

Key findings from: “Watermarks: Child Protection during floods in Bangladesh”;

- o Children face deprivation because of adults’ attitudes/biases.
- o Children suffer from starvation, thirst, dirtiness, abuse and even death because of poor planning and inadequate provisions.
- o Children suffer from loss of dignity because of bad methods of relief distribution and maltreatment by aid workers.
- o Children experience neglect and abuse because of aid workers’ lack of accountability, ‘fake aid workers’ and parent/care giver’s reduced capacity to protect them.
- o Children face denial of services because of flaws in the targeting procedure.
- o Children experience family separation because of haphazard and unplanned evacuation and lack of preparedness.
- o Children face anxiety and fear because of inappropriate models of response (of both parents/care giver and aid agencies).
- o Children face difficulties meeting their special needs, such as education and play, because of inappropriate interventions.

The guidelines, incorporated in the training manual, was aimed at those responsible for decision-making and management of the cyclone and flood shelters. The objective is to sensitize the managers on the issues they are dealing with, to ensure their role in creating a child friendly environment and protecting child rights in the emergency shelters.

A simple pictorial booklet has been developed for caregivers to raise awareness and increase positive attitudes about care and protection of children during and immediately after natural disasters, especially during their stay in temporary shelters. The booklet covers issues of food and shelter, health and sanitation, protection from natural threats (e.g. drowning or snake bite), abuse and violations and psychosocial problems. Needs assessments for this kind of publication were conducted during consultation sessions with different groups and sharing sessions at a national level.

In Thailand Save the Children produced a DVD and a report focusing on the lessons learned from their CLDRR program. Copies of which are available through Save the Children Sweden office in Bangkok.

In India Save the Children produced a DVD outlining the role of children in the reconstruction houses in tsunami affected districts. Copies of which are available through the Save the Children office in Chennai.

In Sri Lanka the CLDRR program produced a DVD about the program’s work called “Towards our own Safety”. Copies of which are available through the Save the Children office in Colombo.

In Vietnam they produced a handbook outlining the impact of disasters on children, the legal framework to protect them and methods of children participating in the program. These handbooks were used in the training of trainers workshops.



Mural painted by children in the Philippines.



Component



Advocacy

"At the end of the day the highest level of child participation is not when the children work by themselves, but when the children and adults work side by side."

- Sumontha Chutong, Youth for Development - a partner organization of Save the Children's Child-led Disaster Risk Reduction program in Thailand.



5. a I identify child related advocacy issues through situational analysis and program experience



WHAT KIND OF ADVOCACY ISSUES SHOULD WE PLAN FOR?

The advocacy issues will depend on the priorities of the program - the primary message is that children can and should lead disaster risk reduction with support from adults. See the Conclusion and Recommendations section for some more general advocacy messages.

You need to identify the specific and relevant advocacy issues for your context. It may address getting government, local communities and operating organizations to overtly factor in consideration of children in their preparedness and response plans. It could focus on the inclusion of children as social actors in preparedness and response planning and activities.

In all contexts there will be a need to look at the government budget allocation on DRR and children's issues. In the end it comes back to the situational analysis and decisions on what areas to prioritize for advocacy attention.



PROGRAM EXPERIENCE

In India children's needs, concerns and issues have not generally been considered during emergencies. According to the National Disaster Management Act it is mandatory for each state government to have structures and systems regarding disaster management in place. Consequently, the state governments are in the process of setting up disaster management structures at state level which are then replicated at the district and village levels.

Hence there are currently wide opportunities for influencing the state government to include children's concerns and needs in the forthcoming policies. Some of the advocacy activities planned are:

- o *Review of existing policies and practices from a child rights perspective, highlighting the gaps and necessary key issues and recommendations to address children's needs and concerns.*
- o *Form an alliance of key stakeholder groups including networks, coordination forums, media who have a shared understanding and intention to influence Government policies and practices to include children's concerns and needs.*
- o *The best practices/models of CLDRR are documented and shared widely with the stakeholders for wider replication.*

The program in India has already achieved some advocacy goals, including:

- o *Child participation in disaster response seminar - featuring children as spokespeople, who talked about their experiences, made recommendations and called for December 26th to be National CLDRR Day and arranged press coverage of the seminar.*

- o A workshop for government education officials in Andhra Pradesh in December 2006 to share the experiences of the CLDRR program implemented in 25 schools. The officials were so impressed that they made a request to replicate the program model in other areas.
- o A workshop was organized for children and government officials after the emergency response to heavy flooding in Andhra Pradesh. This highlighted the gaps in addressing the needs of children during emergencies and developed plans to include the children's needs and concerns in the future.

In Vietnam as one of the implementing partners of ECHO funding Save the Children produced a manual about the impact of disasters on children. One chapter identified the legal framework for care and protection of children and the rights of the child in natural disasters. This allowed for concrete advocacy based on existing laws and forming a basis for campaigns to raise awareness about children and their roles in DRR.



5. b Identify relevant stakeholders and advocate for inclusion of children's issues and rights into preparedness/response planning - where possible let the children's voices be heard in this advocacy.

The overarching advocacy message is that children can and should lead disaster risk reduction with support from adults. Once additional advocacy issues are identified then the target audience must also be identified - is it local government, national government, community leaders, other NGOs? Advocacy to effect change is often only successful after awareness raising and even capacity building of the target group. Consequently a campaign of awareness raising is required and the ability to prove why the issue should be taken seriously is necessary. Advocacy must be evidence-based, being built on the proof of the program experience this makes it harder to refute or ignore.

There should be a variety of ways that your issue can be addressed by the target audience so that there are alternative options. Showing the broader impact of initiatives helps to build sustainability/government commitment - the government needs to see the benefits from their perspective. Advocacy requires patience and diplomacy. Factor in a significant amount of time and a number of different approaches if you are to achieve your



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



PROGRAM EXPERIENCE

In Indonesia Save the Children identified key government officials and trained them in child-centered community based disaster risk reduction in Nias. The agency also conducted sessions to socialize the concept of child-led disaster risk reduction to parliamentarians in Nias. At a local level Save the Children organized discussions about introducing the concepts of CLDRR and discussing how they could be implemented with village heads and community members.

The end result was that the government agreed to include child protection representatives in the coordinating body for disaster management at the sub district and the village level and the involvement of children in DRR trainings.

In Nepal Save the Children and the Nepal Centre for Disaster Management held an “Interaction Program on Children and Disaster Management” during the time that new legislation about disaster was being drafted by the Government of Nepal. The meeting was attended by NGOs, United Nations agencies, the government and donors. The session took the format of formal speeches by guests followed by interactive discussions based on two presentations. By the end of the session the group had made the following recommendations:

Recommendations from the “Interaction Program on Children and Disaster Management” to be included in the new Disaster Management Act and Disaster Management Policy.

- 1) Children are the most vulnerable section of society during any disaster and therefore special provisions should be provided in the forthcoming Act in relation to their safety and relief/rescue operations.*
- 2) The state should consider children’s issues with the concept of rights based approach not as charity.*
- 3) While formulating the new Act on Disaster Management, special provisions should be made regarding the distribution of relief material and other provisions for children, taking into considerations such guidelines as the Sphere standards.*
- 4) The rights of disabled children should not be overlooked or underrepresented.*
- 5) Children are high-risk groups and they should be taken care of during the pre-disaster phase. Provisions for vulnerability reduction for children should be addressed in the Disaster Management Act such as safety of school buildings and other environments.*
- 6) Wherever applicable children should be provided opportunity to represent themselves in relevant forums and meetings in decision making particularly related to disaster management.*
- 7) The needs of children have been overlooked despite being the vulnerable section of society. The children could be good fundraising medium also. In addition children could be effective players in a disaster situation. The new Act on Disaster Management should address these issues.*
- 8) Ensure survival, protection, development and participation rights of all children as provisioned in the United Nations Convention on the Rights of the Child.*
- 9) The forthcoming Disaster Management Act must reflect all the commitments made by the Government of Nepal in several international conventions and agreements related to child issues.*



Children in Pakistan take part in education activities.



Mural painted by children in the Philippines.

Conclusion and Recommendations

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

Within this guide are some practical tools and methods for implementing a child-led program. Obviously each community will be unique and will have specific needs, resources and capacities - the examples give some guidance as to different approaches and methods.

All NGOs have made commitments to standards of participation of communities and this inherently also includes children. This is true of organizations not necessarily solely working on children's issues but all relief and preparedness agencies. It is not a question of IF children should be involved, it is a question of HOW. This practical guide provides examples and ideas for practitioners to enable for children to lead the process of disaster risk reduction.

SAVE THE CHILDREN IS CALLING ON GOVERNMENTS AND THE INTERNATIONAL COMMUNITY TO TAKE THE FOLLOWS STEPS:

- o *Make child protection an integral part of every humanitarian response. Incorporate child protection programming into the delivery of all services including food, shelter, health and water and sanitation. Recognize education as an important means of protection.*
- o *Ensure that all nation states recognize children are central to the security agenda and should play a central role in DRR.*
- o *Provide adequate resources to assist local communities to integrate children as social actors in all their preparedness and response activities.*
- o *Advocate for communities and local authorities to support children in taking their place as active citizens who contribute significantly to community well-being and self-protection in the face of potential and actual disasters.*
- o *Establish child-led community based disaster risk reduction programs globally.*

"Natural disasters such as the Asian tsunami of 26 December 2004, can affect even more children, causing them to lose their homes, their families, their schools, their access to adequate food, water and sanitation and even their lives in a matter of minutes. Despite these statistics, however, the protection of children remains a secondary concern for the international community in all phases of emergency response. The failure to protect children from these escalating threats not only results in personal tragedy but carries a long-term social cost as well, including the spread of HIV/ AIDS, an elevated maternal and infant mortality rate, a loss of education and a generation of marginalized youth".

Glossary

Disaster - a serious disruption of the functioning of a community that causes widespread human, material, economic or environmental losses and exceeds the ability of the affected community to cope using its own resources.

Hazard - a potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation. Natural hazards are natural processes or phenomena occurring that may constitute a damaging event.

Risk - the probability of harmful consequences, or expected losses (deaths, injuries, materials, livelihoods, economic activity disrupted or environment damaged) resulting from interactions between natural or human-induced hazards and vulnerable conditions.

Vulnerability - the conditions determined by physical, social, economic and environmental factors or processes, which increase the susceptibility of a community to the impact of hazards.

Capacity - a combination of all the strengths and resources available within a community, society or organization that can reduce the level of risk, or the effects of a disaster. Capacity may include physical, institutional, social or economic means as well as skilled personal or collective attributes such as leadership and management. Capacity may also be described as capability.

Mitigation - ways to limit the likely extent of damage - structural/physical measures taken before a disaster to protect and/or strengthen vulnerable elements, to reduce the potential for negative impact on it from natural hazards.

Preparedness - actions taken and plans made in an attempt to cope better and increase survival chances when a hazard arrives. It includes all activities, which are taken in advance by people and organizations to ensure effective response to the potential impact of natural hazards, including support to the local coping capacity of the population at risk, the issuing of timely and effective early warnings, as well as the temporary removal of people and property from a threatened location.

Relief/Response - the provision of assistance or intervention during or immediately after a disaster to meet the life preservation and basic subsistence needs of those people affected. It can be of an immediate, short-term, or protracted duration.

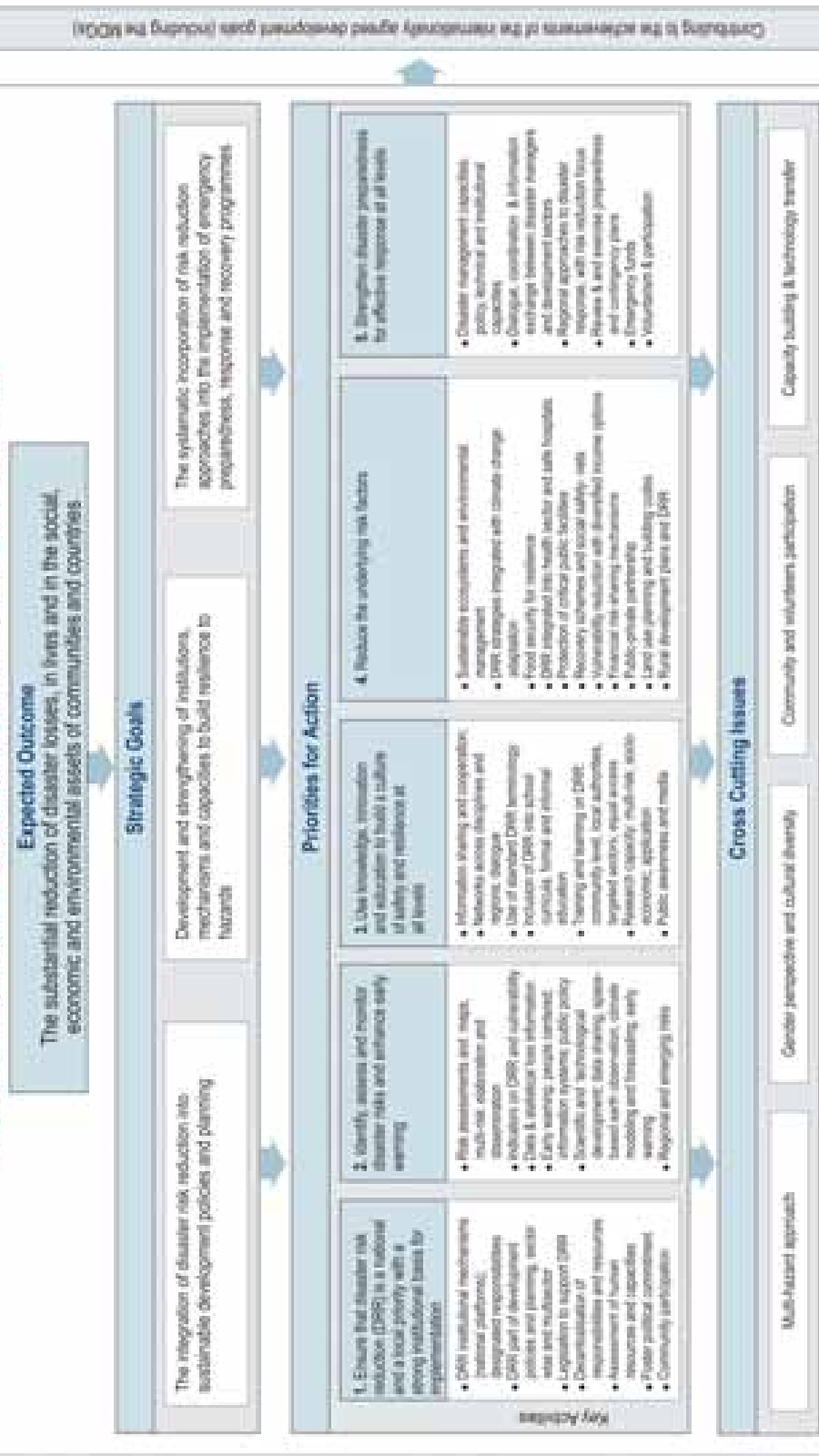
Disaster Risk Reduction (DRR) - the conceptual framework of elements considered with the possibilities to minimize vulnerabilities and disaster risks throughout a society, to avoid (prevention) or to limit (mitigation and preparedness) the adverse impacts of hazards, within the broad context of sustainable development.

Appendix 1 : The Hyogo Framework for Action.



SUMMARY of the Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters (Hyogo Framework)

Expected outcome, strategic goals and priorities for action 2005-2015



UNISDR disaster risk reduction

www.unisdr.org

Appendix 2 : The Wakayama Declaration by Youth on Disaster Reduction (Wakayama Declaration)

We, the youth representatives of countries participating in the Asian Youth Summit on Disaster Reduction held in Wakayama, Japan, organized by the Organizing Committee for the Asian Youth Forum for Disaster Reduction Education, the Wakayama Prefectural Board of Education, the Asia/Pacific Cultural Centre for UNESCO (ACCU) and the Inamura-no-Hi Council, on this second day of November 2006, hereby declare the following:

- 1) Disasters continue to occur unpredictably, yet their impact can be reduced through cooperation and preparation.
- 2) Freedom from disasters is a basic human right.
- 3) We are all responsible for disaster reduction.
- 4) Awareness and effective preparation before disasters strike is essential.
- 5) Collecting information about disasters from our past experiences, traditional knowledge and research, and sharing this knowledge with the whole world are important.
- 6) Disaster reduction education is important to reduce the loss of human lives, lessen the damage to property and environment and also to help those affected.
- 7) Disaster reduction education must be an important part of our education systems and accessible for all the children both in and out of school.
- 8) Everyone should be empowered in disaster reduction, especially children, the elderly and persons with disabilities.
- 9) Emergency response to disasters should be available and accessible to all those who are affected.
- 10) Recovery and reconstruction are essential for getting affected people's life back to normal, and to build back their community to be better prepared.
- 11) Conservation of our environment is important to prevent and reduce the impact of disasters all over the world.
- 12) Protective infrastructure such as embankments, tsunami early warning systems and evacuation shelters should be provided by our authorities to reduce the impact of the disasters.
- 13) A peaceful and safer world is important for all the people.
- 14) We the youth of Asia call upon our governments, the United Nations, NGOs, communities and all the youth of the world to accept our declaration and cooperate to work hand in hand and act on our recommendations for preparedness and education for disaster reduction.

Appendix 3: GENERAL CONSIDERATIONS FOR CHILD-FRIENDLY DISASTER MANAGEMENT AND RESPONSE - ODPEM

The Office of Disaster Preparedness and Emergency Management, Jamaica (ODPEM)

1) VULNERABILITY OF CHILDREN

- o Children require special protection, especially nursing babies, infants and under-fives.
- o Adolescent girls and women, and pregnant women in particular, bear an additional burden of vulnerability based on gender.
- o Socio-economic status and minority group membership increase vulnerability.
- o The family remains the chief source of protection for children.
- o Separation of children from their families increases their vulnerability.

2) SPECIAL PROBLEMS OF CHILDREN IN DISASTERS

- o Children are often overlooked in disasters.
- o They tend to go “unperceived,” demographic data often is not disaggregated by age.
- o Some cultures do not prioritize children for care and protection.
- o Questions of scale: sizes are usually calculated for adults (food rations, medications, latrines, clothes and distances).

3) CHILD PROTECTION ISSUES

- o Children in shelters are potential victims (violence, drugs, sexual abuse).
- o Children are subject to intra-family violence, especially in unfamiliar, stressful situations.
- o Separation from family is the least desirable outcome.
- o Separated children require identification, tracing and reunification; new orphans require foster care.
- o Children with disabilities need special consideration in disasters.
- o The right to play pertains, especially in the shelter context.

4) HEALTH ISSUES

- o Health status of children is most precarious in emergencies.
- o Acute respiratory infections and diarrheal disease are the chief threats.
- o Children and care-givers lack health and hygiene information.
- o Reproductive health of young girls and adolescents is especially affected during disasters.
- o Psychosocial needs increase, for children and parents; response should emphasize family and community rather than individual clinical care.

5) WATER AND SANITATION

- o The oral-fecal cycle of water-borne disease threatens children in particular.
- o Location of water points and latrines are often inconvenient for children.
- o Water points pose potential hazards to children (e.g., unprotected wells, heavy pump handles).
- o Both children and care-givers lack hygiene and water resource management information.
- o Children tend to have easy contact with solid waste (trash) in and around shelters.

6) FOOD AND NUTRITION

- o Normally balanced diets are interrupted during disasters.
- o Insufficient caloric intake can cause malnutrition and disease.
- o Breastfeeding may decrease in shelters.
- o Food preparation may be less than adequate in shelters, particularly if mass-feeding replaces family preparation.

7) SHELTER ISSUES

- o Overcrowding constitutes the chief menace to children's health and safety (epidemics, HIV/AIDS, violence).
- o Exposure to elements causes health problems.
- o Bedding, blankets and clothing in shelters are often inappropriate to children's needs.
- o Lack of privacy for young women and families poses dangers.

8) EDUCATION ISSUES

- o Education, a basic right, is interrupted by disaster.
- o Schools are often used as shelters, undermining education.
- o The lack of functioning schools contributes to the destabilized condition of a community.
- o There is usually a lack of textbooks, uniforms, shoes and school “kits” following a disaster.
- o Pre-school age children lack stimulation in shelters.

Appendix 4: Useful websites for general information about disasters

Useful global information sources are:

- o International Strategy for Disaster Reduction (ISDR) <http://www.unisdr.org> - particularly useful sections on Country Information and Disaster Statistics.
- o ReliefWeb <http://www.reliefweb.int> - select the tab 'Countries and Emergencies' which allows you to seek information by region and country.
- o Global Alliance for Disaster Reduction (Natural Hazard Events) <http://www.gadr.giees.uncc.edu/hzevents.cfm> - provides information on specific events around the world over the last five years.

Regional sources might be:

- o The Asia Disaster Preparedness Centre <http://www.adpc.net>
- o The Asian Disaster Reduction Centre (ADRC) <http://www.adrc.or.jp>
- o WHO Regional Office for Europe Disaster Preparedness and Response Program <http://www.euro.who.int/emergencies>
- o The African Centre for Disaster Studies <http://acds.co.za>
- o The All India Disaster Mitigation Institute <http://www.southasiadisasters.net>
- o Central American Co-ordination Centre for Natural Disaster Prevention http://www.crid.or.cr/crid/CD_EIRD_Informaling/No1_2001/pagina33.htm

Individual countries will have their own resources, for example:

- o Disaster Management Bureau (Bangladesh) <http://www.dmb.gov.bd>
- o National Disaster Management (India) <http://www.ndmindia.nic.in>

Appendix 5: Excerpts from the memorandum of Understanding between Save the Children and the local government of Nias, Indonesia

The two parties having an agreement on mutual cooperation in planning and executing programs, as follows:

- A. Increasing awareness on child centered disaster risk reduction sector
- B. Child Protection sector

- o Aim and Purpose

The aim and purpose is to increase awareness on community based disaster risk reduction sector, giving an understanding to society about protecting children's rights and that children alone do not have the ability to overcome disasters.

The aim is to develop the knowledge of organizations dealing with disaster management in accordance to increase awareness on community based disaster risk reduction sector, giving understanding to society on protecting children's rights.

- o In response to the agreement letter which has been agreed by the two parties, the Bupati (District Chief) of Nias delegated the task to:
 - Head of Nation unity and Community Protection Division to cooperate with Save the Children to plan and deliver the program activities on community and child centered disaster risk reduction.

- o The Nias District Government will use the best effort to make sure that all the personnel involved in this cooperation would be actively participating to execute the programmed activities.
- o In carrying out the activities in this letter the Nias District Government shall be considered as having the legal status of a government body vis-à-vis Save the Children and all the personnel of Nias district Government shall not be considered as being the employees of Save the Children, does not accept any liability for claims arising out of acts or omission of Nias District Government or their personnel, in performing the services under the project or any claims for death, bodily injury, disability, damage to property or other hazards that may be suffered by the Nias District Government and their personnel as a result of their work pertaining to this project.
- o Save the Children has full responsibility of overall program and activity implementation as stated in the agreed work plan.
- o Save the Children and the Bupati will cooperate in evaluating the work plan and the activities that will be conducted, are conducting and have been conducted.
- o Save the Children and the Bupati have agreed to implement the program in the following work and other areas as determined later on.

Appendix 6 : Action for the Rights of Children (ARC): Working with Children

CULTURAL ISSUES IN COMMUNICATING WITH CHILDREN

Different cultures have different norms about inter-personal communication. In many societies there are rules about what topics can be discussed with particular adults - e.g. girls in some cultures may only discuss sexual topics with aunts or grandmothers and may be even be forbidden from having contact with anyone outside of the family. Professionals who need to communicate with children need to understand the cultural norms for expressing feelings and emotions: in some societies, e.g. it would be a source of great shame for children – especially boys - to cry. It is important that those trying to help children do not make matters worse by encouraging them to talk and express feelings in a way which contravenes such norms. There are also cultural norms about what forms of expression are appropriate - the use of physical touch, or eye contact, e.g. will vary between cultures, while the degree of formality and social distance between adults and children may, in some societies, limit the exchange of personal information and feelings.

LANGUAGE AND THE USE OF INTERPRETERS

There are obvious advantages in communicating in the child's mother tongue: where the adult is not from the same culture as the child, it may be more difficult to interpret the child's gestures and body language, and to grasp the nuances of words and expressions. Where the use of an interpreter is unavoidable, it is vital that the interpreter is fluent in both languages, understands any specialist terminology and is able to use words which the child can understand. He or she needs to be acceptable within the community and be seen as impartial. It is vital to ensure that the interpreter has good skills at communicating with children, can cope with any emotions being expressed and does not influence the conversation by mistranslating, summarizing or omitting selected sections of what is said.

COMMUNICATION IN THE CONTEXT OF DISPLACEMENT

Very often, effective communication is impeded in these situations by an atmosphere of mistrust and suspicion. There may be real fears regarding the way in which information might be used, especially when the interviewer is perceived as a public or authority figure. Moreover, some children will have had experiences (such as some form of exploitation) which will have demonstrated that adults are not always reliable or trustworthy: hiding information or revealing incomplete or inaccurate information may have been used as a survival strategy. Opening an effective and transparent line of communication with a child may take a great deal of time and trust-building.

PROVIDING AN APPROPRIATE LOCATION AND ENVIRONMENT

Selecting an appropriate location for interviewing children, or having an informal conversation with them can have an important bearing on the effectiveness of the communication. For most young people, a quiet space with comfortable and culturally appropriate seating may be the ideal choice, though for others going for a walk, or playing or working together may provide the best opportunity for communication.

A non-distracting environment can also be important - especially if the child has been exposed to an environment of uncertainty, change and anxiety. Comfortable seating will help the child to feel relaxed. Different cultures will have different norms about the appropriate distance and relative seating arrangements for the child and the adult: in general, sitting on the same level is often found to be appropriate, with no barriers (such as desks etc.) between the two people.

ATTITUDE AND APPROACH

Communicating effectively with children requires a particular approach, and although some techniques will vary from culture to culture, a vital objective is to facilitate children's self-expression. In general, the following guidelines should be followed.

Introductions are important so that the child knows who the interviewer is, what role he or she has, and what the purpose of the meeting is.

Confidentiality should be respected: but it is also important to explain carefully why information is being collected, who will know about it and how it will be used.

Simple language should be used, and which the child can readily understand. If there is a suspicion that the child has not understood something you have said, it can be helpful to ask the child to repeat or paraphrase.

A friendly, informal and relaxed approach will help the child to feel at ease.

Adequate time needs to be given to help the child to feel relaxed, to develop mutual trust and to enable the child to feel that he/she is being taken seriously. Time for playing together may be helpful in developing rapport, and conversation about neutral issues (school, games etc.) may be appropriate before more personal or painful topics are discussed.

It is important to allow for children's limited concentration span: a series of shorter meetings may be more effective than a few longer ones.

A non-judgmental attitude which conveys acceptance of the child, whatever he or she has or has not done, is essential. It is important to convey respect for his or her beliefs, feelings etc. and not to judge his or her behavior - for example in the case of former child soldiers.

Taking notes during the interview may be distracting for the child and raise questions and uncertainties about confidentiality. If it is necessary to take notes, it is important to explain the reason and seek the child's permission first.

Ending the interview or conversation appropriately is also important: providing the child with an opportunity to ask questions, say anything else which he or she would like to say etc and summarizing what has been said or agreed may help the child feel that he or she has been taken seriously. It is also advisable to finish the interview on a positive element particularly where the child has been recounting traumatic events.

After the end of the interview, it is important to make sure that there is follow-up support available to the child, especially if painful and difficult issues have been discussed.

VERBAL AND NON-VERBAL COMMUNICATION

People communicate through words (verbal communication) and through a wide variety of gestures, body language, tone of voice etc. (non-verbal communication). It is important to note that there are significant differences in the way different cultures use non-verbal communication such as gestures. It is particularly important when working with children to be sensitive to what they communicate non-verbally as this may give important clues to what they are really thinking or feeling, especially when it is difficult to put their ideas into words. Equally, children can be highly sensitive to adults' non-verbal behavior so it is important for the adult to be aware of what he or she may be conveying to the child.

Working with Children Exercise (Facilitator's Notes) Reflection Exercise

OBJECTIVE: By the end of this exercise, participants will be able to: identify the key qualities and skills needed to work with children.

TIMEFRAME

5 minutes individual work

15 minutes in small groups

10 minutes review in plenary session

METHOD

Ask participants, individually, to recall a difficult situation they faced during their childhood and an adult who was helpful: identify the qualities which enabled them to confide in him/her and the responses which they found helpful. Then in small groups make a composite list of the qualities and attitudes of the people who were experienced as being helpful to them as children. Then in plenary session review the lists and summarize key points.

Working with Children Exercise (Facilitator's Notes) Interviewing Children

OBJECTIVE: *By the end of this exercise, participants will be able to try out and assess their own skills of interviewing children.*

TIMEFRAME

20 minutes in small role-play groups (can be repeated several times for different participants)

20 minutes to share key points in plenary session

METHOD

Divide the group into small groups of 3 or 4 people. In each group, one person is to role-play the child, one the interviewer, the rest act as observers. Use the role-play briefs provided, or write additional ones which suit the circumstances of the particular group of participants. It is important that participants take a few minutes to "get into role" and to decide on any additional background information relevant to the scenario: if appropriate, the observer may help the person playing the role of the child to decide on appropriate background information. Ideally, time should be given for each participant to play the role of the child. Feedback should be given within the small group, with key points brought back to the plenary session.

RESOURCES: *Participants' Notes for each participant and checklist for observers.*

Appendix 7: Additional materials about working with children

Child Rights Based Monitoring Review

This report considers the lessons learned from a project undertaken by Save the Children Denmark in 2004 aimed at the development of a Child Rights Based Monitoring System.

<http://www.redbarnet.dk/Default.aspx?ID=4235>

Top Tips for Research and Consultation with Children and Young People

Compiled and edited by Michael Gallagher as an online resource for the continuing professional development course "Listening to Children: Research and Consultation".

This course is run by the Centre for Families and Relationships (CRFR) at the University of Edinburgh.

<http://www.crfr.ac.uk/cpd/listeningtochildren/>

www.crfr.ac.uk/cpd/listeningtochildren/materials/toptipsjune05.pdf

Children at the Centre: a guide to supporting community groups caring for vulnerable children

Save the Children UK

<http://www.sarpn.org/documents/d0002413/index.php>

Impact Measurement and Accountability in Emergencies

The Good Enough Guide

The Good Enough Guide was developed by the Emergency Capacity Building Project (ECB). The ECB is a collaborative effort by CARE International, Catholic Relief Services, the International Rescue Committee, Mercy Corps, Oxfam GB, Save the Children, and World Vision International.

<http://www.globalpolicy.org/ngos/aid/2007/0209goodenough.pdf>



Appendix 8: Sections from SHERE standards relating to children

"In particular, women, children, older people and people living with HIV/AIDS (PLWH/A) may suffer specific disadvantages in coping with a disaster and may face physical, cultural and social barriers in accessing the services and support to which they are entitled."

"The groups most frequently at risk in disasters are women, children, older people, disabled people and people living with HIV/AIDS."

"Cross-cutting issues - In revising the handbook, care has been taken to address a number of important issues that have relevance to all sectors. These relate to 1) children, 2) older people, 3) disabled people, 4) gender, 5) protection, 6) HIV/AIDS and 7) the environment. They have been incorporated into the relevant sections of each chapter, rather than being dealt with in parallel. These particular issues were chosen on account of their relation to vulnerability, and because they were the ones most frequently raised in feedback from users of Sphere in the field."

"Children - special measures must be taken to ensure the protection from harm of all children and their equitable access to basic services. As children often form the larger part of an affected population, it is crucial that their views and experiences are not only elicited during emergency assessments and planning but that they also influence humanitarian service delivery and its monitoring and evaluation. Although vulnerability in certain specificities (e.g. malnutrition, exploitation, abduction and recruitment into fighting forces, sexual violence and lack of opportunity to participate in decision-making) can also apply to the wider population, the most harmful impact is felt by children and young people. According to the Convention on the Rights of the Child, a child is considered to be an individual below the age of 18. Depending on cultural and social contexts, however, a child may be defined differently amongst some population groups. It is essential that a thorough analysis of how a client community defines children be undertaken, to ensure that no child or young person is excluded from humanitarian services."

Appendix 9: Training of Trainers from Save the Children in Thailand

Course 1: Three days

Objectives:

- o Strengthen awareness and understanding of participants on Disaster Risk Reduction concepts and hazards in Thailand
- o Provide a platform for experience sharing on disasters and children's participation among partners
- o Collectively establish an action plan for further steps

Key Sessions:

- 1) DRR Key Concepts (concepts/language/terminology)
- 2) Risk and Hazard situations in Thailand
- 3) Save the Children Strategies on DRR program
- 4) Children's Participation in DRR program
- 5) Case studies of children and young peoples participation in DRR programs in Vietnam and Cuba
- 6) Working with children: learning from experiences
- 7) Working with communities and schools: Key approach and practices
- 8) Monitoring and Evaluation
- 9) Next steps: each partner organization identifies support needs.

Objective:

- o To enable youth trainers to work effectively with school students and their communities to undertake hazard and vulnerability mapping, education campaigns and proposing solutions to identified risks in their areas.

Key sessions:

- 1) What are risk and resource maps and the benefits of them? (Risk and resource map production methodology).
- 2) Preparation before going to community. (Prepare questions and important issues to be taken into account while interviewing community members).
- 3) Analysis of the collected data.
- 4) Baseline map production.
- 5) Community risk and resource map production.
- 6) Testing the drafted map with community members.
- 7) How to conduct DRR educational campaign?
 - o Principles and main concepts of DRR educational campaign.
 - o Review the collected information from the community.
 - o Educational campaign planning, production and presentation.
- 8) Evaluation of the campaign and forward planning.

Appendix 10: The Bow and Arrow Folk Song/Drama from Sri Lanka

Part 1 (Group of 4 to 5 girls)

Good Morning Motherland

Good Morning Save the Children

Good Morning Children, Parents and Teachers.

Teacher- Good Morning

Student 1- What story are you going to tell us today?

Student 2- Is it a fairy tale?

Teacher- No it is a story about Disasters.

Student 1- What is that?

Teacher- Disasters are of two types: Natural and Man made.

Chorus Song- Disasters Man Made and Natural.

Student 1- What is the meaning of Man Made Disaster?

Student 2- Killing people, firing, knives and guns....am I right teacher?

All students Chorus Song- 'Death river runs faster than us....oh it takes all human beings.....'

Student 2- Oh teacher I am afraid ...please tell us what are natural disasters?

Teacher- There are five elements in the world. Can you tell me what these are?

Student 1- They are earth, air, fire, space and water.

Teacher- Yes you are right. And these elements create tsunamis, landslides, fires, thunder and lightning. They bring great sufferings with them. All these make people suffer....they bring death and destruction with them.



Part 2

Teacher- Do you want me to tell you about tsunami?

Student 1- Yes. Yes. Talk about the tsunami.

Student 2- Why are we talking about tsunami? It never visited us. It did not come to our house.

Student 1- Have you booked a hotel for tsunami?

Chorus Song- I have seen the sky and earth, but have not seen tsunami.

Teacher- When there is an earthquake on the surface of the ocean; it creates huge mountainous tidal waves called tsunamis.

Student 2- What are the effects of tsunami?

Student 1- I will tell you and you will be shocked. A friend of mine had gone to the market to buy fish and then he saw huge waves rising from the ocean. Everyone ran towards the beach to see these huge waves of water. But he didn't because he was very scared. And then he saw people who were watching the waves....being swept away....the waves took everything with it....

Teacher- It's not a story of one or two persons....nearly 40,000 people died. And their houses and belongings were totally destroyed.

Chorus Song- Everyday it makes us cry...every minute we shiver...oh God please save us from tsunami.

Student 2- Teacher, water is alright....tell us something else.

Student 1- Tell us something about landslides.

Student 2- Teacher, landslide is the incident that happened in 2003. Am I right?

Teacher- Yes, you are right. Landslides happen due to human faults.

Student 1- Why are you putting all the blame on us...?

Teacher- Because that is the truth. Landslides occur due to human behavior like cutting of trees, digging and removing soil and blasting rocks.....

Chorus Song- Rain, rain, heavy rain...

Part 3 Similarly, cyclones and floods are explained to the audience.

Appendix 11: Excerpt from Children's Booklet on CLDRR by ACTION and Save the Children in India

1) Energizers

'On the Bank, In the Pond' - All the children sit in a circle on their knees. The floor within the circle represents a pond. When the caller calls 'in the pond' the children have to put their hands on their knees. The children have to do what the caller says, not what s/he does.

'Who is the Leader' - All the children make a circle. One child is sent out of the room. The rest of the children decide who is the leader. They move round in a circle and copy the actions of the leader. The child sent out returns to the room and has three chances to identify the leader.

'Duck, Duck, Goose' - All the children sit in a circle. One child walks around the circle, tapping children's head saying duck, duck or goose. When s/he taps a child's head and says 'goose' that child has to chase the first child around the circle. The last one to reach the empty space has to walk around the children's circle repeating the "duck, duck, goose" game.

'Cross-over' - All the children stand in a circle. A caller calls a category, e.g. all those wearing socks. If this category applies to you - you cross to another place in the circle. Last to cross becomes the caller.

'Street, child, Home.' - All the children make groups of three. Two of them hold hands and form a 'home'. The third is inside the home and is the 'child'. A caller stands alone and calls out either 'street', or 'child' or 'home'. When 'home' is called, then the children forming the 'home' have to scatter and make another home. With 'child', the child has to find a new home. And in 'Street', everyone has to change position. The caller tries to join in. Whoever is left out becomes the new caller.

'Animal Noise' - All the children are given a piece of paper with an animal on it (e.g. cow, dog, cat, or duck). They have to close their eyes and move around the room making their animal noise until they make a group of children who are the same animal.

'Knot' (problem solving) game - Children make small groups. Each group stands in a close circle and closes their eyes. They create a knot by holding the hands of other members in the circle. They open their eyes and have to work together to undo the knot to form a circle. Key lessons from the game are: working together, solving problems together, talking to each other, listening to each other.

'Communication Game' - The participants are divided in to pairs. One is A and other B. A and B sit back to back so that they can't see each other. A is given a drawing and is asked to explain it to B. B tries to draw the picture. A and B then compare the drawings: are they similar or not, and why? What did they learn from this game? What tips can they use for good communication?

'Stepping Out' - this activity can be used to help children and young people think about the inclusiveness of their initiative/organization. Children and young people line up. Each person is given a label e.g. wheelchair user, homeless young person, lives in a city, girl living in a rural area, child worker or belongs to minority group. Individuals are asked to make assumptions about this label and take a step forward when they feel they can participate in activities read out by an adult facilitator. E.g. participate in a workshop, facilitate a workshop, go to school, make new friends, represent their group, meet decision - maker, make decisions within their group, attend meeting etc. At the end the group stops and looks around. Some people have hardly moved and some have moved a lot. This exercise helps children and young people think about the barriers they may face in participating.

2) Life skills Exercise

'Special Me' - All the children are given a paper with a 'shield divided into four sections that will help them recognize their own individual strengths and interest. In the different sections the girls and boys are encouraged to write the following: my good qualities, my favorite activity, what I want to change, what I want to learn. Each child presents his or her shield.

'Tiger, Goat, Grass – man and boat' (Creative /critical thinking) - A puzzle is introduced to the children to see if they can think creatively to solve the problem. There is a man and a boat, a tiger, a goat and some grass. The man wants to take the tiger, goat and grass to the other side of the river in his boat. However, his boat is small. He can only fit one animal or grass in the boat at a time. Also, he is scared as he realizes that if he leaves the tiger alone with the goat, the tiger will eat the goat; if he leaves the goat alone with the grass, the goat will eat the grass.

How can the man get all three safely across the water?

The solution: the man first takes the goat across the river and leaves him on the other side. Then he goes back and collects the grass. When he reaches the other side he drops off the grass, and takes the goat back to the original side. He leaves the goat on the original side and takes the tiger across the river. Then he goes back and collects the goat, bringing all three safely.

'Building a Tower' (Cooperation) - All the children are divided in to groups of three: A, B and C. A's are told they can only use one hand, B's may not speak, and C's are blindfolded. B's are told they have 10 minutes to build a 1-2 meter tower and they are given paper and tape. Without speaking the B's have to find a way to communicate the task to their group. At the end of the game they analyze what life skills they used in this game. What did they learn and how can they apply the positive lessons to their children's groups?

'Win – Win Game' (Negotiation) - Arm wrestling for sweets. Pairs are asked to arm wrestle for two minutes to win sweets.

1. In the first round the tendency is for people to fight against each other in arm wrestling - few sweets are won, as most of time is spent resisting each other.
2. In round two participants are encouraged to think about how they can cooperate with one another to win more sweets. If the members cooperate with each other and don't resist, they can both win sweets.
3. In round three they are asked to think about how they can win even more sweets in 10 seconds. If one member trusts the other they can win the most sweets - as they let the other tap their hand continuously on one side.

'Why? Why? Why? (Analysis) - In groups children can analyze the root causes of common problems through asking why? Why? Why? A 'why' question is written on a long roll of paper. E.g. why are children sent to work? Children give their suggestions. E.g. children work because of family poverty. For each suggestion they again explore why. E.g. why are children sent to work? Children give their suggestion they again explore why. E.g. why is their family poor?

'Paper Chain Game' (Team work, communication, inclusion) - The children are split into groups (5-7 in each group). The groups are told that they have to make paper chains. Each group is given an equal amount of old newspaper and glue. The groups are given 5 minutes to name their group and to estimate how many paper chains they think they can make within a 10 minute period. The game is started. An observer with each group carefully observes how they work together. After 5 minutes the observers explain that there has been an unfortunate accident and blindfold the eyes of one of the group members. After another 3 minutes they tie another participant's arm behind his/her back. They continue observing the group activity until the time is up. They then start counting the knots in the chain and see if the predicated target has been met. Each group discusses what they learnt from the game. Did they meet/not meet their target? Why? How can they apply what they learnt to their children's group? This game is very useful for exploring issues of team work, planning, communication, inclusion or decision making.

'Building a Good Citizen' - A body mapping exercise can be used to explore children's ideas about what knowledge, skills and behavior you need to be a good citizen in society. One child lies down on large sheets of flipchart and his/her body shape is drawn around. The children use visual images and words inside the body shape to create the design of the body of a good citizen (i.e. big ears for listening, broad shoulders for taking responsibility etc.). Children are encouraged to reflect on whether they can be good citizens and the role of their children's organizations.

3) Visioning Exercise

'Visualization and Tree Building' - Use of a visioning exercise can help stimulate any child's aspirations regardless of their environment, content, culture, level of opportunity etc. a meditation/visualization exercise can be used to help the children dream about their children's groups and their communities in the future. Children are encouraged to find a quiet place to lie down, to close their eyes, to breathe deeply and to imagine this future. After five minutes of dreaming the children draw their individual dreams on a 'fruit shape' paper.

A big 'tree image' is drawn to represent the children's groups:

- Fruits = Vision (individual and collective)
- Roots = Individual and collective strengths
- Trunk = Strategy and action planning to strengthen the children groups (by children and adults)

All children present their dreams - their fruit - and stick them on the tree. Collectively, children (and adults) can then explore the roots of the tree - the strengths that could be drawn upon (individual and collective) and the strategy (the trunk) for reaching the fruit.

'How? How? How? (Action planning) - Write 'How ...?' on a long, wide piece of paper and draw four or five arrows coming from it. Ask a 'how question', and write down any suggestions at the end of the arrow. E.g. How do we get more children involved in our group? Explore any suggestions made in more detail by asking 'How ...?' again. The action planning resulting from the HOW HOW HOW analysis can help determine what needs to be done, by whom and by when.

Appendix 12 : "Protection of children in emergency shelters" from Save the Children in Bangladesh

MONITORING AND MANAGEMENT

- Do...** Monitor and regularly update records of the name, age and sex of all people staying in the shelter.
- Do...** Give particular attention to the children with disabilities and special needs to make their comfort a priority.
- Do...** Share centre-related information with the residents including children e.g. the rules of the centre, the times of food distribution, the schedule of how long the centre is planning to stay open and when it will be closed down.
- Do...** Try to establish a routine for the children with regular meal times, structured play times, bed times etc.
- Do...** Form a children's committee to ensure their participation in the management of the centre and relief distribution.
- Do...** Arrange for poultry and livestock to be kept in a place distant from where children are staying.
- Do...** Give the people options to keep windows and doors open or closed as needed.



Don't... Make children carry out any hazardous or strenuous work (e.g. cooking, going outside the shelter to get water, cigarettes etc). It should be borne in mind that children are not servants of the adults.



Save the Children works for

- A world where everyone grows up safe, child
- A world where everyone is healthy and happy
- A world where all children have hope and opportunity

Save the Children fights for children's rights, they achieve immediate and lasting improvements in children's lives worldwide.

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Save the Children



Protection of children in emergency shelters

A practical guide for people living and working in temporary shelters



Save the Children

Children are always at risk of abuse and neglect. During disasters this risk is increased, so we must be even more alert to children's needs. All people staying in the shelter should be treated with equal dignity and respect.

GENERAL ISSUES

- Do...** Discuss child abuse and protection related issues with children and adults regularly.
- Do...** Give special care and attention to unaccompanied children to get as much information as possible about them, and try to arrange reunification with their families where possible.
- Do...** Provide games and recreation facilities for children.
- Do...** Arrange common living spaces for all members of a family to stay closest if possible.
- Do...** Adolescent girls should be allowed safe place to stay with whomsoever she feels secure and comfortable (e.g. with mothers) and should also be provided a separate and 'restricted' place to ensure their privacy (e.g. maintaining menstruation hygiene).
- Do...** Ensure separate latrines and bathing arrangements for women and men.
- Do...** Facilitate entrance of unknown people into the shelter centres to help prevent children being entrained by strangers to go out of the centre, and also discuss with the children about the potential dangers of going off with strangers.
- Do...** Create a child-friendly environment where children would feel encouraged to openly share any problems and voice their concerns.
- Do...** Discuss with children potential risks of accidents (e.g. fire, candles, matches, kerosene stoves, open roofs and walls, electrical switches and wires etc.) and try to keep them out of their reach if possible.
- Do...** Arrange adequate and adjustable light where possible.
- Do...** Arrange the display of emergency contacts and phone numbers.

Don't... Keep children at risk of sexual abuse.

Don't... Consent or even tolerate any kind of child abuse, including physical abuse, psychological abuse or neglect.

Don't... Use children for political purposes.



HEALTH



Do... Arrange regular health check-ups of the shelter-dwellers by health workers.

Do... Follow the essential drug list suggested by World Health Organization when prescribing treatment and medication to the shelter-dwellers, including children, and also properly explain the dosages and directions of use of the distributed drugs.

Do... Use soap containing antiseptic acid to remove viruses. Also make arrangements for immediate transportation of unlabelled dwellers to proper medical facilities and ensure display of the list and address of such medical facilities in the shelter.

Do... Promote cleanliness and hygiene in the shelters through advising people to properly wash and clean all clothes received as aid before using them.

Do... Provide water and soap containing carbolic acid or Naom for people to wash their hands and feet before entering the centre.

Do... Ensure proper littering, especially disposal of used sanitary napkins and children excreta.

Do... Arrange TT vaccinations and other essential facilities for ensuring safe delivery of the pregnant women.

Do... Make necessary arrangements to control diarrhoea, worms and scabies.

Do... Make arrangements to control insects and mosquitoes through using mosquito nets to quail where possible, but staying away from burning coal and spraying insecticides to the most extent possible as there can be harmful to children.

Do... Make sure that relief items are gender appropriate and specific to their needs (e.g. sanitary napkins be provided to women and gel for their use in menstruation).

Don't... distribute medicine without advice from a registered doctor.

Don't... accept donations of medicine that are not of-date.

FOOD

Do... Arrange safe and pure drinking water and safe kitchen food (e.g. biscuits, blended food etc).

Do... Arrange at least 3 meals daily for all the children depending on their age, health and needs.

Do... Give children priority during food distribution.

Do... Consider appropriateness of aid items before accepting donations. For example, companies may seek to donate nearly out-of-date/expired food items (e.g. milk powder) for children. Again powder milk, if provided, would require clean water and cooking utensils to prepare.

Do... Notify the shelter authority of any relief package being received beyond their knowledge.

Don't... Take photographs of food distribution for publicity.

Don't... Delay food distribution and keep the people standing in queues for undue formations.

ATTITUDE

Do... Treat people residing in the shelter as registered citizens.

Do... Consult the shelter-dwellers about the appropriate time to close down the centre and risks than return to their homes. Do not necessarily use a 'first come, first go' policy as the low-lying areas that get inundated first by flood water would often be the place where flood rise up fast.

Don't... Discriminate between any children at the centre (e.g. between registered and non-registered children, group and non-group members).



Appendix 13: Structured learning activities from Save the Children in the Philippines



DISASTER PREPAREDNESS: SCHOOL SYSTEM PREPAREDNESS PROGRAM

TITLE	MECHANICS	MATERIAL REQUIRED	FACILITATOR IN CHARGE
Group Formation	Write down all the members of the team on paper. Arrange your members from shortest to the tallest. When you have accomplished this, ask your facilitator's approval and go to the next challenge.	Paper pen	
Song Activity	Learn the songs: 1. Shark Attack – The Shark Family 2. Old Banjo 3. The House at the Foot of the Hill	Copies of the song	
Riddle	Be able to answer the riddles that will be read to you by your facilitator. There are five riddles.	Workbook and copies of the riddles.	
Body Spell	Using the different parts of your body, do the body language by spelling out the terms that are commonly used in disaster management. Ask for your facilitators the words.	List of the words that have to be spelled out: e.g. geological- meteorological hazards, disaster risk reduction, Hazard mapping etc.	
Workbook check	Go to the page designated by the teacher and answer the questions. When finished proceed to your next task.	Workbook	
Disaster Drill	Teach other children what to do when there is disaster e.g. fire, earthquake, tsunami or flood.	Posters on what to do	
Safe Spaces for Children	Using the rubber mats, your group must be able to set-up a space for children in the evacuation camp. Lay out the rubber mats on the floor but work in absolute silence. Teams are not allowed to communicate with each other or use verbal communication.	Rubber-mats	
Tsunami Alert	Be able to decode the meaning of the following sirens that are being used in a Pacific Municipality to alert people on Tsunami:	Silago Alert	
Longest Line	Using whatever materials that you have and your body, connect them together to form the longest line. Remember this is a contest so your goal is to form the longest line ever. It will be measured by your facilitator.	Measuring tape.	

DISASTER PREPAREDNESS: SCHOOL SYSTEM PREPAREDNESS PROGRAM

TITLE	MECHANICS	MATERIAL REQUIRED	FACILITATOR IN CHARGE
Group Activity	Be able to get all the names of all team members and all the other details such as their address, age, grade level and their parents' names. When you have finished the task proceed to the next station.	Paper Pens	
Setting Up Tent	Build the tent together. The twist, you are not allowed to speak with each other or use verbal communication. You are given only five minutes to plan and come up with a strategy and 10 minutes to execute without verbal communication. Every offense against the rule will be points deducted to the members. When you have finished setting up the tent please proceed to the next level.	Tents Hammers Pegs	
Rescue 101	Using your knowledge on emergency response, bring 10 of your team members to a designated safe area by simulating a stretcher. Materials will be provided to help you simulate a stretcher. Make sure that your teammates are safe. No carrying above the shoulders. No carrying on the back. Use only the stretcher.	White cloth Wood Ropes Flags	SOLERT
First Aid Check	Identify the materials that are found in your First Aid Kit and be able to identify their uses as well. Write down on paper your answers.	Medical kit Paper Pens	School Nurse
Puzzle	Complete the picture puzzle...the twist...you are not allowed to communicate with each other and observe total silence.	Cut-out pictures	
Bring Me	Write down the materials that you need when there is a disaster/what to bring in a flood, tsunami, fire or earthquake.	Bags Papers Pens	
First Aid Check	Be able to demonstrate how-to's and proper treatment...	Lecture Materials for school nurse/science teacher	
Hanging Bridge	Bring all your team members across the bridge...but the twist is the hanging bridge can only accommodate one person and your team mates are blindfolded except you who can see and guide them. Leader gives instruction on how to cross the bridge without falling.	Ladder Plywood Hollow blocks Ropes	
Alladin's Blanket	Be able to bring all the team members in your group into the blanket. Fold the blanket into half. Then again into quarters. Hold your position for as long as you can.	Blanket	
Crossing the Line	Be able to get to a safe place by crossing the collapsed web without stepping on the red ropes. The person who touches the rope shall be declared out of the game.	Red twine Colored yarn/rope.	

Appendix 14 :The Socialization of CLDRR from Save the Children in Thailand

1) Risk assessment activity: Home alone

Objective - To help the children develop skills for analyzing disaster risks.



Process

- The facilitator shows the children the picture or distributes copies of it.
- The facilitator asks, "What are the risks for the child in this picture?" The children may say the child in the picture might get an electric shock, be hurt by a nail, be burnt by hot water, or crawl out the door and fall down some stairs.
- After the children reply, the facilitator asks, "How risky do you think it will be?" or "How great will be the impact of the possible harm?" The children may say there is a very high risk of great danger, even the loss of life, if the child crawls outside and is hit by a car, or if the door to the stove is left open or the child tries to reach the pot of boiling water.

The facilitator explains that the children's answers are a way of identifying or analyzing the scale or the extent of the risk of possible negative impacts on the child.

- The facilitator then asks, "What do you think could be done to solve the problem of the risks for the child?" The children may say the child should not be left alone or that the room should be redesigned to prevent danger (e.g. the electricity sockets could be moved higher, the stove should be turned off, the door to the room should be kept closed, and things on the floor should be cleared away).
- After the children reply, the facilitator explains that the children's suggestions are forms of 'risk management' or 'risk reduction'. That is, they have thought about the risk of the child being harmed and then thought about ways to limit or reduce that risk.
- The facilitator may conclude the activity by presenting the table below to give the children a summary of the discussion.

The situation: A child is left on their own in a room where the door is open to the outside.

The risk: The child might crawl out of the house and be harmed.

Will there be a great impact? Why? Yes, because the child is too young to know that it is dangerous outside.

What should we do? Close the door to the room and ensure an adult is there to look after the child properly.

Note for the facilitator

In conclusion, note that the main steps in reducing risk or managing risk are to:

- o Identify risks by thinking about and listing the potential risks.
- o Analyze the types and extent of risks.
- o Think about ways or measures to reduce or manage the risks identified. Think about: prevention, reduction, elimination.

2) Risk assessment activity: Natural hazard risks

Objective - To help the children develop skills for analyzing disaster risks.

Process

- a) The facilitator divides the children into three groups and gives each group a topic and questions to discuss. Each group should answer the questions below.
“Suppose your village or town faces this type of natural hazard every year.”
 - o Group 1: Flood
 - o Group 2: Landslide
 - o Group 3: Typhoon (or hurricane)
 - i. What do you think are the risks for your village or town if this natural hazard occurs?
 - ii. Which groups of people in your village or town would potentially be at the greatest risk of being harmed?
 - iii. What should people in the community do to prepare themselves so that they reduce the risk of harm?
- b) Each group is asked to discuss the questions for about 20 minutes and to write their answers on flipchart paper.
- c) The groups give a brief presentation of their responses.
- d) The facilitator encourages the children to discuss in detail the groups of people in their community who may be at the most risk of harm (e.g. children or the elderly). This discussion leads to the next step.

3) What is ‘vulnerability’?

Objective - To encourage the children to analyze ‘vulnerability’ in relation to a hazard or a disaster, so that they know which groups of people in their community may be at more risk of harm than others.

Process

- a) The facilitator explains to the children that ‘vulnerability’ means the potential to be easily hurt or harmed.
- b) The facilitator asks the children to work together in the groups they were in for the previous activity. They should discuss which groups of people in their community are most at risk or vulnerable to a natural hazard. The children also may offer suggestions based on other natural hazard situations.
- c) The facilitator writes on a flipchart the groups of people identified.
- d) The facilitator asks the children to discuss in their groups why they think the identified people are vulnerable.
- e) If the children do not readily identify all vulnerable groups, the facilitator asks questions to lead them to identify such groups. “Are small children vulnerable when there is a disaster?” “Why?” “What about elderly people?” “Why?”

Vulnerability is the potential to be easily hurt or harmed.

Elderly people may be physically weak and in poor health. They may be nervous and also feel strongly that they do not want to leave their homes no matter what. They may lack access to information. Many older people do not want to be seen as a burden for their children and so they may not easily accept their children’s help.

Small children do not have the physical skills or coordination of older people. Curiosity can lead them to danger. They are too young to know how to set priorities, and do not have the knowledge and information that older people may have. They are less able to control emotions and may experience very serious psychological effects as a result of distressing situations.

Adolescents may be less able than older people to control their emotions, they may be quick tempered, and they may be easily influenced by their peers in a negative way. They may be curious and keen to try new things. Adolescent girls may be at risk of sexual harassment or assault in the chaotic situation created by a natural hazard. Adolescents may feel guilty if they cannot help or look after their family members.

Women may place the welfare of their children and families (and even their belongings and property) above themselves. They may be physically less strong than men and they may lack access to information. Their cultural perception of themselves and their role in the society may put them at risk. E.g. in India it was reported that some women drowned during the 2004 Indian Ocean tsunami because they had not dared to get out of the water naked.

Marginalized groups may be people with disabilities, street children, people forced to be beggars, migrant workers, displaced people and people of ethnic minorities. They may lack information and education and have only limited access to social services. They may have an illegal status (e.g. if they are an undocumented immigrant). They may experience social discrimination that causes insecurity in their lives.

4) What is 'capacity'?

Objective - To encourage the children to analyze 'capacity' in relation to a hazard or a disaster so that they know which groups of people in their community may be safe and therefore able to help other people.

Process

- a) The facilitator asks each group of children to discuss which groups of people in their community would be less vulnerable (less likely to be hurt) than others if a natural hazard occurred (a flood, a landslide or a typhoon). Each child is given at least two paper cards on which to write their answers within five minutes. Their replies may include community leaders, strong people, people with traditional wisdom, etc.
- b) The facilitator asks the children to stick their paper cards on a flipchart (one flipchart for each group). The children are encouraged to read the cards and group the answers into categories.
- d) The facilitator asks each group of children why one group in the community is less vulnerable than others. The facilitator writes the replies on a flipchart. The replies may include the following.

Who is less vulnerable?

- o People who go to work outside the community and the hazardous zone.
 - o Community leaders who may have good knowledge about the community because of their role in its management (e.g. in setting up infrastructure or services). They may have better access to services and information than other people.
 - o Working-age people may be more emotionally mature than younger people. They may have better skills to make good decisions and therefore be more able to deal with a difficult situation.
 - o People in the civil service, teachers and those whose work relates to information may be at less risk.
 - o People in good physical health are better able to help themselves and others.
 - o People who have absorbed traditional wisdom and are aware of historical and other information about hazards and disasters may be less vulnerable. E.g. in southern Thailand, the Moken people pass on an understanding of the warning signs of an approaching tsunami from generation to generation.
 - o People in big families may cope better because they are able to depend on one another physically and emotionally.
- e) The facilitator summarizes, noting that the examples given show that some people in the community are less vulnerable than others. They have some kind of ability or skill or knowledge to deal with a difficult situation. These abilities, skills and knowledge are known as 'capacity'.
 - f) The facilitator may use the information below to further explain 'capacity'.

Capacity is an ability to cope with a difficult situation.

It means having skills and knowledge to respond and prepare for a risk.

There are various aspects of capacity. The capacity to survive and recover in a difficult situation includes skills such as the ability to:

- o Run quickly.
- o Swim quickly.
- o Obtain funds to build a strong house in a safe area.
- o Know what to do during a crisis, such as storing belongings in a safe place, keeping good stocks dry, not drinking contaminated water, etc.

With proper support, a person's capacity can be increased and developed. The capacity of vulnerable groups can be strengthened by:

- o Promoting opportunities for people to access information, including creating an accessible information channel.
- o Raising awareness and educating people to be aware of the needs of vulnerable groups.
- o Reducing the gap between vulnerable people and other people, including acting to end discrimination against marginalised people.
- o Including a course on disaster preparedness in schools.

5) Revision of definitions

Objective - To ensure the children have gained a clear understanding of key terms and concepts relating to disaster risk reduction.

Materials: Two balls, one big and one small (e.g. a football and a tennis ball).

Process

- a) The facilitator reviews the definitions of terms as follows.
A hazard is a human-made or a natural danger that causes damage to people, property and the environment.
A disaster is a human-made or a natural hazard that causes such great damage and loss of life that the affected community cannot cope.
A risk is the potential for something to go wrong or for something harmful to occur.
A risk assessment is a survey or a study that investigates monitors and anticipates factors that combine to create a potential for something to go wrong and thereby harm children and adults in a community.
Managing or reducing risk means acting to limit the possibilities for something to go wrong, being prepared so that the risk of disaster is reduced, and also being prepared to deal with the effects of a disaster if one occurs.
To be prepared is to make individuals and communities ready for a potential natural hazard so that they may prevent or reduce loss of life and damage to property and the environment.
Vulnerability is the potential to be easily hurt or harmed.
Capacity is an ability to cope with a difficult situation. It means having skills and knowledge to respond and prepare for a risk.
- b) The facilitator may choose to ask the children play a game in order to strengthen their understanding of the key terms and concepts discussed. The children do not need to play the entire game outlined in the next steps.
- c) The facilitator asks the children to stand in a circle and then explains to them the rules of the game. There are two balls that the children have to throw to one another. The first ball to be thrown is bigger than the second ball. The bigger ball is to be thrown in sequence round the circle from one child to another (not across the circle). Once the bigger ball starts to pass round the circle, the smaller ball will be thrown in the same manner. Whoever receives the bigger ball must try to throw it to the next person quickly before the smaller ball catches up. Those with the smaller ball must try to throw quickly so that it catches up with the bigger ball. The game ends when the smaller ball catches up with the bigger ball.
- d) The facilitator begins the game by throwing the bigger ball to a child, and then throwing the smaller ball. The facilitator allows the children to play the game for a few rounds.
- e) At the end of the game, the facilitator explains that the bigger ball is like a bomb and the smaller one is like a match. The children had to try not to let the two meet at the same place because there might be great danger if the bomb is ignited by the match.
- f) The lessons from the game allow the facilitator to note that we can consider the bomb (the bigger ball) to be a community's vulnerability and the match (the smaller ball) to be a possible hazard. A community will be safe if the hazard and the vulnerability do not cross paths. But it is possibly dangerous if they do cross paths. E.g. a tsunami is a hazard. The fact that people live in a hazardous zone where a tsunami might strike is the community's vulnerability. If a tsunami occurs, the potential for a disaster is high. But if the community is prepared to deal with such an event and has knowledge and information about such situations, the capacity of people to deal with the hazard can be improved and the risk of a disaster can be reduced.

Appendix 15: A guide to training to conduct community assessments from Save the Children in Thailand

1) Baseline mapping

Objective: To help the children determine which basic information about their community is useful for a risk and resource community map.

Materials: Copies of a baseline map flipchart paper or cardboard, coloured pens or pencils.

Process

- The facilitator explains to the children that a baseline map shows basic information about the community, such as public places, houses and other buildings, roads, etc.
- The facilitator divides the children into three groups and gives each group a sample of the baseline map. The children are asked to look at the map and note what kind of information it shows.
- The facilitator asks each group to present their findings, and then summarizes the information shown in the baseline map.
- The facilitator asks each group to make a baseline map of their own community, using the flipchart paper or cardboard and the coloured pencils. Allow 30 minutes for this work.
- The facilitator asks each group to present their findings and then summarizes the presentations, noting information about public places, resources, the homes of community leaders, etc.
- The facilitator concludes by pointing out that all the children are able to participate in making a baseline map because they are all members of the community so know things about it.

Note for the facilitator

- The children's maps will reflect their knowledge, skills and attitudes. The facilitator can learn about the children by looking at their maps. The maps may be used later as tools for evaluation and interviews when the children conduct their research in the community.

2) Preparation before fieldwork

Objective: To prepare the children for fieldwork involving observation of their physical and social environment and contact with community members to gather information for a risk and resource community map.

Process

- The facilitator asks the children to think about what kinds of topics and issues they think they should ask people about when they conduct their field work by interviewing people in the community. The facilitator may ask, "When you go to do research about disaster prevention in the community, what are you interested in? What information do you want to know?"
- The facilitator explains to the children that these questions will be a guide for them as they collect information. The replies from community members will be used to produce a risk and resource community map as well as an educational campaign (which will be discussed later).
- The facilitator divides the children, according to their interests, into three groups: a health group, a community group and an environmental group. The facilitator may choose to arrange the groups in different ways depending on the target community.

Health group: investigate health issues such as sources of contamination (water, food, chemicals, etc.), disease carriers (insects, livestock, etc.), garbage and sanitation management, health services, health personnel, existing health problems and groups that are vulnerable to health problems.

Community and social group: investigate social problems in the community, the groups and individuals that are vulnerable to disaster, educational opportunities for children and others, the status of people of various ethnicities, which people can lead and help communities.

Environmental group: investigate environmental issues such as the condition of housing and other buildings (durability), community infrastructure such as water and gas pipes, electricity cables, roads and bridges, etc. This group should also study the environmental conditions of the community, for example mangrove areas, early warning locations etc.

- d) After the children gather into groups, the facilitator talks with each group to ensure the children understand the issues they have been assigned to deal with and the questions asked of them. The facilitator discusses interview methods and helps the children to assign tasks among themselves (interviewing, note-taking, map drawing, etc), according to the information below.

Environment	Health	Community
<ul style="list-style-type: none"> o Stability of homes and other buildings o Condition of infrastructure such as water facilities, electricity cables, gas pipes, roads and bridges o Communication tools and practices 	<ul style="list-style-type: none"> o Health centers and hospitals o Health-care personnel such as health center workers (doctors, nurses, aides) and health-care volunteers o Garbage and sanitation management o Sources of disease and disease carriers 	<ul style="list-style-type: none"> o Who are the vulnerable groups? (Children, elderly, people with disabilities etc) o Do all children in the community go to school? o Community meeting places and centers o Which agencies work in the community and what do they do? o Safe areas for evacuation
<p>Aim of the interviews</p> <p>1. Hazards and risks</p> <ul style="list-style-type: none"> o Do people in the community know what hazards and risks are in the community? o Do people know where hazardous areas are located according to different hazards? (The group may be choosing to focus on one hazard or may be gathering information on multiple hazards.) o Do people know which groups of people are vulnerable to each hazard? o Do people know what kinds of behavior may lead to risk or disaster in response to each different hazard? <p>2. Community plan</p> <ul style="list-style-type: none"> o Does the community have a prevention plan (for each hazard)? o If so, what does the plan prepare for and who made it? <p>3. Child and youth participation</p> <ul style="list-style-type: none"> o How do children participate in community affairs? o Do children have the opportunity to participate in meetings (with adults)? If so, how does this occur? o Do children have the confidence to express publicly their opinions about community affairs? 		

3) When children are in the field

Objective: To gather information for a risk and resource community map.

Process

- The facilitator should coordinate with community members about the children's field trip before the trip is conducted.
- The facilitator organizes the children in the three groups to visit individuals in the community according to each group's area of interest. They are to collect information according to the guidelines above, by means of observation and discussion (e.g. in focus groups and interviews with key informants such as community leaders, public officers and external agencies that work in the community).

Guide for focus group discussions Why organize a focus group?

- o To encourage community members to think about disaster risk reduction
- o To collect information about previous experience of disasters
- o To identify risks in the community
- o To identify people and resources in the community to help cope with hazards
- o To encourage adults to become allies who support the mapping activity

4) Analyzing disaster experiences

Objective: To help the children recognise the past experience of community members as important information for preventing future disasters.

Process

- a) The facilitator summarizes and explains to the children the benefits of understanding the community's previous experience of hazards and disasters; and how to achieve such an understanding. They also explain the benefits of understanding the community view of their own strengths and capacities. The children may talk with key informants such as the elderly, community leaders, religious leaders, government officers such as teachers, or others who have knowledge about the community and its history.
- b) The facilitator asks each of the three groups of children to look at the interview guidelines below.

Sample interview guidelines

- 1) Environmental and infrastructure issues
 - o What kinds of hazards or disasters have occurred in the area previously?
 - o How did these affect the community? (Individual buildings, roads, bridges etc.)
 - o Where were the effects felt? (near or far from the community)
 - o What damages and losses occurred?
 - o What was the source of the hazard?
 - o Have any improvements been made since the last hazardous event or are the same risks still there?
 - o Does the community have a plan to deal with the hazard?
- 2) Health issues
 - o What kinds of hazards or disasters have occurred in the area previously?
 - o How did these affect the health of people in the community?
 - o Which groups of people are vulnerable to the hazard?
 - o Does the community have a plan to respond to the health issues caused by the hazard?
 - o Which people in the community have been/are able to help with health issues at times a hazard strikes? Are they still able to help in the future?
- 3) Community and social issues
 - o What kinds of hazards or disasters have occurred in the area previously?
 - o What were the social impacts of the hazard?
 - o How many people in the community know about the hazard and how do they know?
 - o Which individuals in the community may be most at risk?

5) Analyzing the findings

Objective: To help the children use the information they have gathered to prioritise hazards of concern to their community.

Process

- a) After the children have conducted their field studies, the facilitator asks each group to discuss their findings, thinking about the following questions. What are the main hazards or disasters that have occurred in this community? Why is that so? What are the risks to the community? What resources does the community have to deal with such situations?
- b) The facilitator asks the groups to make a presentation of their findings and analysis to the whole group.
- c) The facilitator writes the findings on a flipchart and summarizes the main hazards identified by each group (e.g. a flood, a landslide or a typhoon).
- d) The facilitator asks the children to decide together about one kind of hazard which they will all focus on in preparing a community map. Usually, it is necessary to consult an expert and to collect information systematically before deciding on which hazard to map. In this case however the facilitator may guide the children to use the following criteria: How often might each different hazard occur? How great an impact might each hazard cause? (The facilitator may choose to ask the children to prepare maps of risks and resources for each of the different kinds of hazards in turn but it is helpful to start with one agreed hazard to develop a first map.)

6) Creating a map of risks and resources

Objective: To help the children define the focus of their risk and resource community map and begin to construct it.

Process

- a) Once the children have decided which kind of hazard they will focus on in their map, the facilitator explains that the children need to make an agreement about some things before they begin to draw the map. The facilitator may write these topics on a flipchart.

Let's agree on ...

- o Which kind of hazard will be the focus of the map?
- o How big an area will the map cover (which communities, which schools, etc)?
- o What colours will be used to identify different levels of risk in different areas? Usually, red means very risky, orange or yellow is moderate risk and green signifies the least risk.
- o What symbols will be used to depict various things in the community (homes, schools, hospitals, etc)? It is best to make sure the symbols are easily understood by everyone.
- o Where exactly are the community's risks and resources to be found?
- o Where is north (cardinal direction)?
- o What is the scale of the map?
- o Who will do what tasks for the mapping and how will they do these tasks?
- o What will the map be called? The name should explain which hazard is depicted, the area covered and who has made the map.

- a) Once the children have agreed on these issues, the facilitator asks them to prepare a list of things that need to be included in the map and to work together to create symbols for the map.
- b) Next the map itself is drawn. The children may help each other to sketch the map or assign friends who are good at drawing. They should be advised to use a pencil to make the first draft. All the children then are to work together to include agreed information and symbols in the map.

7) Cross-check the map's information

Objective: To encourage consultation with community members to assess the accuracy of the map and to make revisions as necessary.

Process

- a) The facilitator explains to the children that when they finish the map they will be expected to consult adults who are experts or who have special knowledge on the issues and to check that people in the community understand the map. This is a way to check that the information in the map is accurate and clear and to gather comments that will help to improve the map, by making revisions or adjustments as necessary.
- b) Adults with special expertise to help the children may include geography teachers, school directors, village chiefs, and officers from the Department for Disaster Prevention or the Disaster Warning Center.

8) Disseminate the revised map in the community

Objective: To distribute the map so that all community members have the opportunity to learn more about disaster risk reduction.

Process

- a) The facilitator asks the children to make a plan for alerting their community to the information in the map. The facilitator explains that the map will be distributed in the community and asks the children to offer suggestions about where it should be shown, in a way that everyone in the community is able to see it.
- b) The facilitator advises the children that when they distribute copies of the map in community centers (e.g. in grocery shops, religious centers, on bridges, etc) they should explain the map to people. They may tell people that the map is part of a campaign to reduce the risk of disaster in their community.

9) The map's benefits in preventing hazards

Objective: To help the children recognise that their map of risks and resources could be part of a wider education campaign on disaster risk reduction.

Process

- a) The facilitator explains to the children that their map could be used to develop a campaign to reduce the risk of disaster, and could be part of a larger disaster prevention map to be used by schools and the wider community.
- b) The facilitator explains that adults and children in many areas have benefited from similar maps made in communities for example in Cuba, Nias, and in Southern Thailand. The director of a school has used the map to improve the community's disaster prevention plan and elsewhere adults asked children attending a school to produce a map of risks and resources which was to be distributed among community members to help them all.

Appendix 16: A guide to producing campaign materials and activities from Save the Children in Thailand

Step 1: Assess the situation

Materials: Paper, cards, flipchart paper, marker pens, sticking tape, explanatory slide presentation or handouts.

Process

- a) The facilitator leads a discussion about situation assessments (what is a situation assessment and why do it, etc.)

If the children are in high school or above:

- o Talk about research experiences. Have the children done research before, how did they do it?
- o Link the children's experiences with the assessment activity so that they can see that a situation assessment requires the same skills as their previous research work (collecting information on attitudes and risk behaviors among different groups of people so that a target group may be defined).
- o Explain the assessment principles so that the children appreciate the activity. Use slides or distribute handouts.

If the children are in primary school:

- o Ask the children what do people normally do when they want to know about something. Suggest that finding out things often requires asking questions and collecting information, and then discussing the information together so that it is jointly understood. This kind of activity is an assessment of a situation, or a situation assessment.

- b) The facilitator encourages the children to assess the situation regarding risk in their community, based on the field research they have already conducted. The facilitator leads the children by asking them to review the information they have gathered, according to the questions below.

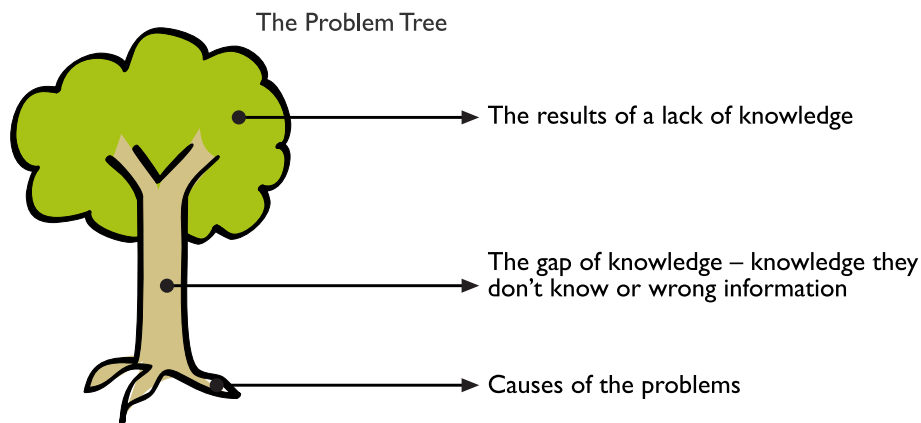
Situation assessment framework

- o What kind of hazard is the greatest risk to the community? Why?
- o Where and when (frequency) has a disaster occurred?
- o What were the effects of the disaster?
- o Which people were affected by the disaster?
- o What kinds of things increased the risk of disaster (what knowledge was lacking, what was the attitude and behavior of people)? E.g. people may not know about the risk, they may not know about evacuation routes, or they may refuse to evacuate.
- o What knowledge, attitudes and behavior would help to reduce the risk of a disaster?
- o What resources already exist in the community for communicating information? E.g. are there local media and national media (radio, television, newspapers and magazines), community meeting and discussion places (town centers or halls, religious centers, etc), communication agencies and officers (for local councils or government bodies with responsibility for public safety, health or weather alerts, etc)?
- o What communication resources do not exist in the community and can that be changed?

- c) The facilitator helps the children summarize their situation assessment.
- d) If it appears there are gaps in knowledge then the facilitator may encourage the children to assess further the risk situation in their community by doing some/all of the following activities.

Situation assessment activity: The Problem Tree

- i. The facilitator asks the groups each to other draw a picture of a big tree on a flipchart. The tree should have roots, a trunk and leaves. The facilitator may have already prepared an example drawing, like the one below.



- ii. The facilitator encourages the children to think about and discuss what their community does not know about the hazard that poses most the risk (recall the situation assessment framework) and what information the community has that may be wrong or misleading. Ask the groups to write their answers on paper cards or on a flipchart.
- iii. The facilitator asks the groups to choose the most important example of 'wrong information' or 'information that the community does not know'. They should write the answer in the middle of the tree trunk on their flipchart. E.g. the community may not know how to prepare to cope with a flood.
- iv. The facilitator asks the groups to think about why the community may not have knowledge (causes of problems) and to write the answers on the tree roots on the flipchart. E.g. community members may think they are not at risk of a flood, or it may be that no one has ever given them good information or warned them about the risk.
- v. The facilitator asks the groups to think about what happens when people do not have good information (knowledge) and to write the answers in the tree's leaves on the flipchart. E.g. people may die, property may be destroyed, etc.

Step 2: Planning

Materials: Flipchart paper, marker pens, slide presentation outlining the steps for producing campaign materials and activities, documents and notes from the field research, examples of campaign materials.

Process

- a) Choosing the target group
 - i. The facilitator explains the meaning and classification of target groups.

The main target group: People whose attitudes and behaviors the campaign will aim to change.

The secondary target group: People who have an influence on the attitudes of the main target group.

Example: A pamphlet to campaign about safety in the case of an earthquake mainly targets women who work at home. A secondary target group is children because they have an influence over women who work in the home (their mothers). In the Cuba project, where this was the situation, children conducted a safety campaign with women who worked at home.

- ii. The facilitator asks the children to choose one main target group and another secondary target group for their campaign, according to the criteria below.

Target group selection criteria

- o The group of people most affected by a disaster. This group may be defined by looking at areas where most deaths and injuries have occurred previously, as well as assessing which groups in those areas are most vulnerable.
- o A secondary group comprises people who have influence on the thoughts and actions of the main target group. E.g. it may be difficult to change the attitudes and behavior of elderly people, but their children may be able to do this more effectively than others in the community.
- o Access to the main target group. Although the group defined as a main target may be greatly affected by a disaster, an effective campaign cannot be conducted without access to that group - so ensure access is possible.

- iii. The facilitator encourages the children to analyze their reasons for choosing particular target groups. They should link their decision with the information they have already received from the community during the field work.

b) Setting objectives

- i. The facilitator explains that the objectives of communication materials and activities amount to the changes that are expected to occur among the target groups in terms of knowledge, attitudes and behavior as a result of the campaign.
- ii. The facilitator asks the children to review the results of their group work on situation assessments and choosing a target group.

Situation assessment

- o The target area (community or school) is ...
 - o The hazard is ...
 - o The problems relating to knowledge are ...
 - o The causes of the problems are ...
 - o The results of the problems are ...
 - o The affected groups are ...
- The target group therefore is ...

- iii. The facilitator divides the children into small groups again and asks each group to work together to answer the following questions, based on the information above. Explain that if the children can estimate how many people they aim to reach in each target group, this will help them later when they assess how successful they have been in their campaign (evaluate the outcomes).

The target group

- o Identify the target groups (main and secondary). Give reasons.
- o Identify the objectives of the campaign. If possible, estimate how many people the campaign aims to reach.
- o Analyze what resources are available for communicating information. E.g. local media and national media, community meeting and discussion places, communication agencies and officers.

- iv. Ask the groups to give brief presentations of their discussions.

c) Message preparation

- i. The facilitator explains what is meant by 'message'. A message is a statement to be transmitted to the target group, in language that is easy for people to understand and remember. The message is based on the campaign's objectives.

Preparing the message	
Components <ul style="list-style-type: none"> o Main idea o Clarity and simplicity (vocabulary, presentation) o Concise statement (a slogan) o Attractive and interesting (eye-catching pictures and colors, appealing music etc) 	Slogan <ul style="list-style-type: none"> o Main message o Secondary message

- ii. The facilitator asks the children to look again at their flipcharts on the situation assessment and the objectives they aim to achieve through their campaign materials and activities. They should use that information to summarize the message they want to send to the selected target groups.

Situation assessment	Communication objectives
<ul style="list-style-type: none"> o The target area is ... o The hazard is ... o The problems relating to knowledge are o The causes of the problems are ... o The results of the problems are ... o The affected groups are ... o The target group therefore is ... 	<ul style="list-style-type: none"> o The main target group o The secondary target group o Strategic alliance o Communication objectives o Communication resources

- iii. The facilitator encourages the children to think about and discuss the campaign's message in light of the above. Ask them to summarize their discussions on a flipchart, noting
- 1) The slogan
 - 2) The main message
 - 3) The secondary message

d) Choosing which media and materials to use

- i. The facilitator explains the variety of media and materials commonly used for campaign activities. E.g.

Media	Materials
<ul style="list-style-type: none"> o Print media (newspapers, magazines, newsletters) o Art (posters, pictures, calendars) o Radio o Television o Music and songs o Community media (stage dramas) o Contests o Festivals o Sports events 	<ul style="list-style-type: none"> o Posters o Pamphlets or brochures o Advertisements o Work plans o Cassette tapes and CDs

- ii. The facilitator explains that some media or materials may work better than others depending on the community, its situation and the target group. Repeat, however, that all media and materials will need to be:
- 1) Attractive
 - 2) Easy to understand (clear, concise and concrete)
 - 3) Participatory (inviting people's involvement through the use of visual and linguistic symbols)
 - 4) Acceptable within the culture
 - 5) An encouragement to people to take action

- iii. The facilitator presents examples of attractive and effective media and materials that the children may have seen in their daily lives, and which include the above components.
- iv. The facilitator asks the children to choose the type of media and materials they want to use in their campaign (such as posters, radio spots, a stage drama, a puppet show). They should think about the lifestyle of the target group and how suitable the media and materials will be in appealing to them and reaching them. (E.g. elderly people may be more likely to listen to the radio at home than to see a poster in the street.) Consider: Can the children prepare the media and materials themselves?
- v. Once the children decide on suitable media and materials, ask them to work in groups to prepare different things. E.g. one group may work on a poster, another group may devise a radio spot, while another may develop a stage drama.

Appendix 17: Training of Children's Task Force Groups (TFGs) from Save the Children in India

The TFG members undergo training on various skills and are equipped to train the rest of the community members. The TFGs in the project villages are given training in the following skills that will be useful to cope with the impact of disasters:

- 1) **EARLY WARNING:** Members of this group could be boys and girls of the school/village (12-18 years old.). They will be trained to understand radio warnings and act fast to spread the warning throughout the village during the time of an emergency or disaster.

Pre disaster:

- o The group has to monitor weather forecasts through wireless (if available), radio bulletins and TV throughout the day without fail.
- o Transportation and communication aids are needed to pass on warnings to the entire village. Cycles, carts, boats and other transport and megaphones, drums (dandoras) and other communication aids should be obtained and inspected in each cyclone season, to ensure that they are in working condition and stored in accessible places.

- 2) **EMERGENCY RESCUE:** The members of this group need to be physically strong. They have to be trained in evacuation and rescue methods.

Before cyclone:

- o Maintain information about fishermen and shrimp seed collectors and the areas in which they work.
- o Identify safe routes: To reach them and or their evacuation.
- o Keep transportation ready for e.g. carts, engine boats, rafts and other modes of transportation. They should be inspected and kept ready for use to evacuate people.
- o Prepare a rescue kit which contains: a paddle, rope, iron hooks to tow belongings and / or other rafts, container to bail out water, torches, a transistor, an anchor, a first aid kit, life jackets or tires and other floatable objects.
- o Also keep some tools handy such as cutting saw and blades, crowbar hammer, nails etc, to cut the fallen trees, to rescue people stuck under the fallen houses.
- o Identify highlands for evacuating cattle and store fodder/feed/water enough for a week.
- o Pick up fishermen at sea and shrimp seed collectors from the sea and river banks.
- o Help vulnerable groups collect their belongings and evacuate. Ensure that everyone knows which shelter to go to and reach there before the cyclone strikes.
- o Secure rescue boats and rescue kits during the cyclone
- o Start evacuating cattle well in advance, so that it does not stuck on the way.
- o The group must be in indoors before the cyclones strikes and also ensure no one leaves the shelter during the cyclone.

Post cyclone:

- o Inspect the village and bring in stranded and injured people.
- o Clear the roads, at once, off fallen trees and debris and restore communication and transport.
- o Rescue people stuck under fallen houses or elsewhere as soon as possible.
- o Maintain a "missing persons" register and update it after each rescue trip. Assist government in enumeration of property
- o Help transfer the injured and wounded people to the nearest hospital or medical camp.
- o Transport doctors and other relief volunteers to the village.
- o Help the relief group to transport relief materials into the village
- o Contact officials and get assistance to get necessary things done.

It could be help to carry out a mock drill for evacuation by this group, on a designated rainy night, when it is dark (remove electricity). It will give a fair idea of what problems need to be tackled at such times.

3) FIRST AID: There should be equal number of men and women in this group. The members will have to go through intensive training for first aid.

Before cyclone:

- o Maintain a list of pregnant women, infants, the disabled and sick and old in the village. Ensure that their medical needs are met.
- o Stock a first aid box with disinfectants, water purifying tablets, vaccines, antiseptics, medicines, bandages, splints, scissors, blades, iodine, ointments, antidotes to snake and scorpion bites, ORS sachets, clean cloth and so on, well in advance.
- o Distribute basic medicines (chlorine tablets, ORS sachets etc) and demonstrate their use, to families in advance.

During cyclone:

- o Move the stocks and first aid kits to the cyclone shelters.
- o Look after the medical needs of the evacuees.
- o The group must be indoors before the cyclone strikes and also ensure that no one leaves the shelter during the cyclone.

Post cyclone:

- o Attend to injuries and traumas of rescued people.
- o Inform the relief group about medical supplies that are running low
- o Help doctors and paramedics shift the ill and the injured to hospitals
- o Isolate cases with infectious diseases and prevent from spreading.
- o Give vaccinations and preventive medication if there is a danger of epidemics like cholera, gastroenteritis, dysentery and malaria spreading.

4) RELIEF CAMP MANAGEMENT: the members of the group collect distribute relief materials such as food, supply, utensils, clothes, kerosene, diesel etc. and coordinate all the relief requirements of the other action groups.

Before cyclone:

- o Mobilize stocks from the government e.g. water pouches, food grains, dry rations, medicines, torches, hurricane lamps, kerosene, firewood for cyclone shelters in advance.
- o Stock temporary rebuilding materials e.g. bamboo, rope, tarpaulin, asbestos sheets and other materials that will be needed in the post cyclone stage.
- o Stock food and medicine requirements for the various vulnerable groups.
- o Interact with the other groups and help them get their supplies.
- o Decide on the quantity of relief materials to be allocated to each shelter according to the number of families they can cater to.

During Cyclone:

- o Move the relief supplies to the respective cyclone shelters.
- o Monitor the relief stocks and make a list of things to be replenished.
- o The group must be indoors before the cyclone strikes and also ensure that no one leaves the shelter during the cyclone.

Post cyclone:

- o Receive, stock and distribute relief materials.
- o Replenish stocks immediately that are running low.
- o Help monitor and distribute relief that comes into the village from the government and other sources.
- o Continue providing people with food, clothes, water and medicines until they are able to fend for themselves.

Of course all the above mentioned responsibilities will be taken care by the children with the support of adults in the communities.

SYLLABUS FOR FIRST AID TRAINING FOR THE TFGs.

- 1) INTRODUCTION
 - o What is First Aid?
 - o Principles of First Aid
 - o Cardio Pulmonary Resuscitation
- 2) FIRST AID TO INJURIES
 - o External and internal – wounds, bleeding, fractures, head injuries, shocks and burns
- 3) FIRST AID FOR DROWNING CASES
 - o Treatment of conscious and unconscious persons
 - o Artificial respiration (Holyger Nelson method, Scaffers method, mouth to mouth method)
- 4) FIRST AID TO FIRE VICTIMS
 - o Starvation, Cooling and Smothering / blanketing
 - o Rescue of fire victims
 - o Do's and don'ts
- 5) FIRST AID TO POISONING ANIMAL BITE
 - o Snake, scorpion, dog
 - o Bandage, revival measures, etc
- 6) FIRST AID BANDAGES
 - o Types of bandages – roller and triangular
 - o Triangular – (Head, chest, long arm sling, knee, palm, chin, short arm sling, stick arm sling, foot)
- 7) RESCUE METHODS
 - o Manual carries - fire persons lift, pick a back, single human crutch, double human crutch, cradle carry, Chair carry, dragging, etc.
- 8) USE OF LOCALLY AVAILABLE MATERIALS
 - o Emergency stretcher
 - o Floating devices
 - o Any other indigenous knowledge (from participants)
- 9) INFECTION CONTROL
- 10) FIRST AID KIT

Appendix 18 :Structured learning exercises from Save the Children in the Philippines.



HEALTH AND NUTRITION AND POSITIVE LIFESTYLES

Title	Mechanics	Materials Required	Facilitator/ In-Charge
Group Activity	Bring your group to the school clinic and measure the actual height and weight of all of your members. Record them and when you finish present them to your facilitator and then proceed to your next task.	Paper pens Measuring tape Weighing scale	
Proper Way of Washing Hands	Teach all of your members how to wash their hands properly as you have learned in the BHP training. Let all your members wash their hands properly. When your facilitator approves of the task, proceed to your next station.	Soap Water Table Basin	
Human Knot	Have two groups of 10 members. When you do not have enough members, ask for participants from the audience. Form a circle and ask the facilitator for the directions to play the game. When you are unable to solve the problem, try again methodically. If you are able to solve right away, you may proceed with your next task.		
9 Joints Exercise	Teach the other children to do the proper way of exercise –using the grounding, proper breathing exercise and the 9 joints exercise. Spend 10 minutes on the exercise. When you have completed your tasks, proceed to the next task.	Stopwatch Picture/chart of the joints human body.	
Action Song	This is the way...with a twist. Learn to sing the action song: This is the way I brush my teeth...I comb my hair...etc. Assign a task to each of the member without repeating the action of the previous team members. Your performance will be rated. When able to complete the pattern, proceed to the next station.		
Charade with a twist	Assign one member who will sit on the “it” chair. The “IT” is responsible to identify and guess the actions/gestures/movements of the rest of the team members. There are 15 items that you need to guess. When you have completed the game, go to your next station.		
Connect the body parts	This game is played by few members only so the group must be able to identify who will play the game. Using the part of the body that is assigned to the member, the other members connect to that body parts and moved to a designated area and back to the point of origin. The next member connects with the team and move and back until the whole cycle is over. (for more detailed information, ask for directions from the group facilitator).		
Convergence	Play the letting everybody in the circle without stepping on the line and hold the position in complete silence for a minimum of five minutes. If the group intends to hold more than five minutes, more points will be added to the team.		

Appendix 19 : Philippine Department of National Defense and National Disaster Coordinating Council Guidelines for how to conduct a Simulation

Philippine Department of National Defense and National Disaster Coordinating Council Guidelines for how to conduct a simulation.

The conduct of an earthquake drill requires planning and designing of evacuation procedure, as well as orienting teachers and ultimately students on how to react in the earthquake drill. Earthquake drills are simple and easy to do. It requires planning ahead and constant practice.

Objectives

- 1) To ensure the safety of parents, students, teachers and staff during and after a damaging earthquake.*
- 2) To help school administrators and their disaster action groups to design a specific response plan of the school for earthquake.*
- 3) To train teachers, school staff and students on how to practice proper action and response during earthquakes.*
- 4) To test various elements of the response plan designed by the School Disaster Management Committee (SDMC).*

Stage I Organizing a drill

- a) Form a School Disaster Management Committee (SDMC) composed of several teams with specific tasks e.g.*
 - o First Aid Team*
 - o Site Security Team*
 - o Fire safety Team*
 - o Evacuation Team*
 - o Communications Team**and designate an Overall Coordinator.*
- b) Members of SDMC should evaluate the school.*
 - i. Have the following information available yearly:*
 - o Total number of students, teachers and staff*
 - o Total number of students occupying each room*
 - o Total number of students occupying each floor*
 - o Total number of students occupying each building*
 - o Total number of students or teachers with special needs (sick, old, disabled) and their location.*
 - ii. Acquire the most recent grounds layout or plan/map. Use this to identify open spaces and determine the total area of available space that can be utilized as “area of temporary refuge” that will be designated for the occupants of each building.*
 - iii. Determine how many persons can occupy this open space. (Is the space enough for the total number of students and teachers?)*
 - iv. Obtain a building lay out/ floor plan for each building that shows the rooms, corridors, staircases and exit points. (Is the width of the corridor wide enough to accommodate the flow of traffic during an emergency?)*
 - v. Members of the SDMC should conduct building watching exercise and identify safe and unsafe spots inside the school grounds. This is necessary for stressing the do’s and don’ts.*
 - o Observe hazardous areas/practices within the school premises and dangerous conditions that may exist which people have not noticed before. This should be plotted on the layout. (e.g. Any hanging unstable objects or structures; condition of power lines and utility poles; narrow alleys between buildings; elevators; corridors are too narrow; Are there blockages along the corridors and exit points?; Do exit point remain open during school hours?; Classroom doors which swings IN instead of swinging OUT).*

- o Suggest corrections or improvements of current set up (e.g. clean up stuff that blocks the corridors and exit points must remain unlocked during school hours, etc).
- o Assess the structural integrity of the school buildings by a qualified civil/structural engineer. The engineers could be tapped from the local city engineer's office.

Stage 2 Developing the School Earthquake Evacuation Plan

After identifying the safe and unsafe spots the next step is to develop the School Earthquake Evacuation Plan.

- a) The School Earthquake Evacuation Plan should have provision to utilize all available open spaces nearest the building that are evaluated as safe from falling debris and other materials that may cause injuries to the student.
- b) Determine if there is sufficient open space for all. Areas to be occupied should be computed assuming 4 to 5 students would occupy a 1 sq. m. area.
- c) Consider the number of students in each building (morning and afternoon session) Designate a specific open area for each class as their area of temporary refuge.
- d) Once each class has been assigned a specific evacuator to come up with evacuation procedure. Initially, all exit points nearest the room of occupants should suggested as their exit routes; assuming that these are passable after the earthquake.
- e) Determine the flow of traffic from each room along the corridor using the information on the actual number of occupants per room and their designated evacuation area.
- f) Indicate by arrows, the flow of student evacuation coming from each room up to their designated evacuation site. This will be the suggested earthquake evacuation route for the students.
- g) Prepare the final evacuation route and orient all the teacher, school staff about this.
- h) Prepare Earthquake Survival kits (Flashlight, Water, Rope, Battery Operated Radio, Blanket, Candle, Matches, Tissue Papers, Wrench, Pliers, Hammer, Etc.)
- i) Prepare First Aid Kits

Stage 3 Orientation prior to the conduct of Earthquake Drill

- a) Prepare the students a week before the scheduled earthquake drill. For each class, instruct the homeroom adviser to do the following:
 - i. Allot a specific time for lecture on earthquakes - what it is, how and why they occur, what to do during and after an earthquake.
 - ii. Conduct a classroom observation activity:
 - o Draw floor plan of classroom (desks, teachers table, cabinets, etc.)
 - o Identify the safe spots in the classroom (tables, desks, doors, etc.)
 - o Identify danger zones (e.g. windows, and glass, books shelves, machinery, cabinets and furniture that may topple or slide inside the classroom as well as all hanging and heavy objects).
 - o When dangerous areas within the classroom have been identified, ask the students what can be done to correct this and encourage them to take actions toward correcting this.
 - iii. Introduce to the students the suggested evacuation route prepared by the SDMC.
 - iv. Introduce to the students the assigned open area where they will evacuate after an earthquake.
 - v. Assign somebody who will be in charge of making sure the door is open during the shaking.
- b) The main concern during ongoing shaking is how to protect oneself.
 - i. Give specific instructions on what to do during an earthquake. Introduce duck, cover and hold. Take cover under a sturdy table or strongly supported doorway. Watch out for falling objects. Keep calm and don't panic.
 - ii. Give specific instructions about what to do as soon as the shaking stops:
 - o Be alert
 - o Listen to teacher's instruction
 - o Walk out of the classroom in an orderly manner
 - o While walking along the corridors to the nearest exit of the building, be alert and look out for the falling debris.
 - o DON'T...Run, Push, Talk, Return, and Bring your things
 - o Quietly but quickly proceed to the designated evacuation area for the class and wait for further instructions from the teacher.

- o NEVER go back to the building once you are outside. Engineers should inspect buildings for possible after an earthquake. Students should stay in the open area and wait for their parents /guardians to pick them up.
- c) For the teacher, make sure all students are accounted for once in the designated evacuation area.

Stage 4 Actual Conduct of Earthquake Drill

- a) Prior to the scheduled drill, inform the neighborhood regarding the conduct of the drill.
- b) Identify and assign observers for each exit points of a building and evacuation areas. They will give their comments and observations during the evaluation of the drill.
- c) For the Actual Drill:
 - i. Assumptions;
 - o 1 minute strong shaking signified by one minute siren/bell
 - o People cannot stand
 - o Buildings may have been damage but no collapse
 - o Possible falling objects including glass windows
 - o No immediate assistance will be available for at least several hours. Self help and sustenance are required
 - o Possible injuries, fear, panic among students and teachers.
 - ii. Give instructions / reiterate what to do's.
 - iii. Once the siren is heard, do the proper and expected actions.
 - iv. Participants during this one minute siren should perform the duck, cover and hold.
 - v. After the 1- minute siren, students quietly go out of room and proceed to previously designated open space.
 - vi. Teacher should make head count while in the ground.
- d) While the drill is ongoing, observers should take note of how teachers and students performed.
- e) When all the students and teachers have converged at the designated evacuation area, the assigned observers will give their comments.
- f) To be effective, earthquake drills must be done regularly.

Appendix 20 : UNESCO and University of the Philippines General Criteria for Integration of Natural Disaster Concepts in the Curriculum

- 1) Congruence with learning competencies for the subject area
- 2) Appropriateness to the learners' grade/year level in terms of:
 - o Vocabulary and readability
 - o Diversity of cultural, religious and economic background
 - o Gender
 - o Text and visuals
- 3) Organized presentation of ideas in terms of:
 - o Development of concepts
 - o Teaching and learning strategies to meet learners' individual differences
- 4) Utilization of prior knowledge of learners on a specific disaster
- 5) Accuracy, relevance and up-to-datedness of information
- 6) Inclusion of appropriate techniques to reduce the negative effects of the event before, during and after the natural disaster
- 7) Development of positive values such as:
 - o Being responsible
 - o Taking action collectively
 - o Cooperation with other groups in the community

Appendix 21 : Checklist of child rights during emergencies.

Rights to survival

This group includes rights relating to the most basic conditions necessary for children's lives such as nutrition, housing, healthcare etc.

Lives

During emergencies, children face what risks that endanger their lives? If yes, what are they? Where are the risks (at home, on the way to school, at playground)? Why?

Number of deaths

Including children

Time of child death

Reasons of child death

Circumstances of child death

Number of missing people

Including children

Time of missing

Reasons of missing

Circumstances of missing

Number on injured people

Including children

Number of injured children that lead to permanent disability

Time of injured

Reasons of injured

Circumstances of injured

Which groups of children need to have special protection

Which measures have been taken or will be taken to provide safety to children? (E.g. by their parents, schools or an organization)

Explain concretely how these measures have been implemented?

Which organizations have participated in the activities to protect children's lives, especially during emergencies?

What are these activities?

What the local communities need to do to ensure children's safety?

Housing

What effects cause by natural disaster to housing of families with children?

Number of affected households (lost their house, property, means of production...)

Number of households lost their houses

How many of these households have children between 0 -18 years old?

Number of households with damaged houses

How many of these households have children between 0 -18 years old?

Number of homeless households before the emergency

Are people affected by weather due to not having adequate housing? What is the current weather pattern?

What is the weather forecast?

Where the households lost their houses or damaged are living?

Number of evacuated households

How many of these households have children between 0 -18 years old?

Number of households living at the evacuation centers?

Number of households that had to evacuate?

How many children are living in the evacuation centers?

Where are the evacuation centers? How far from the living area?

Which organizations provide materials to build temporary housing?

What material the temporary housing made of? (E.g. plastic sheeting, bamboo or public facilities)

On average, how many square meter each household is having at the evacuation centers?

What about the foods supply, clean water and sanitation at the evacuation centers?

Which urgent housing needs of children are not met?

Do people and children have enough clothing and blanket?

If yes, list all kinds of clothes and sizes

How households cook their meals?

Food

Number of meals during normal season

Number of meals during emergencies

What kinds of food people consume during normal season? Where does it come from?

Any changes in food consumption during emergencies?

Do children have fewer meals or less food ratio?

Any sign of acute malnutrition in children under 5?

If yes, please indicate the rate and status?

Identify the information sources e.g. commune health clinic

Is there any nutrition assessments done by a nutritionist or a health expert?

Are breast-feeding children are continuing to be breast-fed?

If not, how these children are raised? (Are normal local practices are hygienic?) Are tools used for feeding babies clean?

Do households have enough fuel and utensils to cook their meals, especially for children? If not, why?

Estimate the number of households will lack of foods in three – six months

Why? (State the reasons e.g. loose their crop, loose their food reserves, no transportation, no money to buy food).

How long from the disaster time to the next harvest season?

Estimated number of people needed food aid. In which hoe many are children?

Estimated the time needed for food aid delivery.

Are there any organizations providing food aid to people?

If, yes, how is the food being distributed? Who receives food aid? Are children given priority?

Is there any special program to provide food aid for children? (E.g. children will get free meal at the day care centre or supplementary nutritional program).

Can people purchase food locally?

What are people's coping mechanisms for food shortages?

Diseases and Health Care

What are main children's health problems?

What are regular diseases children affected during emergencies?

What are causes of these diseases?

Is there any sign of epidemics?

Which epidemics will probably occur to children in the affected areas?

Number of sick children.

What are local measures to cure these problems?

What measures the locality has to prevent epidemics, especially to children?

Number of health facilities affected by disaster.

Number of health facilities destroyed.

Number of health staff.

Conditions of key medical equipment? (E.g. X-ray machine or ultra-sound)

Is there any special equipment using for treatment of children's health?

What is capacity of the local health facilities in providing treatment to injured and sick people during emergency?

What are the means of transportation to carry patients and injured to health facilities?

What are health assistance provided by external organization?

What constrains are there in providing treatment to patients and injured people?

What capacity is there to overcome the difficulties in providing healthcare for people?

Which organizations are working in healthcare? Are there any special programs for children?

Did the children in the affected areas get regular immunization shots? If yes, what are the shots?

Rate of vaccinated children.

Number of newly transferred children. Are these children vaccinated?

What healthcare needs cannot be provided?

Clean Water and Sanitation

Is there any sign of pollution?

What are the main problems relating to clean water and sanitation?

Is women and girls' sanitation given adequate attention?

How many liters of clean water do people have for drinking, cooking, and washing per day?

If not sufficient, how many people are lacking access to clean water? Who are they? Is the water distribution equal?

Currently, what are the clean water sources that people are using? How far from their home? (E.g. still water, poor hygiene, untreated wastes, sign of water source pollution)

Does each household have a private toilet? If not, on average how many households share a toilet?

How far is the toilet from the houses? Is there any risk to children falling into the toilet?

Are husbandry and poultry raised near the water sources?

Do children have bathe everyday? Do they have a private toilet?

Are there any water and sanitation measure taken in the community? Who made decisions to carry out these measures?

What plans are there to solve the problem relating to clean water and sanitation?

Rights to Protection

This group includes rights relating to the protection of children against all types of abuse, neglect and exploitation. These are: the right to special care, right not to be forcibly recruited into the military, right not to perform work which could be hazardous to their development, right not to be sexually abused, tortured, forced to use or traffic drugs.

Children trafficking/ Child labor/ Sexual abuse and neglect/Corporal punishment.

Is there any report about the child abuse, sexual abuse, child labor? If yes, state clearly?

Does the natural disaster cause any impacts on the organization in charge of child protection?

HIV/AIDS and STD diseases

What is the HIV/AIDS situation?

Is there any risk that makes children are more vulnerable to HIV/AIDS due to the emergency? (E.g. children have to leave their home to cities during the flood season)

Family separation

How many children are separated from their families? Why?

How these children are being cared for?

What are plans for these children?

How many children left their homes to go to the cities to make a living or evacuate during the emergency?

Is there any information system to monitor these children who left their home? If yes, how does this operate?

Discrimination/ Disabled children

Is there any discrimination among boys and girls, disabled children, ethnic children? If yes, identify the problems and causes.

Psychology

Is there any sign that children are psychologically affected?

Are there any psychological services?

Who provide this support?

Were these people trained on psychological consultation?

Orphan

How many children have lost their fathers?

How many children have lost their mothers?

How many orphaned children (lost both parents)?

Who are these children living with?

Rights to Development

This group includes the rights required in order for children to fully develop their capacities and potential. These are: the right to education, recreation, leisure, culture and information etc.

Education/ Entertainment

How many classrooms were damaged ?

How many classrooms need repairs?

Did children lose their textbooks, notebooks, and school supplies during the emergency?

What school supplies are the children lacking? In classrooms, are there enough desks and chairs for students?

How many primary and secondary school children have to stay at home due to the emergency?

How long did they stay out of school?

What are the reasons?

What do they do when they do not go to school?

Do they have to work to earn extra income for their family?

What are the plans to repair the damaged classroom?

How long will it take to repair?

What are the plans to supplement the missing classes for children?

Do children have enough clothes and shoes to go to school?

Are children able to play their favorite games during emergencies?

Do teachers have enough documents to prepare their teaching guides?

Do teachers have enough teaching aids? Which ones are missing?

Do teachers have to cancel class to do other things?

What do teachers have to do to additionally cope with disasters?

Which organization works on education in the community?

Do they provide any assistance to teachers and students in order to maintain education for children?

Which organization coordinates education in the community?

Rights to participation

this group creates conditions for children to play a positive role in the community, to freely express their views about issues relating to children, and for those views to be given due weight as appropriate.

Children's participation to ensure the rights to survival

Do children get information about the relief activity?

Do children get information about the criteria for selecting beneficiaries?

Are children consulted when adults conducted assessment or monitored situations?

Are children consulted before the local authority and adults make decisions that relate to them?

If yes, state which decisions?

Can children give opinion to monitor aids delivery?

Do children participate in aid delivery committees?

Which activities did children take part in to help families and peers affected by the emergency?

Which activities did children take part in to overcome the consequences of the emergency?

Has any organization organized activities for children during and after the emergency? If yes, state clearly.

Children's participation to ensure rights to protection

Before emergencies do children participate in the disaster education program?

Are children educated that they need to wash their hands before meals and after going to toilet?

Can children report on child abuse, labor exploitation? To whom and where?

Who is responsible to solve child abuse and child labor cases?

Do children form groups to protect themselves?

Appendix 22 : ASSESSMENT process of disaster impact on children in Bangladesh

Save the Children conducted a total of six consultation sessions in five different locations in flood and cyclone prone areas of the country. A total of 132 targeted informants were consulted. The informants were a mix of: Adolescent Peer Educators at urban and rural flood shelters, victims of floods and cyclones, community members and Adolescent Volunteers of different organizations who worked responding to the previous floods. .

Focus Group Discussions were used during the consultation sessions. After the session positive outputs were observed amongst both the adolescents and adults as they recognized the necessity of the session and enthusiastically initiated a dialogue for change.

The consultation sessions focused on the following issues:

- o To learn from the experiences of emergency response.
- o To identify the psychosocial problems of children and adolescents before, during and immediately after floods and cyclones.
- o To learn from the experiences of the Adolescent Peer Educators in the previous floods.
- o To identify the coping mechanisms of children and the support of adults for psychosocial protection and care during and immediately after the floods.
- o To identify the recreational facilities for the children during and immediately after the floods, especially shelters.
- o To make recommendations about psychosocial protection, care and recreational facilities for the children during and immediately floods and cyclones.
- o Gather recommendations from local people about the psychosocial protection, care and recreational facilities for the children during and immediately after floods and cyclones.

Appendix 23 : A suggested framework to measure impact of CLDRR programs

I. Baseline		
Situation analysis	Existing government policy and practice at different levels	Level of child participation
<p>Hazards and vulnerabilities assessment at community level by children (disaggregated by gender and age):</p> <ol style="list-style-type: none"> 1) People's knowledge about risks, disasters and preparedness 2) People's capacity about risks, disaster and preparedness 3) Risky behavior and practices (e.g. trying to rescue television/pet during floods, not evacuating at the time warnings are given etc) 4) At risk areas in the community (areas at risk and frequently affected in natural disasters, availability of escape routes in the event of particular disasters...) 5) Vulnerable groups and factors affecting vulnerability (e.g. elderly and women unable to run away due to clothing) 	<p>Linkages with community-based preparedness:</p> <ol style="list-style-type: none"> 1) Extent to which these have addressed and will address specific risks for children 2) To include any information on deaths/injuries/sickness for particular groups of children following recent disasters to help us be sure the target groups are well defined. 	<ol style="list-style-type: none"> 1) Role of children in community planning and decision-making 2) Existing "spaces" for adult-child interaction on key issues concerning them 3) Level of children's confidence/empowerment to raise issues and their views 4) Level of adult support and participation for and with children.

2. What we want to measure?

Physical changes as a result of the DRR interventions

- 1) Modifications at family/community level to secure areas/escape routes/homes
- 2) Preparedness actions for the event itself (stockpiling, securing documents, simulations etc)
- 3) Preparedness actions for after the event (preventing common sickness etc eg water purification measures, support and management structures etc)
- 4) Consideration of recreation and education facilities for children

Wider impact and sustainability

- 1) Direct impact, indirect impact, unintended impact
- 2) How children are involved throughout the processes

Changes in children's lives

Changes in knowledge: understanding of causes and results of most likely natural disasters

Changes in behavior and practices: age/gender disaggregated, children, adults, specific at-risk groups

Changes in behavior and practices: adopting appropriate preparedness actions (e.g. timely evacuation)

Changes in children's participation

Adults' perceptions of changes in children's role, views and capacities with regard to participation.

Children's perceptions of their own role, capacities, value of their views and how these have changed

Changes in the level of engagement of identified marginalized groups through children's initiatives

The level to which the involvement in CLDRR of the main CLDRR children is representative of children from the wider community

What actual roles children fulfill in their communities (within and beyond the CLDRR project)

Changes in children's and adult's recognition of children's right to participation

Levels of non-discrimination

Changes in behavior and practices regarding different group: age/gender disaggregated, children, specific at-risk groups

Changes in behavior and practices: preparation to work together (including vulnerable groups, out of school children etc)

Changes in policy and practice affecting children, at both community and government level

Changes in government plans and practices around children in DRR e.g. guidance on safe school construction.

Level of attention to specific issues for children and identified marginalized groups in government plans and practices

Level of integration of child participation in government strategies and plans

Changes in government funding commitment to DRR plans focusing on children.

Changes in policies on DRR to reflect children's issues.

Changes in knowledge, skills and attitudes of government officials on children in DRR

Co-ordination mechanisms between government & child focused NGOs in developing, reviewing and implementing policies.

Changes in local level mechanisms, plans and practices around children in DRR

Changes in behavior and practices: adopting appropriate preparedness actions for children (e.g. evacuation routes and assistance)

Changes in civil society and community's capacity to support children's rights

Adults' perceptions of children's role, views and capacities and consequently adult willingness to support children's participation in community affairs.

Changes in community / civil society knowledge: understanding of causes, results and ways to respond to most likely natural disasters so they can promote and protect children's rights in DRR situations

Changes in behavior and practices: adopting appropriate child focused preparedness actions (e.g. timely evacuation, assistance for children)

Child Protection

Physical changes as a result of the DRR interventions:

- o modifications at family/community level to secure areas/escape routes/homes
- o preparedness actions for the event itself (stockpiling, securing documents, simulations etc)
- o preparedness actions for after the event (preventing common sickness etc e.g. water purification measures, support and management structures etc)
- o consideration of recreation and education facilities for children

A format which could be used in conjunction with the above framework:

Areas of change	Change indicator	Baseline information needed	Research needed

Appendix 24: Examples of the process used in Nepal and India to identify indicators

Setting up indicators is an integral part of the Monitoring and Evaluation cycle; that procedures and principles for developing indicators are not always clear or straightforward in practice; and that if child participation is a principle, their involvement in monitoring and evaluation is inevitable - so, Child Led Indicators (CLI) are the starting point to make children participate in the overall Monitoring and Evaluation cycle.

Experience from India and Nepal demonstrates a common process to help children develop indicators for monitoring and assessment.

Step 1 - Problem identification and prioritization

In Nepal, groups of girls and boys were given a more focused challenge in that they were asked to consider the specific matter of 'Quality of Education'. They first engaged in discussions and activities to identify problems related to education and came up with the following:

- o Poor economic condition
- o Financial insecurity
- o Do not get enough time for education
- o Face difficulty in mathematical problems and no one to teach in home
- o If we complain to teacher they get angry with us
- o After school we go to home and work, parent's force us to work
- o No electricity so it is difficult to study at night. Due to poor economic condition we face problem to purchase oil which also hampers our study at night
- o Flooding during monsoon season severely affects our ability to go to the school.
- o Lack of effective teaching methods on the part of the teacher
- o We were given different work in the house due to which we are unable to study at home due to proper guidance
- o Due to lack of educational materials like pens, note book, text books, we face problem to read and write

Children tried to prioritize those problems and select the two major problems they want to address most urgently. The response was:

- o Financial problems are the most important problem in getting quality education - they strongly feel that they should get scholarships to study
- o Flooding was severely hampering their education as they are often unable to go to school as roads are submerged under water and there is no way through for them

Step 2 - Causes and Effect Analysis

In this step, facilitators asked the children to discuss the topic identified by them and try to find out the causes and effects. This would enable them to find out the root cause of the problem following the problem tree example.

In India one of the problems was schooling the causes that were identified were:

- o People are not united in the community due to economic and work pressures
- o People do not go to Village Head about this problem or vote on it as there is a lack of awareness among people on the importance of education due to their own lack of education
- o There are no local schools children can attend
- o Nearby villages do not welcome children from other villages into their schools
- o They believe that children can earn enough from the mine work, so no need to send children for education

The effects of not having a school were summarized as:

- o Fewer jobs in the village
- o Children have to go to other villages to school
- o Children can not read and learn and progress further
- o Children have to work in the mine if they are not educated
- o Out of frustration children will quarrel and engage in bad habits like alcohol and tobacco
- o Children will not be able to identify numbers so cannot choose correct buses or dial phone numbers

Step 3 - Objective Mapping

Facilitator leads children to envision the situation they want to see after three years in terms of their chosen problem priority areas.

The children are divided into two groups so different perspectives and solutions might be explored – could be on the basis of gender or age or a random grouping. Finally each group presents their story to the whole group.

Examples of one group's vision about schools in India:

Group 1

They described a school where there was a playground, where sports materials like bat and ball, football and badminton were available. There was a garden. There were five teachers in the school and also five class rooms and one office with electricity. There would be one toilet, a post office and one female teacher and one headmaster. Classes would run from grades one to eight. The government would provide necessary educational materials and these would be given to their parents for them. Some encouragement for attending school would be in place. As a whole the objective can be written as follows "a functioning school is in place in the community after three years".

Step 4 - Activity mapping.

This process can help to identify what activities children can do that will ensure that their vision in the objective mapping is met. Children are asked the question, 'How are you going to fulfill this objective?' then they think and discuss among themselves. After a while they come up with some sets of activities.

Here is an example of activities children in India drew up.

Child Designed Activities

- With the support of parents and other villagers land for a school should be given.
- Children should make one file, write it and show it to the village head and tell him that we require one school in our village and take his permission for this.
- With the help of village people we will hire labor to build the school and pay Rs 100 for the work. After the construction of the building we can tell them to have a garden in our school and water will be put in the garden
- We would ask for the one hand pump in our school
- Everybody should make sure that children living in this village get education and convince them that if they get education than they can do some better work
- If some children is not going to school than we can go to his/her parent house and convince them to send their children to the school and prevent child labor from happening

Step 5 - Setting up Indicators

If activities or tasks are identified, the facilitator asked the children how they will know if the activities or tasks are carried out, how far they have got with it and is it being carried out properly? What would they consider as successes?

In Nepal all the groups who discussed quality education came up with the following list of indicators:

Indicator set by Girls group:

- o Parents are not engaging them in work
- o School management committee is responding to the need of the children at school and at home
- o Proper sitting place and infrastructure (sanitation, furniture, building etc)
- o Giving home work by teachers and checking the home work
- o Joyful teaching learning methods – extracurricular activities

Indicator set by Boys group:

- o Students are staying at the school after meal time
- o Parents, teachers, village development committee and other community people are taking initiatives to reconstruct damaged roads so that children can go to school
- o Child club members are raising different problems to the principal and he is taking proper action to resolve these problems

Indicators set by mixed group:

- o Children are attending school on a regular basis
- o Children are able to sit for examinations on time
- o Teachers are giving enough time to each of the students during school time and they are also responding to students questions
- o Teachers do not get angry when they receive question from the students
- o School management committee and principal is taking initiatives to provide educational needs and necessities for deprived and marginalized children
- o Adequate number of teachers for students

Step 6 - Identification of Tools to measure indicators.

Facilitators can ask children to come up with ideas of how they will monitor and measure the progress on their indicators but can also provide examples of the way this can be done for them to discuss and assess for themselves.

Examples from India of the way children decided on the way one indicator could be measured are:

Girls not going to school

- Observation :We will go to the school and see
- Discussion:We will asked their parents and close friends
- Discussion:Those children who are not going to school we will talk to them
- Discussion:We will ask parents about why they send children to work instead of to school and ask what could change this for them.

The children say they feel confident to monitor the indicator using these tools/ methods. They also like to do this review themselves and from it develop new action points based on the findings.

Appendix 25: Save the Children in Thailand's examples of socializing assessment tools

Collecting the information

To collect data it was explained that it is important to write down the discussions and opinions of those they talked to. Prior to the training it was discussed (among the Save the Children team) if the task of documentation can be done by the children alone, especially in the case of the younger children. However, assigning an adult to help in documentation could be a problem because the children may not express their ideas openly in front of adults. So the Youth Evaluators (YE) were given the choice to either document the process by themselves, or choose an adult who they trust to be a documenter.

The YE were then introduced to a range of tools/techniques that could be used in the collection of information. This was done in a fun way: there were a series of tool stations around the room and the YE rotated around the stations, trying out the different tools. This was a very successful and motivating part of the workshop because it was so active and broken into short segments.

Interviews and Focus Group Discussions (FGD)

To illustrate possible challenges in interviewing two role plays were conducted. In the first one the interviewer was abrupt, not very friendly or interested, talked too much about themselves, didn't ask some evident key questions, was not attentive to the comfort levels of the child etc. Similarly observers were not observing – chatting and playing and going out for a break; and recorders were visibly only recording occasionally. The YE all had to observe and then give feedback on how the interview was conducted. They enjoyed identifying all the faults and were absolutely clear about all the intended areas to focus on. The second role play was an example of a good interview. The children wrote a list of important points to remember when they conducted their own interviews.

Similar role plays were conducted for the focus group discussions with both good and bad examples. This allowed the children to understand that the role of the facilitator. It was also discussed when would be appropriate to use interview and when to use group discussions, because both techniques can have their strengths and limitations

The YE then conducted some practice interviews and focus group discussion building upon what they had observed. A 'workshop bag' was given to each YE team containing flipcharts, white and colored paper, colored markers, crayons, note books and other potentially useful stationery. The YE teams were also given one disposable camera per team to take pictures of their information collection process.

Sorting the information and writing the report

A simplified way for the YE to analyze the information about the project that they gathered from their peers is to sort it into groups according to the three dimensions of change.

To practice sorting the information the YE were given the following statements and asked to identify which dimension of change it involved and to record the information into three notebooks, one for each dimension. A fourth notebook was used for other information plus their views on being young evaluators and the way the process worked for them.

The following statements were used in this exercise:

- 1) Nan is a Moken girl who is studying in Grade 5. She felt very happy at the children's camp because she got to meet new friends. She woke up early and helped friends do chores around the camp, such as sweeping and cooking rice. Nan said that although the rice that the children cooked was still a little raw, nobody complained. They all felt proud that they had worked on it and that everybody helped out. She also said that usually during the school break, if she didn't have a chance to attend the camp, she would stay home to watch TV all day because she doesn't have anything to do. (Information collected through "My Day" exercise and interview)
- 2) Kai, a Muslim girl, said she participated in the theatre training by Makhampom. They encouraged the children to produce a play about the history and future of their community. Kai said, "I feel happy that the community can hear what we have to say through the play. I want everyone, including children, to be interested in our history and ideas about the future. (Information collected through Ladder Exercise)

- 3) Mong, a 15 year old boy, before, he liked to play computer games alone. Then the staff at the children's centre invited him to think about how to teach younger children about computers. They even let Mong teach some things in the training. Mong is very proud that he can contribute. After that, Mong told the staff that he would like to have such training more often. Now, Mong has a new responsibility to look after the computer training in the children's centre. (Information collected through Before-After table)
- 4) Den, a 12 year old boy, cannot go to school because his parents are poor. So they asked him to work to help earn income for the family. Den heard his friends say that there are many activities for children at the children's centre. He really wants to go, but he doesn't have any free time. More importantly, he thinks that if he goes, other children might tease him because he is not in school. (Information collected through interview)
- 5) Noo, a 13 year old girl, said "The activities at the centre help me to develop thinking skills. Before, when I play with my friends, I often felt annoyed when they didn't agree with me. But now when we have different opinions, I don't feel annoyed anymore because the staff at the centre taught us about respect to others and forgiveness. (Information collected through focused group discussion)
- 6) Koi, a 12 year old girl, said she thinks the activities at the centre are fun. She enjoys playing with friends, drawing, and reading. She told her parents about these activities and they encouraged her to come. Her father said he would tell the local authority to support the centre, she said. (Information collected through My Day)
- 7) There are two groups of children who participated in the activity: Upper primary school students (11-12 years old), and 30 junior high school students (13-15 years old). Total number of student is 60. Within this number, there are 20 girls and 40 boys. There are 3 Muslim children, while the rest are Buddhists. (Information collected from project's report book)

At the end of the YE workshop it was emphasized to the YE that the evaluation is like a mirror that reflects what they and their peers think about the programs they have been involved in. The evaluation and report is their own so they can be as honest as they want. Adults cannot tell them what to write or not write they should not have to be afraid that any negative things that they write will get someone in trouble.

Completion of the impact assessment - after the training, the YE had 5-6 weeks to conduct the impact assessment, analyze the findings, and submit the report.

Some Impact Additional Assessment Tools

1) Community maps

Materials: Large paper, markers and small pieces of colored paper (optional)

Age and group size: 6-12 years old, a maximum of 10 children per group

Method:

- a) Draw a picture of the place we want to find information about, for example a learning centre. Children can draw the map by themselves or may use a community map if it is already available.
- b) Draw other important places, for example temple, school, health centre, pond, etc. Try to make the distance between each place accurate.
- c) Let the children draw where their houses are.
- d) Use the map to begin conversations. Topics may include:
 - o Inclusion and participation of all children in the community – ask if there are any other houses in our community? Are there any children who live there? Do they come to the centre? If not, why not?
 - o Importance of each place to the child – ask where they like to go to? (Small pieces of colored paper can be to put besides each place to signify their preference.

Strengths: can be a start to many different topics of conversation, good for use with young children

Limitations: difficult to use with a project that does not focus on physical structures, for example training projects, or to talk about concepts, for example children's rights.

2) Before-After table

Materials: Large paper (or A4 size if do it individually) and markers

Age and group size: 10-18 years old, do individually or in group of less than 10 people

Method:

- a) Draw a table with four columns and as many rows as you would like.
- b) Discuss and write down statements that show the changes intended for this project. (Children can perhaps brainstorm the statements) Write the statements in column 1
- c) The 2nd, 3rd, and 4th column are headed “neither before nor after the project”, “only after the project”, “Both before and after the project” (can use other words for example “only happened after the learning centre”)
- d) Ask the children to consider each statement, whether it is true for them as individuals after the project is complete. Or both before and after. Or neither before nor after. They put their tick or individual symbol – whichever the group chooses to use – in the column which reflects their feeling.
- e) Discuss in the group about what change is visible from this table, what caused the changes, why some statements do not show any changes, explore reasons why the children wrote down the choices they did
- f) Someone records the discussions and reasons given when each statement ‘solution’ is discussed so that reasons for the outcome can be captured.

Strengths: can be used for many topics including conceptual issues, clear visually, can be used to explore the process leading to change.

Limitations: might take a long time to explain so children may become bored, children may feel influenced to select particular columns if the group dynamics are not clear, the depth of the findings depends on the statements and on the subsequent discussions.

3) Circle diagram

Materials: Large paper, marker

Age and group size: 7-15 years old, no more than 6 children per diagram

Methods:

- a) Draw a large circle. Divide it into 4-6 pieces (like a pizza)
- b) Write a statement that shows feelings, opinions or changes on the edge of the circle (besides each piece). Children can help come up with the statements.
- c) Write ‘YES’ or ‘AGREE’ in the middle of the circle.
- d) Explain each statement to the children so that everyone understands clearly.
- e) Ask the children to consider each statement whether they agree or disagree. Each child can draw a symbol (pizza topping) near the centre if they agree. Or draw a symbol near the edge of the circle if they don’t agree.
- f) Discuss with the children why they marked the symbols the way they did. Why they think that way? Why many people agree/ disagree with this statement?
- g) Someone records the discussions and reasons given when each statement ‘solution’ is discussed so that reasons for the outcome can be captured.

Strengths: can be adapted to many topics including abstract issues; pizza idea can make it fun, many statements on the same issue can make the information more robust

Limitations: diagram can be confusing if there are too many people (too many symbols) the depth of the findings depends on the quality of the subsequent discussions.

4) Ladders Exercise

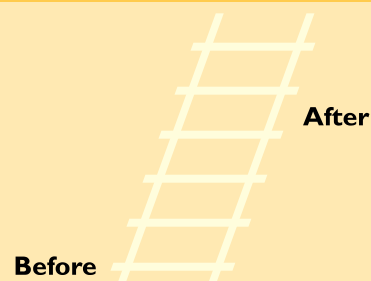
Aims: To make a relative, qualitative comparison of before and after situation related to specific indicators, questions or activities. To assess qualitative aspects related to issues which may hard to assess e.g. self-esteem, the participation of marginalized group or capacity strengthening

Materials: Large paper (or A4 size if do it individually) and markers

Methods:

- a) Explain the topic to be assessed by this tool to the children, for example self-confidence, leadership skills, etc.
- b) Children mark their own symbol on the left of the ladder according to their assessment of how they regarded themselves on that topic (x months ago/ before being involved in the project).
- c) Children mark the same symbol again on the right of the ladder to represent their assessment of how they regard themselves now (after the project is finished).
- d) Ask each participant to explain why they moved up (or down) on the ladder after the project is finished, and what caused such movement. Or why they stayed the same.
- e) Someone records the discussions and reasons given when each statement 'solution' is discussed so that reasons for the outcome can be captured.

LADDERS OF CONFIDENCE



Strengths: this activity can be the basis for discussions about why change occurred and what actions might be required to reinforce the positive change or try to overcome constraints. The ladder can be used for the whole group or for individual assessments of change.

Limitations: the ladder produces entirely subjective measures, without any external verification of the assessment.

5) My Day

Aim: To explore changes which occurred as a result of the project implementation, to lead to further to discussion on participants ideas on various issues of concern.

Method:

- a) Ask children to think about their daily activities during one period of time e.g. during a school day, weekend, after school etc.
- b) Ask them to divide the paper into half. Draw or write down on the left side their daily activity before participating in the project. Then draw or write down their daily activities when they joined the project on the right side.
- c) Ask whether the activities in the left and right columns are the same or different. If different, why is it, how do they feel, what do they gain from their participation etc. If they are the same, ask why.

Strengths: useful entrance point for individual discussions; easy / relaxed approach to discussion with a child.

Limitations: time and labor intensive; less useful if the child does not like to draw or write; less useful if the change / lack of change cannot be analyzed by the child.

6) Ranking / Prioritization Exercises

Ranking or prioritization exercises provide visual representation of what the group consider as most important. This can help to see the level of significance of the changes that occurred in a project. The ranking exercise can be used at the end of a group discussion to arrive at a group conclusion, or used together with other tools to help discussion of a topic.

The participants from the partner's workshop and the YE workshop were divided into groups, and rotated around several stations to try different types of ranking exercises. If the group members do not come from the same project, it is better to give a sample project/case study to them to work from, so that everyone is on equal ground and can share discussions about a neutral project.

Similar to the tool stations, ranking exercises alone cannot reveal the reason behind each decision or answer. It is crucial to ask the participants why they choose to rank or give score the way that they did and to record the discussions which take place.

a) Diamond Shape Ranking

Process

- i. Each group member writes down a benefit/change that comes from the project on a piece of paper.
- ii. Read out the answer to the group. If two answers are the same, although phrased a little differently, combine them into one, until a final pile is achieved.
- iii. Each person votes for the benefit/ change that they think is the most important or most significant in this project
- iv. Sort the papers according to the votes received. Put the paper with the highest vote at the top, the paper with the least votes at the bottom. The rest of the paper can be put in the middle together in a series of rows – depends on the number of topics listed. Formula for lay out is to achieve a diamond shape 1: 2: 3: 2: 1 Expand or contract this according to the number of choices in the list e.g. 1: 4: 1 or 1: 2: 3: 4. 3: 2: 1.
- v. Discuss the final outcome probing for reasons behind the decisions. Ensure discussions are recorded.

b) Candy Ranking

Process

- i. Each group member writes down a benefit/change that comes from the project a piece of paper.
- ii. Read out the answer to the group. If two answers are the same, although phrased a little differently, combine them into one, until a final pile is achieved.
- iii. Put down the papers on the floor, fairly close together but not overlapping.
- iv. Distribute 10 pieces of candy to each group member. (Anything can be used instead of candy, for example small rocks, pencils, etc)
- v. Each person gives score to the benefit/change that they think are significant by putting the candies on the papers. The candies can be allocated anyway they like, for example all 10 candies to one benefit, 5 candies to one benefit and 1 each to the rest, etc.
- vi. Count the number of candies on each piece of paper. Discuss if the group feels that the result represents how they feel about the benefit of the project as a whole. Ensure discussions are recorded.

c) Ranking by flip chart paper

Process

- i. Each group member writes down a benefit/change that comes from the project on a flipchart paper. If two answers are the same, although phrased a little differently, combine them into one.
- ii. Write out a final choice of statements on a piece of flip chart paper, in list format, but not in any particular order.
- iii. Give out one star sticker to each person. Stick it on one benefit you most agree with or think that is the most significant.
- iv. Count the number of stars by each statement. Discuss if the group feels that the result represents how they feel about the benefit of the project as a whole. Ensure discussions are recorded.

d) **Happy face – Sad face ranking**

Process

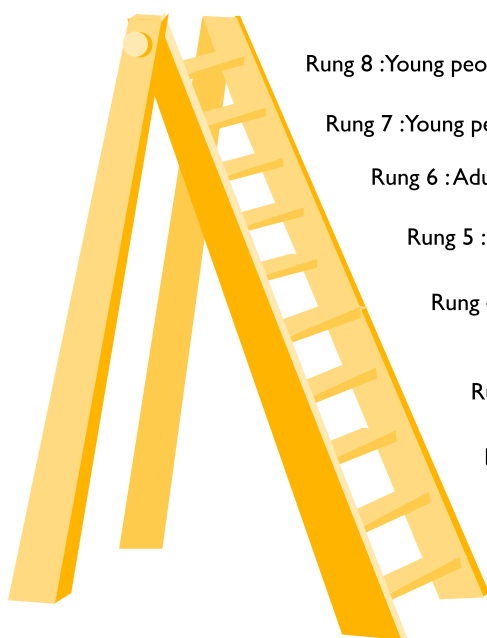
- i. Children suggest benefits / changes that come from the project. Either the facilitator draws pictures to reflect what they say or the children draw them.
- ii. Put the drawings on the wall so all can be seen.
- iii. Give 3 happy face stickers and 3 sad face stickers to each child
- iv. Put happy face stickers on the benefits you think happened to yourself and sad face stickers on the benefits you don't think happened to yourself. (You can put as many stickers as you want so can use only 1 if you wish).
- v. Count the number of happy face and sad face on each picture. Discuss the outcome, especially on ones where both happy and sad face stickers are on one picture. Ensure discussions are recorded.

Strengths: excellent way to initiate discussions, particularly in a slightly distanced way to avoid initial embarrassment or reluctance. Visuals and active methods are appealing to children. It leads to interesting comparisons and can be helpful for less literate children.

Limitations: quality/depth of information gathered in the end depends on the quality of discussion which takes place during and after the ranking process.

Appendix 26: Roger Hart's Ladder of Young People's Participation

ROGER HART'S LADDER OF YOUNG PEOPLE'S PARTICIPATION



Note: Hart explains that the last three rungs are non-participation

Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship.
Florence : UNICEF Innocenti Research Centre

8) Young people and adults share decision making

This happens when projects or programs are initiated by young people and decision-making is shared between young people and adults. These projects empower young people while at the same time enabling them to access and learn from the life experience and expertise of adults. This rung of the ladder can be embodied by youth/adult partnerships.

7) Young people lead and initiate action

This step is when young people initiate and direct a project or program. Adults are involved only in a supportive role. This rung of the ladder can be embodied by.

6) Adult-initiated, shared decisions with young people

Occurs when projects or programs are initiated by adults but the decision-making is shared with the young people. This rung of the ladder can be embodied by participatory action research.

5) Young people are consulted and informed

This happens when young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults. This rung of the ladder can be embodied by youth advisory councils.

4) Young people assigned and informed

This is where young people are assigned a specific role and informed about how and why they are being involved. This rung of the ladder can be embodied by community youth boards.

NOTE: the next three steps are non-participation

3) Young people are tokenized

When young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate. This rung of the ladder reflects adultism.

2) Young people are decoration

Happens when young people are used to help or "bolster" a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by young people. This rung of the ladder reflects adultism.

1) Young people are manipulated

Happens where adults use young people to support causes and pretend that the causes are inspired by young people. This rung of the ladder reflects adultism.



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