclone hit causing widespread damage, a group of ten Child Facilitators – who had been trained by Save the Children – conducted an emergency assessment to calculate the damage and impact of the disaster. The children were able to assess the physical damage and indicate some of the psychological impact. This provided crucial information in gauging the appropriate response to this disaster. The Child Facilitators concluded that the support of both the adults who trained them initially and the adults in their community was integral in allowing them to conduct their assessment so successfully. Through the cooperation of the entire community the children were able to look at the situation from a different and unique perspective, asking questions and making suggestions from a different point of view, for the benefit of the whole community.

As part of the Child Friendly Space Initiative program peer education was used through training of a core group of young people who then went and spread the knowledge about psychosocial issues through one-to-one peer education. This method and technique allowed for very wide dissemination of the skills and training.

In India Save the Children, along with a partner organization produced a booklet on CLDRR. One section includes games, which can raise the children's awareness about issues that are central to CLDRR¹¹. These include: risk assessment, inclusion, needs assessments, problem solving, teamwork and communication.

An example from India of a game used to get children thinking about key issues:

'Bindi Game' Exploring discrimination - All participants have stickers placed on their foreheads (which they cannot see). They are told that they are in a market place and they have to mingle and greet people. However, they should treat people differently according to the type of sticker placed on their forehead. If they have:

1. **GREEN sticker** – this person is someone they are really very happy to see and are very keen to greet.
2. **BLACK sticker** – this person is someone they see regularly, they want to acknowledge and greet them normally.
3. **BLUE sticker** – this person is someone they do not want to see and they want to actively avoid them.

The participants are told to mingle and start greeting people according to their sticker. They then reflect on how they felt and whether the sticker represents any difference in their society. What did they learn from the game? How can children work together to overcome discrimination?



An illustration from calendar created by children in Thailand.

¹¹ See Appendix 11 for the detailed list

2. e Capacity building of stakeholder groups (parents, teachers, academics, community leaders, community facilitators, government etc.) around their roles and expectations in emergency preparedness and response and working with children, including best practices.



WHY SHOULD I BUILD THE CAPACITY OF STAKEHOLDER GROUPS?

It is crucial that there are supportive and knowledgeable adults in communities, local authorities and schools for CLDRR to be successful. It is therefore very important that during program planning you include time to build the capacity of your identified key adults who will be most active in this program. This should be undertaken both formally and informally. This is a key issue to address especially when there is low awareness and acceptance of children's roles and the way adults need to support children. It is important to engage key adults in the community (religious, social, different ethnic groups, elderly, men and women) so that they are willing to work with and support children doing CLDRR activities in their communities.



PROGRAM EXPERIENCE

In Bangladesh Save the Children produced a series of publications outlining the impact of specific emergencies on children. These publications were aimed at the communities and NGOs to raise awareness around children in emergencies and what their needs were. One such publication was a leaflet¹² about the issues affecting children in emergency shelters. They follow a do's and don'ts format in both English and Bangla covering the following headings: General Issues, Health, Food, Attitude and Monitoring and Management.

In India in the Nicobar Islands, the program used cultural troupes consisting of young people to initiate dialogue about children's risk reduction in the communities. These troupes built the capacity of stakeholders (community leaders and parents) to understand the issues that affect children during disasters. The success of these troupes lay in the fact that they played local tunes and instruments; therefore in their community the acceptance of their messages was high. The partner organization was also a well known agency with extensive experience working in the tribal areas and was an accepted organization with a preexisting relationship with the community leaders based on trust.

In Indonesia Save the Children was part of the multi-agency program called Emergency Capacity Building, which worked with local partners and local government to develop their abilities to prepare and respond to disasters. This was achieved through a series of trainings and workshops. One component was also working to raise awareness amongst the community and this worked through schools and production of IEC materials around the main risks including earthquakes, flooding and tsunamis.

¹² See Appendix 12 for a copy of the leaflet

In Pakistan Save the Children trained 100 government officials from all four provinces of Pakistan in disaster risk reduction and preparedness, there was an emphasis on the need for clear communication and coordination. The trainings were aimed at bridging the gap between local government and communities. The training enabled local government to function more effectively and have better technical capacity in disaster risk reduction and response.

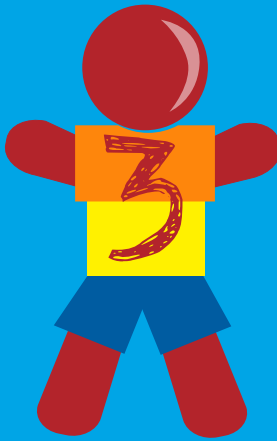
In Sri Lanka painting exercises were introduced by Save the Children in the IDP camps and schools affected by the tsunami. The initiative is mainly targeted towards children who have witnessed and experienced highly traumatic incidents like shelling, killing of family and friends in conflict or the tsunami. Painting is an important medium of learning children's views and providing some psychosocial support for the children. These activities have multiple functions:

- o To address the psychosocial needs of children and for long term trauma healing - to de-stress children from the effects of tsunami and conflict.*
- o To know children's opinions about their experiences and the reconstruction phase. How do they view things after disasters and how do they want things related to them to be?*
- o To spread a culture of preparedness by depiction of DRR activities through paintings.*



Children singing the DRR song created by them in Tapong village in the Andaman and Nicobar Islands, India.

Component



Program Implementation/Activities



Program
Implementation
/Activities

“We are the ones who are going to take up responsibilities in the future. We can use this knowledge and reduce the risk of disaster in our schools and villages.”

- A school boy from Save the Children's Child-led Disaster Risk Reduction program in Sri Lanka.

3. a Familiarize children with the concepts and terminology of DRR and the roles that they can play.



HOW CAN I HELP CHILDREN UNDERSTAND DISASTER RISK REDUCTION?

This inception phase is important for developing the commitment of the child participants, ensuring that they understand what they are committing to and why, and are enabled to remain engaged for the duration of the program.

It is important to ensure the participating children know how a disaster risk reduction project will benefit them, their schools and their communities. They need to understand their roles in the project, what they have to do and how much time the project requires of them. It is crucial that children decide for themselves whether they want to join the project. The project's activities will run smoothly and effectively when participants fully understand the process and join the project of their own volition.

Facilitators should ensure an appropriate group is formed reflecting gender balance and that group has the ability to commit sufficient time. Consider the age group of children – this work can be undertaken at different levels by children between 7–18 years old. Take time in explaining the overview of DRR and then what their roles are. Use the following outline as a guide:

Project's objectives - to educate children so they understand the risk of disasters in communities and can lead in activities that reduce the risk to both them and their communities.

Project's strategy and principles - children are the center of the project. Their involvement in all steps is essential. The children will learn the skills to think, plan and conduct activities independently.

The role of children in the project - children and young people will be trained in skills to reduce disaster risks. They will produce a risk and resource community map. They will be encouraged to conduct an educational campaign on disaster risk reduction. Finally, they will jointly evaluate the project and note the lessons learned.



PROGRAM EXPERIENCE

In the Philippines Save the Children conducted a week long summer camp and a follow up weekend camp later in the year to familiarize targeted children - who had been identified to be part of their Emergency Response Team – with core DRR concepts. These included games and songs to help explain the concepts to children¹³.

¹³ See Appendix 13 for examples of the structured learning activities conducted

In Thailand Save the Children produced a training manual that contained some ideas for socializing the concepts of DRR to children¹⁴ - examples of which follow.

Objective

To encourage the children to think about how to apply risk assessment and risk management in everyday practice.



Process

- a) The facilitator shows the children the picture (or distributes copies of it) and asks, “When you see the picture on the left (the cloud and lightning), what do you think is the risk?” The children may say the risk is that there will be rain and they will get wet or not be able to go to school.
- b) After the children reply, the facilitator explains that their answers are a kind of ‘risk assessment’ (they suggest what kind of risk a cloud may present).
- c) The facilitator then asks, “How risky do you think it will be?” or “How much risk of harm is there?” The children may say the situation is very risky because the cloud is dark and looks like it will cause heavy rain or may say it would be only a slight risk as they may just get a little wet.
- d) After the children reply, the facilitator explains that their answers are a way of identifying or analyzing how big the risk is (the scale or the extent) of the cloud causing negative impacts.
- e) The facilitator then asks, “What can you do to solve the problem of the risk of getting wet because of possible heavy rain?” The children may suggest carrying an umbrella, wearing waterproof boots etc.
- f) After the children reply, the facilitator explains that the children’s answers are an example of ‘risk management’ or ‘risk reduction’. That is, they have thought about the risk (or possibility) of getting wet and then they have thought about ways to limit or reduce that risk.
- g) The facilitator explains that there may be other ways to reduce the risk of getting wet. E.g. the children may wear a raincoat, or they may avoid riding a motorcycle and instead travel by car, or they may wait for the rain to stop before going outside etc.
- h) The facilitator concludes by suggesting the example shows us that children need to know in advance about the risks of something going wrong so that they can assess the risk. If they think, on the basis of their assessment, that there is a definite risk of getting wet, they will be able to find ways to reduce or manage the risk. Note that different people may have different ways of reducing risk.



¹⁴ See Appendix 14 for more examples from the manual



In groups, students at Rachprachanukrok 35 School, Pang Nga Province, Thailand, learn how to identify risks and hazards and ways to reduce risks of future disasters.

The facilitator presents the table below as a summary of the discussion.

The situation:

We listen to the weather forecast on the radio or the television before we go outside.

The risk:

After listening to the forecast, we learn there may be heavy rain. (This is the risk identification)

Will there be a great impact? Why?

Yes, because we may get wet outside. (This is the risk assessment)

How likely is the risk? Why?

The risk of rain is very likely because the weather forecast is usually accurate.

What should we do?

Carry an umbrella and wear waterproof shoes. (This is the risk management/reduction)

3. b Hazard, Vulnerability and Capacity Assessments prepared, conducted by children, using a multi-hazard (including all relevant natural and man-made threats) approach to developing preparedness plans.



HOW CAN I EXPLAIN TO CHILDREN HOW TO CONDUCT COMMUNITY ASSESSMENTS?

The tool that is used to conduct these community assessments is risk and resource mapping. To train children to undertake these community assessments requires confident knowledge and specific understanding and skills on the part of the facilitators – which is why the training of trainers simulates this process. The facilitators have to be able to inspire the children and lead them to develop their own confidence to undertake thorough community research.

These assessments should usually be done for each different hazard because a risk or a resource for one hazard may not be the same for a different hazard. E.g. a building a few kilometers from the sea shore or the river bank and a few feet up the side of a hill may be a safe-house, a resource if escaping from a flood but it would be a risk if the hazard was a mudslide. In some communities it is possible that the hazards are sufficiently similar that the same escape routes, resources, dangerous areas and vulnerabilities can be identified and detailed in one risk and resource map. Your local research will guide you as to whether you need multiple maps based on different hazards or a single map responding to all likely hazards in that particular community.

Maps should be updated annually as community circumstances constantly change. The risk and resource community map to be developed by the children is an unusual kind of community map. The map will identify places in the community where people would be at risk or safe in the event of a hazard. Children will produce the map by collecting information from the community for the map. They will be expected to cross-check the accuracy of the map's information with supportive adults before disseminating the map to other community members. The children will learn to recognise the benefits of such a map and gain the skills to produce one. As the children help adults around them to plan for disaster prevention, the adults can be expected to see the ways in which children can contribute serious and beneficial work to their communities.



PROGRAM EXPERIENCE

In India Manal Medu village produced a map that documented all escape routes, resources, dangerous areas and vulnerabilities to potential disasters. Multiple community visits will be needed to prepare a good quality and useful community map. First drafts will raise further queries which will need to be followed up on. As new issues are raised, these will need to be checked to ensure there is not conflicting information from the different research groups.

In Sri Lanka children living in IDP camps due to the conflict conducted assessments of the risks that they faced in the camps from both natural and man-made disasters. They also drew up action plans to mitigate these risks and to determine the roles the children and the adults should play to mitigate these risks.



Manal Medu village map
in India

In Thailand Save the Children has developed tools and processes for training children to conduct these assessments¹⁵ a summary of this follows:

Firstly there needs to be an explanation of the different types of maps:

A hazard map shows areas in and around the community that could be affected by a hazard. E.g. a map of an area where a tsunami may strike shows areas where waves may reach while a map for a flood-prone place shows areas that could be flooded. Each map clearly marks dangerous and safe zones.

A risk map shows the location of a potential hazard and the community's vulnerabilities. E.g. the map would show unstable buildings that might be destroyed, roads that might be blocked or buildings that might be difficult to escape from. This could include health centers, schools or individual homes - each should be clearly marked.

A risk and resource map shows the places where a hazard may occur, the community's vulnerabilities, and the risks and resources in the community, including capacities. E.g. health posts and the homes of health practitioners, community meeting points, announcement/warning spots.

The following steps were followed to complete the mapping exercise:

- 1) Draw a baseline map or a community map that shows basic information such as the locations of houses, public places, hazardous zones etc.
- 2) Divide the participants into groups and allocate tasks.
- 3) Analyze the community's previous experiences of hazards and disasters.
- 4) Survey the community to assess its risks and resources.
- 5) Discuss and analyze the information obtained, especially information about risks and resources.
- 6) Draw the findings on to a map of the community.
- 7) Cross-check the accuracy of the information in the map with experts in the community.
- 8) Present the map in public places in the community.
- 9) Use the map as a guideline for developing a preparedness plan or contingency/evacuation plan.

¹⁵ See Appendix 15 for more details

3. c Children develop awareness raising campaign about DRR - using a variety of media to fully engage the community.



HOW DO I WORK OUT WHAT KIND OF CAMPAIGN TO PREPARE?

A key element of this section is that children analyze the findings of their previous assessments to determine what messages they want to communicate, what behavior they want to change and who their target audience is. This requires good knowledge and skills on the part of the facilitators to guide children so that they produce effective campaigns.



WHAT METHODS CAN WE USE FOR OUR CAMPAIGN?

This area of the program is very popular with children and very effective in the community. Children are remarkably creative and a real benefit of their communication products is that child-developed materials tend to be clear and simple, therefore more accessible by the whole community. For this reason it tends to be a very effective method for influencing and awareness raising. A range of material and approaches can be used, from radio shows to poster painting, theatre, puppet shows or even photography exhibitions – analyze your audience and what is the best method to reach them.

Ensure that local government officials are engaged by these methods also to make sure they develop awareness and consider adopting the messages into their preparedness plans.



PROGRAM EXPERIENCE

In India, in Tamil Nadu, children have played an active role in campaigning and raising awareness of CLDRR issues. The children, after being trained on media usage for effective information dissemination, are delivering lectures, plays and songs on CLDRR via the community radio that reaches the nearby villages. In addition, cultural troupes are formed as part of the CLDRR program and representatives from each project village are trained in cultural activities such as songs and plays. These are then used as vehicles for CLDRR messages. These cultural teams then present their songs and plays in the community as an interesting and engaging way to impart CLDRR knowledge and information to the community at large. One of the songs the children developed follows.

Let's be prepared...

*Friends let us start to discuss
And understand about a problem*

This happened in front of us – Tsunami.

*Tsunami was an unexpected natural hazard
About which we did not hear about it before
We lost not only lives,
But also our environment and assets.*

*Tsunami came because of an earthquake in Sumatra Indonesia,
It also brought heavy wind
It was as dangerous as fire and lightning,
This threatened all of us.*

*The word Tsunami derived from Japan
This means killer waves or tidal waves
Tsunami happened in Japan earlier also
That is why we should prepare to minimize
Our loss during any types of disaster.*

*Let's be united, let's be prepared,
With close hands
We can cope with any disasters
With love and togetherness,
Let's be prepared... Let's be prepared...*

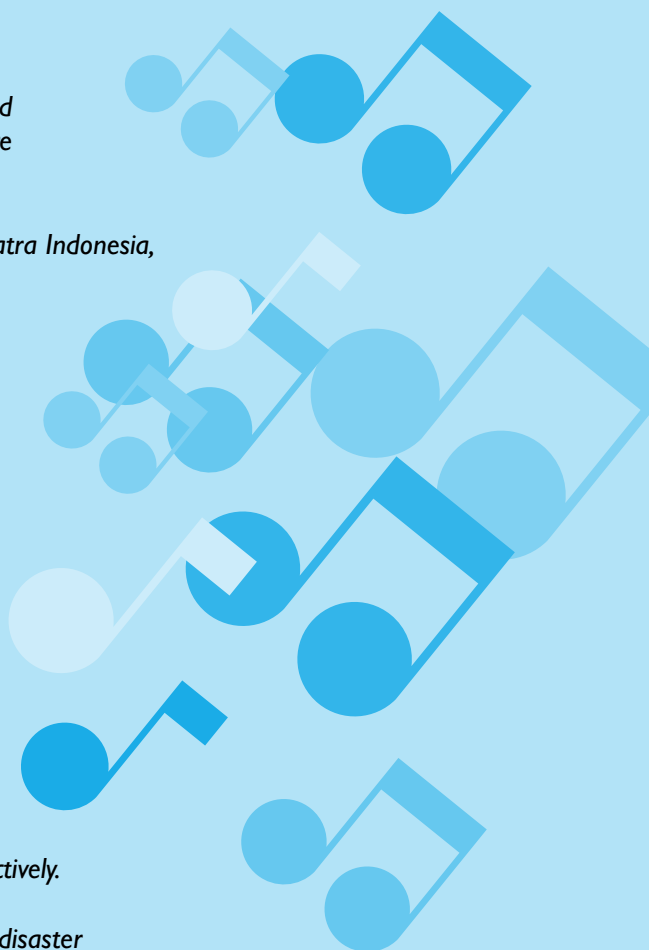
We are prepared...

*All the people of our village,
Be prepared
So that we can cope with any disaster effectively.*

*We should identify the safe places, safe routes;
So it can help us during any unknown emergency disaster
We should spread out the information
to the children and community about it regularly*

*They can understand and also share and teach others.
We have to identify safe and unsafe places, risk sites, vulnerable groups in our village;
We should plan for intervention strategies for our village to avoid risk
We should have some trained youngster on rescue and evacuation, first aid and psychosocial
counseling.*

*If we will have these preparations,
We can say we are better prepared...*



In addition communities identified local volunteers as spokespeople. These volunteers are part of the community level Task Force Groups (TFGs) and they disseminate the information on meetings/trainings etc. They are also trained in: skills on interacting with the media and government officials to advocate for the inclusion of children's needs and concerns in the policies and practices of the government; and the dissemination of CLDRR messages through local media such as community newsletters, local print media, community radio and public radio.

In Thailand Save the Children developed a toolkit with a specific section about campaigns¹⁶ a summary follows.

The distinction between knowledge, attitude and behavior needs to be clarified as does their interrelation:

Knowledge : I know
Attitude : I wish, I will, I believe
Behavior : I do

The group needs to identify:

- o Target group of the campaign
- o The target group's knowledge, attitudes and behavior
- o The change they want to achieve/the objectives of the campaign.

In producing the campaign materials six steps should be followed:

- 1) Assess the situation: conduct a survey to collect information to find out what hazard is a risk to the community, which group of people are affected, the target group of the campaign and the campaign messages.
- 2) Planning: identify the objectives of the campaign. Assess the main target group and any secondary target groups. Consider what the message is and think about the best type of media to use to communicate that message. Devise an action plan and a budget.
- 3) Campaign media and materials: put the plan into action. It is essential that the materials, activities and messages are designed carefully, with effective distribution channels.
- 4) Testing the media and materials: conduct tests of the materials and activities by consulting experts and members of the main target groups. Consider whether the materials and activities provide accurate and clear information. Assess how well the message is delivered.
- 5) Launch the materials and activities: after testing the materials and activities, and revising them as necessary, release the materials publicly and disseminate them through events or distribution.
- 6) Evaluation: assess the impact of the materials and activities on public attitudes. Are the materials and activities having the desired effect, is the message reaching the people we need to reach and changing their knowledge, behavior and attitudes.

Save the Children also facilitated a group of 30 girls between 15-19 years old to set up a child-run radio station. In addition to the provision of equipment and facilities, children were trained to operate the radio station by themselves. This also included a hands-on coaching on radio programme by a disc jockey from Bangkok. Since the radio programme went on air in mid 2005, community members listen to public education on natural disasters as well as current affairs. This project has been scaled up to a further five communities following the success of this pilot project. In addition to help children better understand risks and different types of natural disasters as well as ways to reduce risks from disasters and educational activities such as puppet theatre road shows are organised in schools and communities.

In Pakistan Save the Children, through local partners, arranged poster competitions in participating schools. The children expressed their view and wrote down their comments on charts, and posters were created. Each poster focused on the role of both teachers and students in disaster risk reduction.

In the Philippines children developed and produced posters and murals to raise awareness within their communities about disasters and ways to mitigate risks. This allowed for high visibility materials not dependent on text and therefore able to reach a wider audience.

¹⁶ See Appendix 16 for more details

3. d Children develop and execute awareness raising campaign to reach excluded and marginalized groups (e.g. out of school children or migrant community children).



HOW CAN WE IDENTIFY AND REACH ALL CHILDREN?

Ask children to identify children in their community who are out of school or not in mainstream education - then ask them how to reach these children. Can they be invited to be involved in any activities? What kind of materials or activities do they think will appeal most to these children? Or at least how can they be informed of the messages of CLDRR?

The activities chosen will depend on the children and the context. The facilitators will need to be as flexible and supportive as possible. It may be good to have ideas on how to prompt discussions and idea sharing amongst the children. It would be helpful if the facilitator was aware of whom the marginalized groups are in their target community. Make sure that all of the materials that are developed are accessible to adults and children with limited education.



PROGRAM EXPERIENCE

In India children's clubs 15-20 children (between 7-11 years old) were formed in the project villages. This was not originally planned in the project proposal which focused on children between 12-18 years old to lead the DRR activities in the villages with the support of adults. When these older children were doing Vulnerability Capacity Analysis mapping the young children in the village also wanted to get the knowledge and skills on DRR. It was realized that these young children also required disaster preparedness skills as they are living in disaster prone area. The children clubs were formed and they meet twice in a week in the evening. The older children teach these young children on individual and family preparedness (e.g. do's and don'ts during flood, cyclone, fire and tsunami, survival kits and care for the siblings and aged people in their families). Sometimes these clubs assist the grown up children in their DRR activities (e.g. inviting their parents for the meetings and trainings, motivate their elder siblings to be involved in DRR activities).

An additional aspect of the project involved two or three children (between 12-18 years old) in each of the 30 project villages, who had skills in cultural activities being identified in consultation with the Tribal Captains. Two days training was given to them in two batches by external resource persons. They were oriented on the CLDRR activities, their purpose and its necessity. Then each cluster (approximately 10 children from five villages) was asked to design a cultural program with their existing skills. The children created the lyrics for three different DRR songs in their local language which were fine tuned with the assistance of resource person. These trained children in turn gave training to other children in the villages and they utilized this cultural program to mobilize the community and encourage adults to participate in the DRR meeting. Each village was also supported with necessary musical instruments (e.g. a guitar) as per their choice. Since children have an interest in music, songs and dance, these skills were well utilized for this project.

In Thailand children, with support from Save the Children's local partner, produced DRR posters with colorful graphics, a coloring story book called "Alert Rabbit" and a puppet show. These materials were aimed at students in schools, children out of school and community members to educate them about the potential for disaster and ways of preparing themselves to mitigate the risks. Children in Phuket created a desk calendar with drawings and captions about tsunamis and how to prepare and respond to them.

In the Philippines traditionally on the feast of St. John the Baptist families go to the beach. The children decided this would be good time to distribute tsunami leaflets outlining what a tsunami was, the early warning signs and what people should do.



3. e Capacity building of children in the skills to better help them survive before, during and after a disaster.



WHAT SURVIVAL SKILLS SHOULD WE BE DEVELOPING IN CHILDREN?

Some skills will be common to many communities but some will be specific to locations, groups of children or disasters so will need to be carefully identified. One approach would be to get children to identify the negative impacts of disasters. Using this list get the children to discuss how these impacts could have been avoided. Finally ask the children to discuss what skills/training would allow them to avoid these negative impacts. From this information identify and organize training sessions on the skills highlighted by the children.



PROGRAM EXPERIENCE

In Vietnam the program identified that children need to learn to swim to cope with the regular floods in their communities. They also taught children about unsafe drinking water after floods and showed them how to use water purification tablets to improve their chances of healthy survival. Purification tablets have also been provided to families as part of this program.

In Thailand the program worked with children to develop a "survival kit." The children created a list of what they thought they would need if they had to evacuate and then prepared bags containing these items e.g. toothpaste, soap, water purification tablets and durable snacks.

In India the program formed and strengthened a number of Task Force Groups (TFGs) in each community¹⁷, teaching them the necessary skills for their group. The groups are comprised of both adults and children. The different types of TFGs are:

¹⁷ See Appendix 17 for more details

- o *Early Warning group: who are usually 12 -18 years old and are trained to understand radio warnings and acting fast to spread the warning throughout the village during times of emergency.*
- o *Search and Rescue: who need to be physically strong and mentally tough are trained in evacuation and rescue methods.*
- o *First Aid group: who are carefully selected with gender balance in mind in order to be able to treat both men and women, girls and boys - these members go through intensive first aid training.*
- o *Evacuation group: who are trained to prepare thoroughly for evacuation.*
- o *Shelter Management group: who collect and distribute relief materials such as food, utensils, clothes, kerosene, diesel, etc. and coordinate the relief requirements of the other action groups.*

Each TFG is provided with supplies of necessary safety materials e.g. megaphones, sirens, radios, bicycles, rain coats and waterproof shoes and trained in ways of maintaining this kit so the TFG is always ready to respond.

In the Philippines Save the Children ran a program called Child-led Health and Nutrition looking at improving health and nutrition before, during and after an emergency. One of the approaches was a series structured learning activities for children to educate them about these skills¹⁸. The program worked with children, teachers and school nurses and the outcomes included key action plans, advocacy campaigns and the promotion of healthy lifestyles to students and the wider community. The training served as a key input for the production of the health emergency management workbook that is planned as one of the learning materials for the CLDRR program.



3. f Establish and strengthen preparedness and contingency plans involving communities, children and government and promote systems to periodically update these plans.



WHAT IS A CONTINGENCY PLAN?

A contingency plan is a document setting out an organized, planned and coordinated course of action to be followed in case of a disaster: identifying who does what and when.

Every village and every school is different in terms of its inhabitants/students, its geography, its resources and its ways of making decisions. Therefore contingency plans differ from school to school, village to village and disaster to disaster.

¹⁸ See Appendix 18 for examples of structured learning activities



PROGRAM EXPERIENCE

In Vietnam the DIPECHO partners produced a training manual that included general principles for developing a contingency plan based on risk and resource analysis and the understanding of the issues that affect children in disasters.

The plan should specify:

- o What needs to be done? (The needs of children are prioritized as they are the most vulnerable)*
- o How should it be done?*
- o Who should do it?*
- o What is needed to implement it?*
- o When should it be done?*
- o What is your monitoring and evaluation framework?*

In India Save the Children's partner, ACTION developed a facilitator's guide and it includes information on contingency planning as follows:

Who makes the plan?

Based on the type of calamity/disaster/risk the contingency plan is made. A child contingency plan, as the name suggests, has to be made by the children of the school and village itself with the support of teachers and community.

Important points to be followed while preparing a contingency plan:

- o The plan should be created in such a way that everyone can follow it.*
- o The plan should be made by consulting everyone and every child should be involved in preparing the plan.*
- o Taking into consideration the current situation and previous disasters, the plan should mitigate the impacts of, and/or prevent, future disasters.*
- o The plan should be revised according to changes which occur.*

School safety net plan

The objective of the school safety net program is to find out the possible risks facing the children existing at school level and is part of contingency planning. The task force team in the school along with other children should prepare the school safety net plan with the coordination of their teachers and headmasters.

The components involved in developing the school safety net are:

- o Identifying the school location in the village*
- o Infrastructure of the school*
- o Sanitation facilities*
- o Type of school building*
- o Identifying the children by class or grade and location*
- o Identifying the vulnerable children*
- o Identify the trained children to rescue the vulnerable people and other children during emergency situations to safe places i.e. their houses*
- o Disaster escape methods*
- o Who to contact during disaster*

A contingency plan is produced in five stages:

- 1) Discuss what happened in the school/village during the last disaster*
- 2) Make a description of the village/school*
- 3) List what causes damage in the disaster and where?*
- 4) Assess who is at risk and what is at risk?*
- 5) Decide how to reduce risk?*





WHY SHOULD PLANS BE SHARED BY CHILDREN, COMMUNITIES AND GOVERNMENT? HOW CAN THIS BE ACHIEVED?

The work children undertake on community assessment, education campaigns and identification of potential mitigation actions needs to be factored into existing community and local authority plans. This requires the facilitation of opportunities to share e.g. community meetings, visits to local authority offices or local area meetings. Save the Children can play an advocacy role in enabling these opportunities to be effectively used. The benefits of bringing together the different perspectives and experiences of children and government officials can only be for the good of the community because it broadens considerations grounding them in the reality of the local context.

In many countries there is a requirement that schools have their own emergency response plans in place and that all staff and students are aware of these. Such plans can be easily created using the approach detailed so far. The important thing is that they must be updated annually to take into account both changing circumstances and changing personnel who all need to be fully informed about the plans if they are to be effective. Plans are not just for preparedness and immediate response such as evacuation. They should also consider the immediate and longer-term hazards after an emergency e.g. sickness due to contaminated water or food security and how to deal with that.



PROGRAM EXPERIENCE

In Thailand, in Phuket province, a group of children from a local school took their map to the local authority/village representative to show him their perceptions of risks and resources in the event of future tsunamis or sea surges. He showed them the official local authority map and plan and they traded information. The students went back to improve their map and plan based on the information from the official.

The official said: "I'm glad that the kids have opinions. Only this time the kids came and shared their thoughts. I must tell you this is the first time! Actually I'd love to have many groups of kids to come, talk, get advice ... If they come regularly it'd be good because I've learnt from them."

Although no formal system is yet in place for such sharing and merging of information this is a first step in bringing together multiple viewpoints on risks, resources and plans. It is hoped that in the next stages formal planning together can be achieved.

In India children in the 25 project schools have developed and documented their safety plans for each school. These plans are displayed on the walls so that teachers and students can familiarize themselves with them.

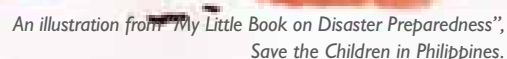


WHAT ARE THESE POST-EMERGENCY HAZARDS AND HOW CAN WE DEAL WITH THEM?

These will vary depending on the people the location and the disaster. Work with children to identify possible hazards and potential solutions.



In the Philippines one key component of the Disaster Preparedness and Response program in Southern Leyte was the establishment of school disaster management plans. Initially the six pilot schools drafted plans that were then reviewed before finalization following the training in different aspects of DRR with children and stakeholders. These were subsequently submitted to the local authorities for approval.



3. g Promote simulations involving children, community members and government to reinforce and promote behavior change.



HOW CAN WE SIMULATE AN EMERGENCY EVACUATION?

A simulation, also known as a mock drill, simply means practicing your emergency response plans. They help communities to be better prepared to address actual events, and are a very good way to raise awareness of issues and what needs and risks there are if such a disaster arises. They can teach people good practice, embed systems in memory, identify things which need to be addressed and can even be good ways of assessing changes in attitudes and behavior. The emphasis is not on specific solutions, but on the approach to organizing information and behavior and identifying priorities to attend to.

You need to warn everyone that there will be a simulation, but encourage them to respond as if the situation was real and try to follow the plan which has been made and shared with everyone. In particular parents and guardians must be warned about the simulation and the role and impact on children. Parents and guardians should be ready to discuss the simulation with their children and answer any questions they may have.

Lessons learned from the drills and exercises are useful tools to revise operational plans and serve as a basis for the training of various stakeholders across different sectors. The drills and exercises help the communities and stakeholders to identify planning gaps and increase public awareness and community readiness. They can lead to the creation of new and innovative solutions. So it is important after the simulation to factor in time for a community assessment of what worked well and what did not, in order to make arrangements to address identified areas of improvement.



PROGRAM EXPERIENCE

In India these stimulation exercises are conducted out on specific notable days in a year e.g. temple festivals, cultural days and Independence day. This is so simulations become a recognized and routine part of life, encouraging the children and community to continue this culture of preparedness even after the support of outside agencies is complete.

The mock drill in a school setting in India is carried out by the School Disaster Management Committee.

The following different kinds of drills can be carried out at the school level:

- o "Duck, cover and hold"- in which everybody gets under a desk or table for 60 seconds and holds on to it
- o "Evacuation"- the safe evacuation of the school.
- o "Walk through"- in which actions and responsibilities of each team are discussed by all and coordinated
- o "Shock"- in which first aid response to injuries is tested
- o "Full Scale"- actual field test of a complete plan during a simulated disaster

Pre Drill: students and teachers were sensitized on how to react in various disaster situations and which evacuation routes to use during an emergency. They are informed which type of disaster drill will be practiced.

The Conducting Drill : the drill is initiated with the ringing of a bell, which is different from the usual one. Responses are carried out according to preparedness plans for the specific disaster. Responses are observed and timed ready for feedback/learning.

Post Drill: once the children are assembled after the event, they are addressed on observations of how effectively the drill was carried out and explaining future basic do's and don'ts during this type of drill (e.g. fire, earthquake or flood).

In Indonesia the Emergency Capacity Building program, of which Save the Children was a partner, conducted a simulation evacuation for an earthquake and tsunami in the target districts. In conjunction with the local government this allowed communities to practice using the identified escape route and also become used to maintaining calm during a mass evacuation. During an earthquake in the program area in March 2007 teachers and community members reported that students and parents reacted calmly and there was not panic. This was in contrast to the reaction during the March 2005 earthquake where there was chaos and panic amongst the community. Following this earthquake students in the program area requested that there is disaster education training once a week to ensure they are prepared.

In the Philippines Save the Children ran school based preparedness programs involving earthquake and tsunami evacuations. Save the Children adapted their drills from guidelines from the Government of the Philippines¹⁹. In a recent earthquake children were able to calmly and clearly explain to panicking parents about the drill and what they should do - this not only created order in a stressful situation it also allowed for a clear understanding of children's potential as agents of change and educators for the community.



3. h Establish and strengthen early warning systems using simple technologies and identifying roles children can play in these systems.



Tilly Smith is a British girl who, at age 10, was credited with saving nearly a hundred foreign tourists at Maikhao Beach (Thailand) by raising the alarm minutes before the arrival of the tsunami caused by the 2004 Indian Ocean earthquake.

She learned about tsunamis in a geography lesson two weeks before at school. She recognized the receding shoreline and frothing bubbles on the surface of the sea and alerted her parents, who warned others on the beach and the staff at the hotel on Phuket. The beach was evacuated before the tsunami reached shore, and was one of the few beaches in the area with no reported casualties.

An illustration from calendar a child-friendly environment booklet produced by a partner of Save the Children in Thailand



¹⁹ See Appendix 19 for the guidelines



HOW CAN WE INVOLVE CHILDREN IN EARLY WARNING SYSTEMS?

Tsunami-affected countries have examples of story telling of preparedness messages passed on between generations about evacuating to high ground when there is a large earthquake. It is valuable to explore the existence of similar local knowledge in each community.

Children should be educated about the possible disasters and the early warning signs and be able to warn others before and during disasters. They could be involved as part of a more systematized process of early warning.



PROGRAM EXPERIENCE

In India, in 25 CLDRR project villages in Andhra Pradesh, children disseminate flood warnings to each and every household in their village, once the information is received from the local administration. They are also trained in beating 'tappu' (warning drums) ensuring the information reaches most of the people effectively. In some places, the early warning dissemination is associated with temple/church bells instead.

In Sri Lanka in the School Children Awareness program 15 schools were selected, school societies were formed and children were encouraged to carry out various activities related to disasters prevalent in the surrounding areas. Activities included rainfall monitoring with rain gauges, information gathering related to landslides or floods that had previously happened - this increased awareness as well as sharpened their knowledge about DRR. The data about rainfall monitoring allowed for an early warning of potential floods and was communicated to the Disaster Management Center - a partner in the project.



A boy showing the location of his house in VCA mapping in the Andaman and Nicobar Islands, India.

3. i Develop clear and time-bound action plans with children, community, and government to mitigate the risks identified.



WHAT DOES MITIGATING RISKS MEAN?

In addition to planning for when a disaster occurs it is also important to take constructive action to mitigate identified risks and problems. In other words do what you can to solve those problems so that they stop being a risk.

Examples of this could be, if the community assessment identifies that a particular bridge is unstable, liable to collapse but is a key escape route at times of a sea surge, then a mitigation activity would be to repair that bridge or build another one. Similarly if the road to the school is regularly flooded or hit by mudslides, putting children at risk daily, then the community needs to think about how to mitigate that risk.

Community commitment and involvement is essential; this is work children cannot undertake alone, although they can certainly be a part of it. They can clearly identify the risks and vulnerabilities when they do their community mapping work. They can participate in community meetings sharing this knowledge along with their suggestions of how to mitigate those risks.

If you want your local authority to support your mitigation activities the plans will probably need to be ratified by the local administration. This will anyway help with integration and sustainability in the long run. Update your mitigation assessments and plans annually so that they remain relevant.



PROGRAM EXPERIENCE

In Vietnam 21 child focused mitigation plans were developed and implemented. One such mitigating activity was the rehabilitation and extension of a dyke in Nga Quan commune. The rehabilitation of the dyke had been identified and prioritized by both adults and children for some time. The new dyke is twice as large as the old one and protected two thirds of the population. It also provides a safe route for children to go to school. Previously the dyke was narrow and slippery - children would often stay at home when it rained heavily or flooded. Follow up interviews showed that the villagers are pleased with the new dyke and that it has met everyone's expectations.

In India a team of children analyzed possible hazards that could affect the community. They identified the vulnerable groups in the community. They also identified the different resources available in the community - both individual (boats, bicycles, motorbikes, tractors, mobile phones, etc.) as well as communal (church, school, water sources, fences, posts, street lights, etc.). The team also came up with mitigation measures such as footpaths, speed breakers, filling in of pits, fencing around children's parks. These measures could then be prioritized and planned effectively.

3. j Integrate DRR knowledge and practices into school curriculum and ensure development and dissemination of materials for children not in school.



HOW CAN WE INCORPORATE DRR INTO SCHOOL-LIFE?

Aim to integrate DRR into normal school day activities to promote sustainability and reduce overburdening children. This can be approached differently depending on the local context.

- o *Many countries have a percentage of the curriculum that is flexible and can be determined at a local level. This would potentially be easiest to negotiate for the inclusion of CLDRR programs.*
- o *More challenging is to negotiate for inclusion or integration into existing subjects such as geography, science, and social studies. This is more difficult as commonly the content of subject specific curricula is already too time consuming, plus this would require co-ordination between several subject teachers and the modification of several different subject materials. This is not to say that it cannot be achieved however.*
- o *A final option would be for designated staff to run CLDRR programs as extra curricular activities. The challenge with this tends to be sustainability and access to enough students.*

Whichever model is adopted, once agreed with the education authorities one program component will be training of teachers and the development and production of school resources. These school resources would need to be accompanied by easy to follow 'user-guides' which would demand evaluation regarding the usability and effectiveness of the materials.

In order to reach 'out of school' children advocacy and training of teachers is necessary so that they feel confident to work with their students to reach these other children. It is possible that pre-prepared materials can be made, but the CLDRR program would tend towards encouraging the in-school children to develop the strategies and materials to reach the out of school children. This requires more flexibility on the part of the teachers and a commitment to strong dissemination strategies to reach all groups.



PROGRAM EXPERIENCE

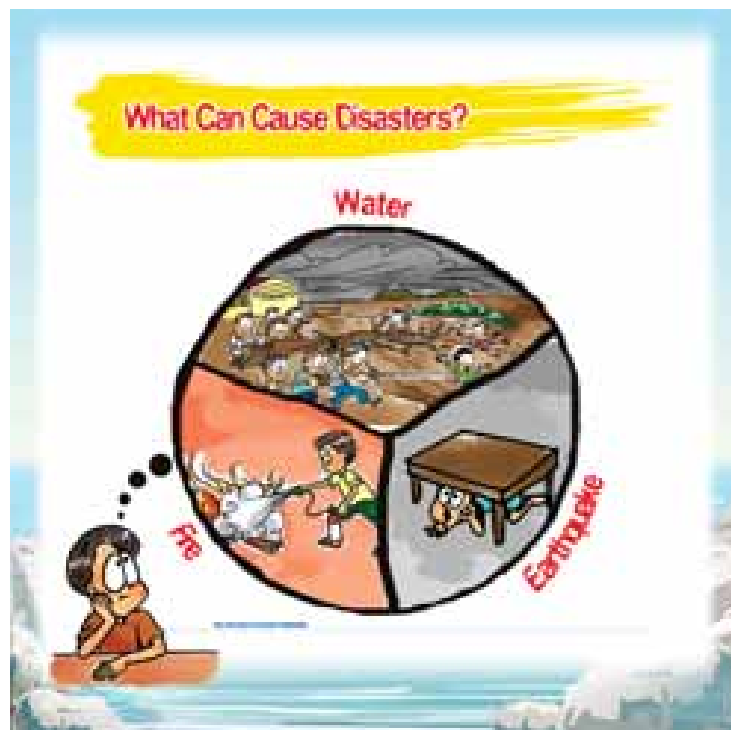
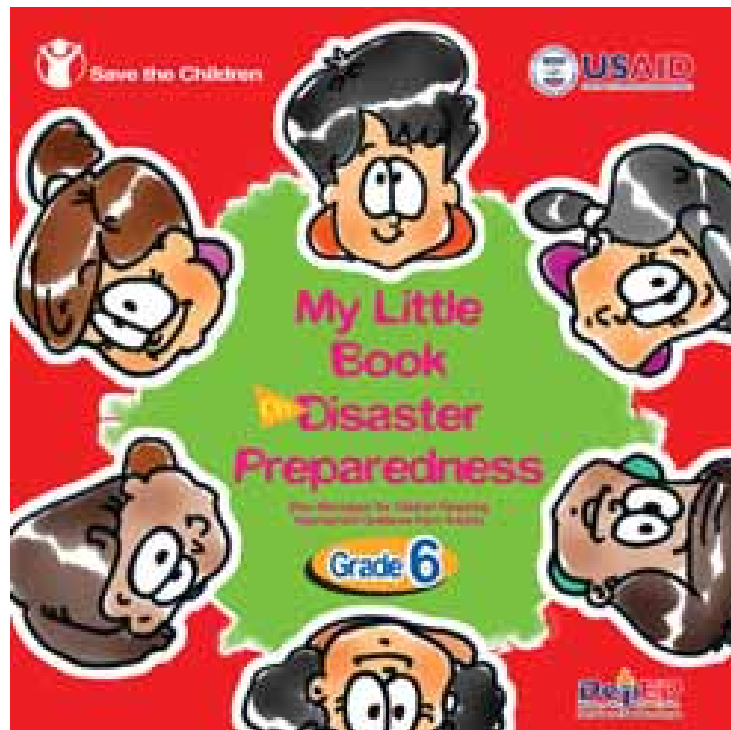
In the Philippines, UNESCO and the University of the Philippines wrote a primer on "National Disaster Preparedness and Coping Mechanisms". In this they detailed, "General Criteria for Integration of Natural Disaster Concepts in the Curriculum"²⁰. This gave an overview of how to really include concepts and practises of disaster risk reduction into the school activities.

Save the Children also produced workbooks for school children called "My Little Disaster Workbook" for grade three to six. A professional illustrator interviewed children to find out their views and perspectives of disasters and based her illustrations for the work book on this research. The books include key information for what to do in a variety of emergencies as well as games and exercises to make the education more interactive. The books

²⁰ See Appendix 20 for the outlines

have been field tested in the pilot schools and have been reviewed by children and teachers alike - 50 teachers and 50 students were involved in the production. Save the Children has been discussing with donors about wider distribution in all disaster prone areas of the Philippines.

Workshops were also held for students, selected science teachers and curriculum experts for the Department of Education about how to effectively use the workbook and how to incorporate it into the teaching activities - they developed some teaching materials and visual aids as complementary materials.



My Little book on Disaster Preparedness was produced in the Philippines to incorporate disaster risk reduction into the curriculum.

3. k Promote safer and child-friendly physical environments through discussions with children and by advocating with relevant actors.



WHAT DOES A CHILD-FRIENDLY PHYSICAL ENVIRONMENT MEAN?

The local physical environment is a critical factor in children's lives, as the quality of the local environment affects their health and safety and potentially their development. Secure, functional housing, safe supportive neighbourhood space, the provision of water and sanitation, drainage and waste removal have an impact on the lives of all people, but especially on children.

The quality of their living environments affects children more seriously and in different ways than adults because children are more vulnerable to a range of risks. They are more vulnerable because their immune systems are less developed, they often lack knowledge and understanding about hygiene, they stay closer to the ground. Availability of water and quality of water have a great impact on children's health and hygiene. Other big factors are open drains, waste piles, standing water and toilets - even when toilets are available they are often not suitable for children. Disasters seriously affect the quality of children's living environment - often due to the need to live in long term temporary shelters, which are often subject to overcrowding with no privacy, dark and dirty latrines, inadequate water provision, litter, debris etc.

Children themselves say that the things that matter most to them in terms of a living environment are a decent home, clean surroundings, green areas and trees, safety and freedom of movement, and a variety of places to do activities with their friends.



PROGRAM EXPERIENCE

In Sri Lanka the Save the Children School Reconstruction Committees are a very effective tool of engaging children in designing their physical environment with a strong focus on DRR. All the reconstruction being carried out by Save the Children in Sri Lanka is flood, tsunami, cyclone and earthquake mitigating. All construction designs consist of basic emergency exits and fire exits. The designs are child-friendly and have been made by taking children's suggestions into account.

The School Reconstruction Committees consist of a Senior Construction Manager, District Manager, Technical Officer, contractor, principal, teachers, students and government officials among others. Every fortnight this committee meets to discuss the progress and to take into account considerations of all members. One of the important aspects is that this committee engages teachers and Zonal Educational Government Officers alongside children.

Some suggestions given by children:

- o Construction of separate toilets for boys and girls
- o Construction of one disabled friendly toilet as there are two disabled children in the school
- o Construction of ramp next to the staircase going to the first floor
- o Increase the length of hall by another 15 feet
- o Since this is a disaster prone area, the building should be strong enough to resist any possible disaster in future
- o Ensure that construction materials (sand, cement and concrete) are of high quality and the right proportion

In Bangladesh Save the Children implemented the “Child Friendly Space Initiative”. This project capitalizes on Save the Children's experience in creating safe and child-friendly spaces for children during the emergency floods in 2004. At that time, Save the Children reached more than 10,000 child victims in 70 temporary shelters across the country. The key lesson learned was that children themselves have enormous potential to protect themselves during times of disasters - this potential can be realized through training in life skills, child protection and the psychosocial impacts of disasters. With appropriate training in psychosocial support they are also resilient in managing the after affects of disasters. Adults and duty bearers have a responsibility to nurture these qualities in children and play an important role in protecting children by creating a safe and enabling environment during emergency situations.

In Thailand a partner organization of Save the Children conducted a workshop to identify aspects of the community that are child friendly and aspects that are not. Based on this information action plans were drawn up. The workshop started by asking children to imagine what a child friendly world means to them and to reflect their ideas into an art piece. Children were also asked to identify negative/positive impacts on communities through analyzing news from newspapers. At the end of this three day workshop, children in each community developed a plan on what they could do to create a child friendly community. Children were encouraged to identify: what they can do by themselves, and what support they need from adults in the community. From this workshop children of one community thought that a playground in their community should be renovated and better maintained so that it is a safer play area for children, while children of another community planned to develop a trekking route for nature study in the forest area behind their community to promote outdoor learning for children.



Children identify risks at their schools in Vietnam take part the CLDRR program with support from Save the Children.

Component



Monitoring and Evaluation, Learning and Documentation

"Children really have a heart to help. Adults may want to do it themselves. They may think we don't have the capacity – that we can't do it. But actually, if given a chance and some guiding directions we children can do anything."

- A child taking part in Save the Children's Child-led Disaster Risk Reduction program in Thailand.



Monitoring and
Evaluation, Learning
and Documentation

4. a Involve children in conducting baseline or situational assessments of target populations to identify knowledge, attitudes and behaviors (this should be broken down by gender, age and marginalized groups with an emphasis on impacts on children).



HOW CAN I INVOLVE CHILDREN IN THESE KINDS OF ASSESSMENTS?

If you involve children (age appropriate) in baseline assessments and planning it will help to ensure participation throughout the program. This technique is valuable both in immediate response to an emergency and in preparation for reducing the risks of potential disasters, so this could be a valuable approach to use in the situational assessments of target population. Children should identify the information they need to gather and the questions they will need to ask to get that information. Once this has been finalized the groups should be sent to interview representative groups from the community to gather relevant situational information.



PROGRAM EXPERIENCE

In Pakistan Save the Children found that by engaging children in baseline data collection after the earthquake in 2005, real and honest concerns/needs were identified and practical recommendations based on local knowledge were made. The system they used is outlined here:

- o *Based on community recommendations one male and one female social animator for each target community were identified.*
- o *These social animators organized male, female and child community groups who, with support of project staff, conducted assessments of damage done, essential survival inputs and most vulnerable people. For a baseline assessment different topics would be agreed to determine existing hazard and hazard response knowledge, behavior and capacity within the community.*
- o *The groups were oriented in child protection concepts, trained in how to identify children's protection and development needs, how to work with peers and communities, how to prioritize information received and finally how to organize themselves into a joint independent and sustainable committee for the benefit of their community.*

The children, who conducted the assessments, provided quick and unbiased knowledge on the situation of their families, villages and schools. From talking with children in one village, the agency decided to establish emergency

education facilities. In addition, assessments helped to understand their specific needs e.g. warm clothing of the correct size, emergency schools and educational and recreational material. The family kits designed by Save the Children significantly included children's items like phirans (gowns) of different sizes and other warm clothes.

In India children were involved in rapid assessments during flood relief. Five children along with five adults from the community and ACTION (local partner) staff were involved in rapid assessments of flood situations in 30 villages during floods in 2006. Children and elders from the community worked together to assess the village level situation. This was facilitated by ACTION who trained, organized and coordinated the teams.

In Vietnam Save the Children in partnership with other INGOs produced a program toolkit on conducting assessments with children and focusing on issues that affect them. The toolkit covers the impact on children of disasters, the legal framework of child protection in Vietnam and different approaches to how to conduct assessments with children and the methods involved. One component of the assessment chapter includes a question checklist organized by the Rights of the Child²¹.

In Bangladesh children and young people were involved in consultation sessions to explore the different impacts of disaster on children, especially psychosocial effects²². Facilitators used focus group discussions to learn about the childrens' points of view concerning disasters, what their experience of disaster response had been and what needs had and hadn't been met.



4. b Identify and develop impact indicators (with input from children) that reflect the change to be achieved through CLDRR program before starting.



WHAT ARE IMPACT INDICATORS AND HOW CAN WE INVOLVE CHILDREN?

An impact indicator is a way to assess what has changed as a result of your intervention. Commonly people report on activities, inputs and even outputs - all too often the impact is not explored. From the start it is necessary to identify what changes you want to effect and your impact indicators are developed around those changes.

Save the Children has developed a suggested framework to measure impact in CLDRR programs²³ and suggestions of changes in relation to children around which you may consider developing indicators.

Ensure your indicators give specific attention to gender in each of the DRR processes, the different behaviors and attitudes identified when responding to hazards and the changes achieved. Men and boys are affected differently by disasters than women and girls, therefore the distinction needs to be made between risks and risk management by gender roles, consequently impact indicators should also be gender sensitive.

²¹ See Appendix 21 for the detailed list

²² See Appendix 22 for a summary of the process

²³ See Appendix 23 for the framework



PROGRAM EXPERIENCE

In Nepal and in India a common process was developed for children identifying indicators²⁴.



- 1) Problem identification and prioritization - what are they and how bad are they?
- 2) Causes and effects analysis - what causes the problems?
- 3) Objective mapping - what the situation will look like in three years?
- 4) Activity mapping - how to get to the objective.
- 5) Setting up indicators - how do measure the completion of activities
- 6) Identification of tools to measure indicators.

4. c Establish M&E plans together with children at the beginning of the program. Incorporate evaluation findings into further program implementation



This highlights the need to make plans from the start of the program about what you want to evaluate in terms of progress during the program and at its end. It is important to make plans during the design of the program to include monitoring and evaluation at regular intervals during the implementation of the program. This will allow you to incorporate this learning into program development and ensure the maximum impact on target groups.

The process will vary depending on location, program content, particular context and how many children and adults are involved. Refer to both the baseline studies and the impact indicators when assessing the program. It will be necessary to provide training for children and adults so they can conduct these tasks and during planning allow for time and resources to prepare both adults and children. This training can follow the examples outlined in the following sub component.

Prepare a survival bag and always recheck it



An illustration from calendar created by children in Thailand

²⁴ See Appendix 24 for more details

4. d Include children in impact assessments, final evaluations and lessons learned exercises.



HOW CAN CHILDREN CARRY OUT IMPACT ASSESSMENTS?

Children will need to be trained in how to conduct assessments following their identification of impact indicators. Organizational staff may be better placed to assess some areas of impact e.g. on government legislation or curriculum development and children others. Then the two sets of information can be combined to produce a full and broad assessment. The specifics of the impact assessment will vary based on the program, the target population and the change expected.



PROGRAM EXPERIENCE

In Bangladesh Save the Children conducted evaluations of the Child Friendly Space Initiative based on interviews with children and their explanation of the impact of the program and problems the children faced. The project's aim was to ensure the existence of child friendly spaces to be used during flooding and with appropriately trained youth to provide psychosocial support to children affected by the disasters. The children gave feedback on the program including the training, facilitation, design and implementation.

In Thailand all programs were assessed using children as evaluators - following the Save the Children format of Global Impact Monitoring (GIM). The process used follows²⁵



An illustration from "My Little Book on Disaster Preparedness", Save the Children in Philippines.

²⁵ See Appendix 25 for more details

Save the Children invited four children from each project to participate in a training workshop for Young Evaluators (YE). The role of the YE was to design the questions to ask their peers involved in the project, plan their research methods, lead the data collection activities, and summarize their findings. Ideally they would do the same for all community members.

The YE were selected from projects that work directly with children on a regular basis only, this is because the children had developed a good understanding of the project as well as developed a higher level of trust with staff.

The main points we wanted the YE to learn were:

- o Understanding 'impact'
- o Understanding three chosen Save the Children dimensions of change
 - 1) changes in the lives of children
 - 2) children's participation and active citizenship
 - 3) change in equity and non-discrimination
- o Understanding assessment of impact
- o Tools to use in data collection
- o How to do data analysis and report production

To explain the dimensions of change the following process was followed:

- 1) The YE presented their projects to everyone explaining the objectives and the role of children.
- 2) The YE were asked why Save the Children was supporting children's activities (to start the YE understanding the value of children). Some of the answers included: children will gain knowledge and skills; children can depend on themselves; other people will accept children; children can help the community; and children can develop to their fullest potentials.
- 3) The YE were asked why Save the Children worked with children rather than adults. Some of the answers were: because children do not have the same opportunities as adults; because children have new ideas; children learn fast; children can have equal rights; children like to try new things; children are easier to teach than adults; children are eager to participate; and children can take part in developing the country.

Changes in the lives of children

The first dimension of change was discussed. The definition was narrowed to the following changes: child protection, child rights, knowledge and skills, increased self-esteem, and increased recognition as a valued part of the community.

The YE were given cards with a statement about a change in the lives of children, and they had to say which of the above type of change it is. The statements were things such as "Dang can go to school", "Dang's mother no longer hits him when he does something wrong", "Dang is trained about life skills", and "Dang and his friends present their group work in the village meeting".

The YE were told to look within their project and ask their friends about what aspects of children's lives have been changed by this project.

Children's participation and active citizenship

The distinction was made that participation meant children are actively involved in the project and that their voices are taken into account, not just that they join in the activities.

Using the idea from Roger Hart's Ladder of Participation²⁶ the original eight step ladder was modified to five stairs. The five following different examples were written on different colored paper:

- o Children participate as audience of a play
- o Children are actors in the play but someone else thinks of the script
- o Children give ideas about the script and also act in the play
- o Children participate in the planning, monitoring, evaluation of the project
- o Children initiate and make the important decisions in the project

²⁶ See Appendix 26 for explanation of Roger Hart's Ladder of Participation

A discussion followed about which bit of paper fits on which step.

The YE then made personal stickers and put it on the appropriate steps to reflect their own levels of participation in the project.

The YE had to be reminded that the stairs did not represent chronological order but levels of participation. It was also explained that the role of the YE was a high level of participation as evaluators.

The YE were told Save the Children values children's rights to participate in every step of our project. Save the Children believe that children should be involved in giving opinions and making decisions about things that are about them. Their inputs can let us understand more about children's perspectives and priorities, which can help us improve the work that we are doing.

Change in equity and non-discrimination

The YE were asked to find out whether their project gave the opportunity to all children to participate equally, and whether any type of children were left out, either intentionally or unintentionally.

The session follows the basic rules of the game Bingo - a game of chance in which each player has cards with differently numbered squares, which are crossed out when the respective numbers are drawn and announced by a caller. The first player to mark a complete row of numbers is the winner. The YE were asked to think of different groups of children in the community e.g. urban children, rural children, boys, girls, poor children, children with disabilities or out of school children.

The facilitator chose nine examples from the list and asks the children to write down eight of them on their bingo grids. By leaving one space blank it makes the game more difficult to win. The facilitator asked questions referring to particular groups of children. E.g. children cannot join in activities in the Children's Center because there are steps at the entrance. Who are they are why can they not join in? The answer is children with physical mobility disabilities who could not access the center because of the stairs. The YE would then put an X on the group of children mentioned and whoever got three X's in a row won.

The YE were told that although every person should enjoy the same rights and opportunities, sometimes different groups in our community do not get treated in the same way or are excluded from the community. YE were asked to discuss whether there were any groups of children - or even individual children - who do not participate in their project and to think about why.

Understanding the process:

The facilitator then explained the steps that the YE would follow in the evaluation of their project.

The steps are:

- 1) Planning and preparing the questions
 - o Identify what we want to know, what questions to ask and how to collect the information.
- 2) Collecting the information
 - o Explain to our informants what the evaluation is for, explain the activity, lead the activity and discussions as planned in step 1 and write down the results.
- 3) Sorting the information
 - o Check that all of the information is correct, and divide it into three groups according to the three dimensions of change identified.
- 4). Writing the report
 - o Write the information into three separate notebooks, according to the three dimensions of change identified, to tell other people what the children think about this project.

The YE were told that trained adults would help them with the logistics of data collection and support them without taking control of the process e.g. they could arrange transport to various project sites or could make appointments with schools.



4. e Systematize and share learning with children, communities, government, other agencies and within your organization.



WHY IS THIS IMPORTANT?

This is often a component of programming that is overlooked or only considered as a last thought. Capturing and sharing of learning is crucial for the sustainability of DRR programming. It also allows for concrete coordination and collaboration - other agencies can see exactly who has done what and build upon others' experiences, programs successes and lessons learned. It is important to factor in time and resources to proactively ensure this learning and sharing.



PROGRAM EXPERIENCE

In Bangladesh Save the Children and UNICEF conducted child focused research about the impact of specific disasters on children, risks and mitigation. These included research about the impact of floods - through interviewing 1,000 people about the dangers children face during floods. The majority of those interviewed were children however parents, caregivers, community leaders and civil society members were also consulted. The publication is available on the Save the Children website.



Partner staff attended training in the process of CLDRR in Thailand.