

07



SENDAI FRAMEWORK
FOR DISASTER RISK REDUCTION 2015-2030

ENGAGING CHILDREN AND YOUTH IN DISASTER RISK REDUCTION AND RESILIENCE BUILDING

A companion for implementing the Sendai Framework for Disaster Risk Reduction 2015-2030

WORDS INTO ACTION



WORDS INTO ACTION

Engaging for resilience in support of the Sendai Framework for Disaster Risk Reduction 2015-2030

The Words into Action (WiA) guidelines series aims to ensure worldwide access to expertise, communities of practice and networks of DRR practitioners. The guidelines offer specific advice on the steps suggested to implement a feasible and people-centered approach in accordance with the Sendai Framework for Disaster Risk Reduction 2015-2030. These guidelines are not meant to be exhaustive handbooks that cover every detail, and those who need more in-depth information will find references to other sources that can provide them with it.

Using a knowledge co-production methodology, WiA work groups take a participatory approach that ensures wide and representative diversity in sources of know-how. WiA is primarily a knowledge translation product, converting a complex set of concepts and information sources into a simpler and synthesized tool for understanding risk and learning. It is also meant to be a catalyst for engaging partners and other actors.

In summary, the WiA guidelines are pragmatic roadmaps to programming an effective implementation strategy. This is facilitated by promoting a good understanding of the main issues, obstacles, solution-finding strategies, resources and aspects for efficient planning. The guidelines can be a valuable resource for national and local capacity building through workshops and training in academic and professional settings. They can also serve as a reference for policy and technical discussions.

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Credit for cover photography: ©2019 UNICEF/UNI226037/Mark Naftalin. In the photo, Muslima, age 18, from Somalia learns how to install a water pump at a centre that provides training to displaced youth in construction, engineering and plumbing.

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AND YOUTH
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AND RESILIENCE BUILDING

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A companion for implementing
the Sendai Framework
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Boys use a large steel pot as a raft to cross an expanse of flood water in Pakistan in 2011. At least 5.4 million people, with more than half being children, were affected by severe monsoon rains and flooding.



ABBREVIATIONS

CCA	Climate Change Adaptation
CSS	Comprehensive School Safety
DRR	Disaster Risk Reduction
IFRC	International Federation of Red Cross and Red Crescent Societies
LGBTQI2S	Lesbian, Gay, Bi-Sexual, Transgender, Queer and Questioning, Intersex, Two-Spirited
SDGs	Sustainable Development Goals
SGBV	Sexual and Gender-Based Violence
UNDRR	United Nations Office for Disaster Risk Reduction
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNMGCY	United Nations Major Group for Children and Youth
UN WOMEN	United Nations Entity for Gender Equality and the Empowerment of Women
WASH	Water, Sanitation and Hygiene



Publications and resources are available at www.preventionweb.net/publications/view/67704. Links to special collections are provided throughout the guide, and new publications will be added online as they become available even after the guide is published. On your phone, directly access the publications online using a QR code scanner app.

HOW TO USE THE GUIDE



“We disseminate information to students ... on earthquakes and fire drills.”

Aria, age 17, Philippines

Basey National High School

©2018 Save the Children/CLIKS Mobile Applications: <http://bit.ly/2qZCIHA>

ACT WITH US

- Value and safeguard our rights **Section 01**
- Implement the Sendai Framework together **Section 02**
- Join us in bold climate change action **Section 02**
- Value our skills across sectors **Section 04**



“I am very proud to learn and be a student representative for school disaster management.”

Githgee, age 10, Laos

©2019 Save the Children/Children and Youth - Voices for Safe Cities and Schools: <http://bit.ly/2Y4fexZ>

INCLUDE ALL OF US

- Engage with us meaningfully **Section 01**
- Partner with us as critical stakeholders **Section 02**
- Respect and champion our diversity **Section 03**
- Embrace our capacities for fun **Section 05**



“We expect more than words on paper and promises. We expect action. Action on a big scale.”

Getrude, a Youth Advocate on climate, age 16, Tanzania

©UN Photo Library/Photo #67299: <https://uni.cf/34rcoPF>

LISTEN TO US

- Respond to our DRR priorities **Section 01**
- Hear and use our ideas **Section 02**
- Include all our voices **Section 03**
- Capitalise on our unique contributions **Section 04**



“A school protected. ... What joy I feel today.”

Lyrics from children and adolescents from the Pacific Coast of Nariño and Cauca in Colombia

©2017 Save the Children/The school of our dreams: a school protected from risks: <https://bit.ly/37J1gj0>

EXPLORE WITH US

- Support our networks **Section 02**
- Value our cultures and knowledge **Section 03**
- Be creative, fun and engaging **Section 05**
- Create spaces for us to innovate **Section 05**

FOREWORD



Mami Mizutori

Special Representative of the UN Secretary-General
for Disaster Risk Reduction

Half of the world's population are children and youth, and they are often the first and most affected when environmental, technological or biological hazards strike. Disasters disproportionately impact them: their physical and mental health; nutritional needs to grow and thrive; access to education and decent work; economic opportunities; exposure to violence or trafficking; and choices of where they can safely live, study, play, grow and build community.

Disaster impacts, increasing in magnitude and number due to climate change, are especially acute and life-threatening for children and youth living in poverty and other vulnerable situations. Ensuring that their needs and their contributions are integrated into DRR efforts is critical for children and youth to be change agents. In order to promote their rights to safety, protection and civic participation as agreed in the Convention on the Rights of the Child, we must commit to DRR practices that are inclusive and effective. This means investing in DRR initiatives which are disability-responsive, culturally-sensitive for Indigenous Peoples and ethnic minorities, appropriate for children and youth experiencing displacement and low socio-economic status, and respective of age-specific needs across their life cycle.

The Sendai Framework for Disaster Risk Reduction 2015-2030, adopted by United Nations Member States in 2015, calls for governments and other decision-makers to include children and youth in designing and implementing policies, plans and standards. Putting this into practice requires their meaningful participation in the decision making process and ensuring that engagement is more than tokenistic- such as just being invited to a DRR event.

The United Nations Office for Disaster Risk Reduction (UNDRR) is the focal point of the United Nations system for disaster risk reduction and supports countries to implement the Sendai Framework. **The Words into Action guidelines: Engaging Children and Youth in Disaster Risk Reduction and Resilience Building** is a truly global collaboration of people championing children and youth rights and inclusion in all aspects of disaster risk reduction.

The guide reflects contributions from children, youth, UN and non-government organisations, academics and practitioners from multiple sectors. It provides both high-level guidance to a range of child- and youth-centred DRR practices, as well as hundreds of links to explore multiple publications, toolkits, manuals and case studies in depth. Most important, the guide showcases the collective power children and youth have when they are able to take part in their own future. I hope you will join UNDRR in ensuring that their rights and perspectives are integral in reducing disaster risk and increasing resilience for them, their families and the wider society

水島直美

HEAR OUR VOICES

As young leaders and citizens who are still in the beginning of the long journey of life, we are looking for safety, security and stability. Life is not always easy. Some of us are facing extreme living conditions caused by natural and human-made hazards that are unfortunately turning into disasters with devastating consequences. Others live in protracted conflicts that do not seem to be getting any better. Even more of us are going through other kinds of hardships that are yet to be fully understood and acknowledged by the global community. Having to bear the risks imposed by climate change and find solutions to adapt to its unpredictable implications, while preserving the limited natural resources we have, is indeed challenging. While our parents and families may also have been through severe conditions, the fact remains that we, the children and the youth of today, are – as one of the most vulnerable groups – often disproportionately impacted by disasters.

Our hope for a better and safer future will never die, and our commitment and willingness to make our communities resilient is getting stronger by the minute. Take the time to go through the examples presented in this guidebook, of children and youth in different settings facing different challenges and proactively taking initiative in creating change and solving problems. You will see a wide range of school projects, student movements and initiatives, and young scholars and experts who are sharing their knowledge, expertise and insights with the world. Their vision is one of prosperity for people and the planet, now and in the future.

Engaging youth and children, along with thoroughly comprehending the challenges faced and the solutions offered, while committing to full-fledged inclusion at every stage of planning and execution, is the route to effective and efficient solutions for children and youth and the world. This is what we need and how we want to achieve it.

We want to leave the world a better place than we found it. So, are you actively listening? Are you ready to engage children and youth? Because together we can achieve a better and more sustainable future. Let's start now!



UNMGCY representatives crafted this text based on input by youth from around the world, including participants in a 2019 Global Platform on DRR (GPDRR) session on how adults can listen better to youth.¹ Input also came from children who shared their ideas for DRR governance.² The UNMGCY is the UN General Assembly-mandated official, formal and self-organised space for young people to contribute to and engage in policy processes at the UN. Youth in the photo at the GPDRR are named on page 15. ©2019 UNMGCY

1 How can adults listen to youth: <https://bit.ly/34vC6m4>
2 Voices for Safe Cities and Schools: <https://bit.ly/2XRmK93>

EXECUTIVE SUMMARY

Children and youth under age 30 currently make up more than half the world's population.³ They are the ones who will benefit most from reducing the risk and impact of disasters, curtailing climate chaos and achieving the global Sustainable Development Goals (SDGs).⁴ As this WiA guide illustrates, their contributions are already making a difference through more inclusive DRR and resilience-building policies, better prepared households, healthier children and youth and safer communities.⁵ However more can, and must, be done to support and engage children and youth around the world in DRR to fully implement the Sendai Framework for Disaster Risk Reduction 2015-2030. Engaging with all children and youth as key stakeholders and contributors in turbulent times is complex, but vital. How we work together now in implementing the Sendai Framework will not only impact young lives, it will affect the trajectory of humanity in the decades to come.

The Words into Action guidelines: Engaging Children and Youth on the Frontline of Disaster Risk Reduction and Resilience aims to ensure worldwide access to expertise, communities of practice and networks of DRR practitioners. The guide offers five interrelated sections with specific advice on how to support and engage children and youth.

Section 01

Engaging children and youth offers four key principles to guide DRR action – child and youth rights, gender equity, a lifecycle approach and inclusion – as well as children and youth perspectives on DRR priorities in their own words. The section provides guidance for meaningfully engaging children and youth, as well as safeguarding them from multiple forms of violence that can increase during times of crisis and in humanitarian settings.

Section 02

Implementing the Sendai Framework for DRR provides an overview on children, youth and the Sendai Framework by offering ideas for action within the Sendai Framework's four priorities for action. Global examples illustrate how strategic, creative and diverse DRR initiatives in risk assessments, preparedness, governance and recovery support Sendai Framework implementation. The section also highlights synergies between DRR, climate change and the SDGs, as well as examples for action.

Section 03

Including all of society in DRR explores inclusive DRR as called for in the Sendai Framework, which requires a meaningful commitment to leave no child or youth behind no matter where they live, who they are and the influences on their lives. It illuminates how inclusive DRR benefits all of society, with attention on gender equality including LGBTQI2S, disability, Indigenous Peoples and ethnic minorities, migration and displacement, children and youth at different ages, and socio-economic factors.

Section 04

Taking a multisector approach to DRR aims to increase the collective impact of DRR and resilience building through promoting a multisectoral approach focused on education; health and nutrition; water, sanitation and hygiene (WASH); social protection; child protection; livelihoods; the environment; public open spaces and placemaking; and shelter, housing and human settlements. The section offers practical guidance for DRR programming, mobilisation and policy and protocol development for and with children and youth.

Section 05

Using creativity, innovation and play offers the strategic and critical value of creative, fun, innovative and engaging processes in DRR and resilience initiatives and shares case studies and child- and youth-friendly resources. The section highlights play, games, sports, creative arts, media and innovative processes to illustrate how they can build and enhance learning, confidence and agency, good behaviours, safety, a sense of belonging, governance opportunities and an understanding of rights in the context of increasing disaster risk.

Four-year-old John David does his schoolwork despite a power outage in the Province of Cagayan, a day before Typhoon Haima made landfall in the northern part of the Philippines in October 2016. Packing winds as much as 269km/h, Typhoon Haima, locally known as Typhoon Lawin, was categorised as a super typhoon.

©2016 UNICEF/UN036419/George Calvero

³ The Power of 1.8 Billion: <http://bit.ly/2XSgloA>

⁴ SDGs: <http://bit.ly/2DmPLzR>

⁵ See the case studies in this guide and Appendix 2: Academic References

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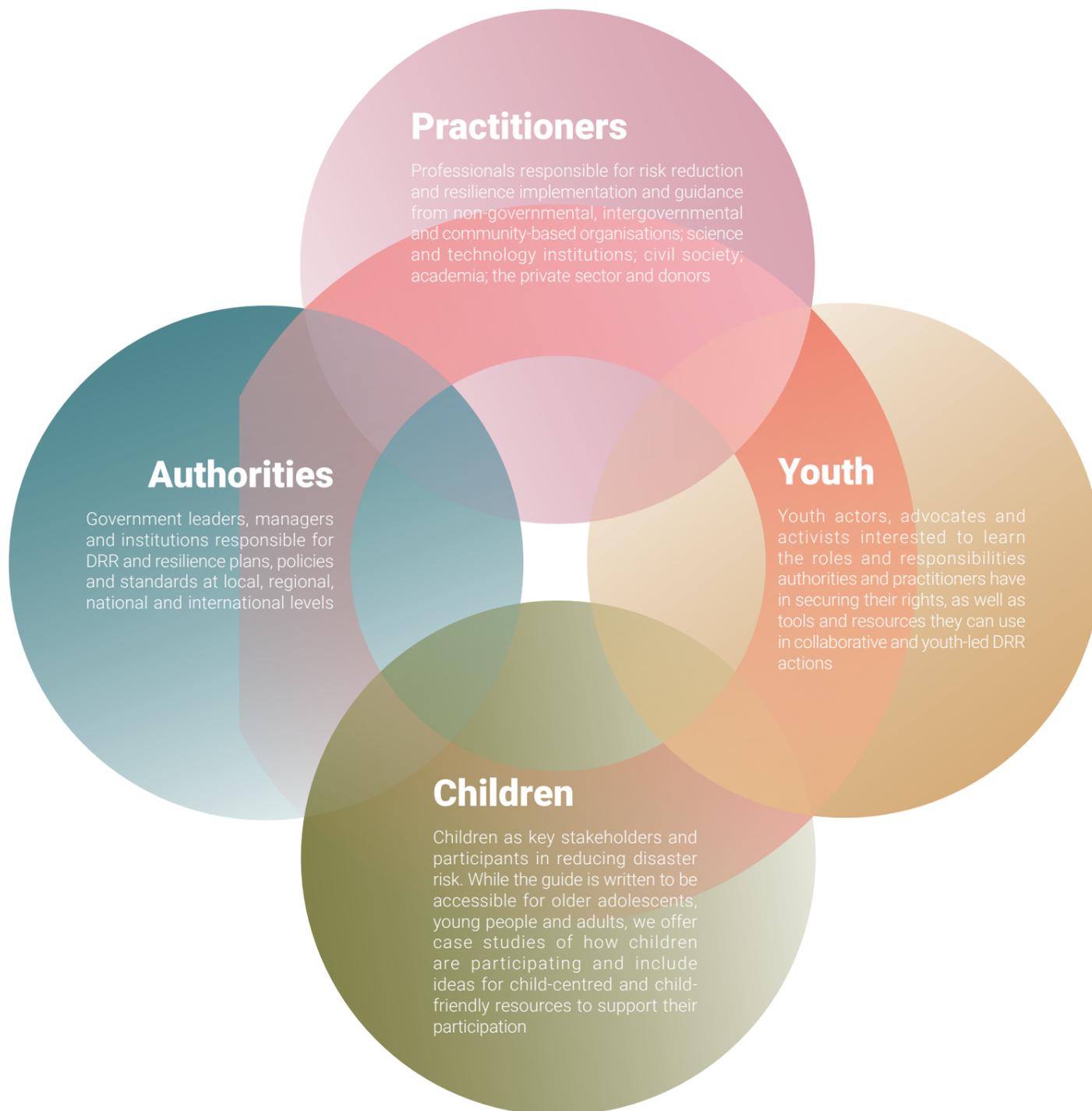
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WHO THE GUIDE IS FOR

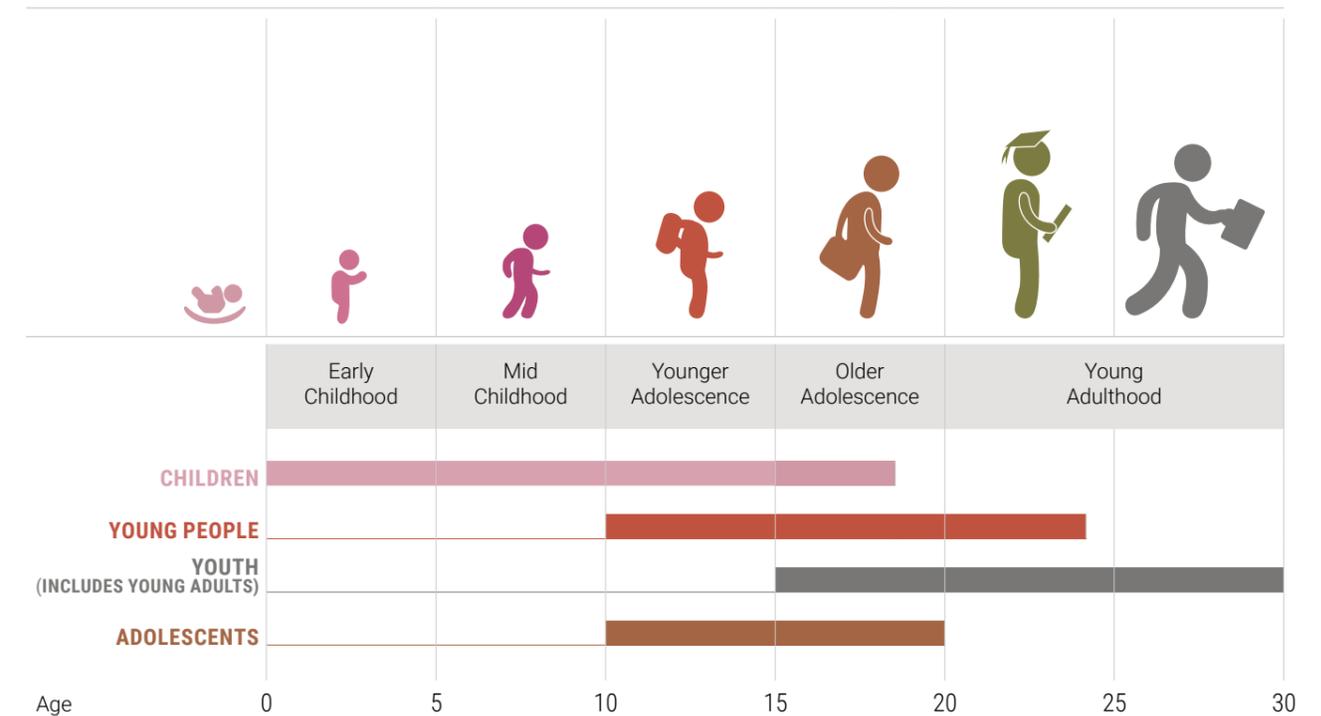


WHO ARE CHILDREN AND YOUTH?

Countries, regions, organisations, communities and governments define age differently. In this guide, we consider children and youth as age 0-30.⁶ We recognise this is a broad age range. A two-year-old who requires care and protection is very different to a child of seven who can make their own decisions. An adolescent of 14 can take leadership roles and offer policymaking ideas but cannot vote or access insurance or accommodation like a 25-year-old. (See Section 1.2: Key principles; and Section 3.6: Children and youth at different ages).

THE VALUE OF DATA DISAGGREGATION

Due to how children and youth develop, age and learn, it is imperative that DRR actions, research and strategies are informed by and responsive to data disaggregated by lifecycle, age, gender, disability and other factors.



⁶ Figure adapted from UNICEF Programme Guidance for the Second Decade to include young adults up to age 30 as "youth": <https://bit.ly/35l9VAm>

01

ENGAGING CHILDREN AND YOUTH

This section highlights key principles in working with and for children and youth, as well as how to meaningfully engage with them and ensure their right to safety. It responds to the Sendai Framework belief that “children and youth are agents of change and should be given the space and modalities to contribute to DRR”.

As part of its effort to reduce risk in Bangladesh in response to a high number of drowning deaths, the SwimSafe programme supports swimming lessons for children from 5 to 10 years of age. More than 130,000 children have completed the course so far. <https://bit.ly/2rt0yGe>

©2019 Centre for Injury Prevention and Research (Bangladesh)



1.1. Why engage with children and youth in reducing disaster risk?

The threat of disasters and the impact of a changing climate are very real to children and youth because they are aware that the consequences will significantly affect the rest of their lives. Seeing and treating them as passive victims or as a homogenous group misses the vast potential of their unique and collective capacities to drive solutions. Around the world – and often alongside supportive adults – girls, boys and non-binary children and youth are already taking actions to reduce disaster risks at school, home and in their communities.⁷ They are advocating for sustainable and resilient societies for all, where they are involved in decision-making as active citizens. They are standing up for their fundamental rights for protection, safety, survival, education and participation. Across many countries, millions are increasingly protesting and demanding climate justice from their governments. Standing still is not an option.

- Awareness raising, behaviour change and advocacy initiatives involving and led by children and youth can result in greater outcomes than information sharing alone, including on household and community risk preparedness,⁸ better hygiene practices, alternative livelihood strategies and greener lifestyle choices.
- DRR innovations led by adolescents and youth often prioritise inclusivity, with crowd-sourced data-gathering in person and online, as well as risk-taking, creative ways to use new technologies and outside-the-box thinking.
- Communication and social media and educational campaigns designed and run by adolescents and youth can mobilise actions – from local to global – in language and processes that engage, inspire and motivate. This includes children and youth spurring adults into action as can be seen in the global school strike for climate movement.⁹
- Child- and youth-led humanitarian strategies and actions often seek to reach and include populations most at risk, especially in areas of health, nutrition, WASH (water, sanitation and hygiene), prevention of sexual and gender-based violence and harmful practices, and child protection.
- Peer-to-peer support recovery programmes by prepared and trained adolescents and youth are often effective in helping reduce post-traumatic stress disorder, anxiety, depression and alcohol or drug addiction exacerbated by a disaster event.

Supporting children and youth in actions that advance the Sendai Framework for DRR should not be a checkbox activity. Their participation is a valuable proposition as it brings real and necessary benefit to DRR and resilience-building policies, programmes and strategies. Engaging children and youth also upholds their legal rights as outlined in the United Nations Convention on the Rights of the Child, which has been ratified by 196 countries.¹⁰

⁷ See the case studies in this guide

⁸ Child-centred risk reduction impacts on household safety: <https://bit.ly/2sgrN75>

⁹ School Strike 4 Climate; Fridays for Future: <https://bit.ly/2DIRc1J> and <https://bit.ly/2snVqDH>

¹⁰ Children's Rights in Disasters: <https://bit.ly/37HdeK5>

WHAT IS A HAZARD?

WHAT IS A DISASTER?

Hazards can be natural or human-made, a phenomenon or human act, such as a tsunami, landslide or rise in sea level. Understanding the multiple risks hazards can cause – especially from long-term drivers of risk, like climate change – allows governments, schools, communities and households to prevent, mitigate or prepare for sudden hazards (i.e. wildfire or flood) or slow-onset hazards (i.e. drought). A disaster occurs when the impact of a hazard is greater than the resources and capacities of a person or a community to mitigate it. In other words, not every hazardous event becomes a disaster.



Severe, age 16, is at work as a fisherman in the Central African Republic. Fishing is one of the many livelihoods threatened in the country not only by severe drought and flooding, but also ongoing conflict.

©2007 UNICEF/Giacomo Pirozzi



©2019 Save the Children

What is a child- and youth-centred approach to DRR?

Children and youth around the world are envisioning safe, healthy and prosperous futures for themselves, their friends, families and the wider society. When provided with the tools, resources and support they need in ways that uphold their fundamental and legal rights,¹¹ they can actively contribute to meeting this vision - even when faced with multiple threats to their well-being due to increasing hazards. A child- and youth-centred approach to DRR values their opinions, energy, innovations and insights to ensure all children and youth can be healthy and live free from harm. It aims to ensure that their voices are equally valued and heard on decisions that affect them and that they are able to safely learn, rest, work and play as they grow, no matter where they live and who they are.

¹¹ UN Convention on the Rights of the Child: <https://bit.ly/2QoG22r>



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What are the key challenges?

Disasters are not natural or neutral, especially for children and youth living in vulnerable situations. Disaster risk relates to rights. For children, basic human rights such as education and health are jeopardised with increased disaster risk. The risk from disaster is greater where people are denied their human rights and where access to information, resources or decision-making is limited. Therefore, a rights-based perspective is central to child-centred disaster risk reduction.

Hazardous events and slow-onset hazards can have severe impacts on education, health and possibilities for decent work. Children and youth face specific impacts as a result of factors that dictate their vulnerability in different contexts and cultures. For instance, social beliefs, norms and practices related to gender, ethnicity, age, ability, religion, LGBTQI2S identity, socio-economic situation and other factors are contributing to increased disaster risk. Disaster risk is often the result of inequalities. Unless it is treated from a rights perspective with the aim to reduce the underlying drivers of disaster risk (i.e., climate change, violence, poverty, inequality, issues of exclusion, etc.), children and youth will continue to be disproportionately affected and increasingly left behind. In today's turbulent times, action is required to tackle harsh realities:



©2011 UNICEF/UN044568/Bell

- Child and youth well-being is under enormous threat due to hazardous events increasing in frequency and intensity on every continent. Disasters are reversing development gains for children and youth and the fulfilment of their basic human rights. The setbacks include a dramatic rise in direct economic losses due to climate-related disasters that threaten the United Nations' Sustainable Development Goals (SDGs) (e.g., Goal 1 to end poverty in all its forms everywhere).¹²
- An estimated 535 million children, nearly one in four, live in conflict- or disaster-stricken countries, with restricted access to medical care, quality education, proper nutrition and protection.¹³

¹² UNDRR Global Assessment Report: <https://bit.ly/2QWYJAB>

¹³ Conflict and disaster-stricken countries: <https://uni.cf/2DKHH2E>

¹⁴ UNDRR Global Assessment Report: <https://bit.ly/2QWYJAB>

¹⁵ Children Uprooted: <https://uni.cf/2L1xQ5Y>

¹⁶ Slum Almanac 2015/2016: <https://bit.ly/2QWpC0q>



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- Disaster risks and impacts are exacerbated by the consequences of poverty, inequity, conflict, fragility, discrimination, unplanned and rapid urbanisation, weak institutional arrangements, non-risk-informed policies, unsustainable use of natural resources, declining ecosystems, extreme weather events, disruptive climate change and increasing environmental, social, technological and biological health hazards.¹⁴
- Millions of children and youth are on the move with unprecedented global migration and displacement occurring around the world. This can increase their risk in vulnerable situations.¹⁵
- One billion of the world's population live in slums with poor living conditions, lacking basic services and infrastructure. A significant proportion of them are children and youth.¹⁶

1.2. Key principles for child- and youth-centred DRR

A GENDER-EQUALITY APPROACH seeks to ensure that girls, boys and non-binary children and youth have equal rights, opportunities, access and entitlements to knowledge, services, participation and decision-making influence before, during and after a hazardous event. It includes identifying and addressing their different and specific needs, capacities and vulnerabilities, and building on their strengths. Social inequities can negatively affect how safely and proactively individuals and communities are able to plan for natural hazards and climate change. They also affect how children and youth of different genders are able to respond to and recover from shocks and stresses. Integrating gender responsiveness into DRR initiatives works to change unequal gender norms, relationships, attitudes and behaviours.

Placing **CHILD AND YOUTH RIGHTS** at the heart of DRR is imperative as hazards – including the effects of climate change – threaten nearly all the fundamental rights of children and youth, from basic survival to access to critical services and systems (e.g., healthcare; education continuity; WASH; and freedom from abuse and exploitation). All too often, children and youth are relegated to the margins in preparing for hazardous events, in the taking of decisions that affect them and at critical junctures following a major disaster. A rights-based approach prioritises the engagement of children and youth in DRR and upholds the global mandates of the Convention on the Rights of the Child and the Declaration of Human Rights through policies and local, practical interventions. In a DRR context, the approach includes, but is not limited to, their fundamental rights to safety, survival, education, development and participation in decision-making.

A LIFECYCLE APPROACH recognises the need to focus on how children and youth develop as they move through age categories.¹⁷ It acknowledges that children and youth learn, participate and lead in unique ways that depend on their age, poverty and other markers. It also recognises that their needs and priorities will shift and change based on the different socio-economic, cultural, political and environmental contexts in which they are living.¹⁸ For instance, a disaster will affect a three-year-old living in poverty differently than a seven-year-old, an adolescent or an older youth, whether living with poverty or wealth. Prioritising age-disaggregated data (along with gender, disability, ethnicity, poverty and socio-economic status, geography, etc.) helps ensure DRR awareness materials, policies, programmes and participation opportunities are age-appropriate, inclusive and effective. It can also identify the most vulnerable children and youth in a community to reach them in times of crisis and help address their unique needs.

INCLUSION is a commitment to involve and support all children and youth in disaster risk assessment, planning and response. It includes recognising and responding to factors that keep some children and youth from safely, equally and ethically participating in decision-making and implementation as equals – especially in regard to gender, age, disability, ethnicity, poverty and socio-economic status, displacement, caste, sexual orientation, geography, etc. Meaningful inclusion in DRR requires targeted efforts to transform unjust social, cultural and political powers and norms that increase the disaster risk children and youth face. It is a strategic effort to address and reduce intersecting inequalities and layered exclusions that increase vulnerabilities before, during and after crisis.

¹⁷ See Appendix 2: Diwakar et. al. (2019)

¹⁸ See Appendix 2: Lovell et. al. (2019)



Youth in Côte d'Ivoire train to help and rescue those at risk during flooding events.

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Miléquém Diarassouba

1.3. Children and youth share their DRR priorities

Children and youth often know what they want to ensure safety and well-being for themselves and their peers, family, community and wider world. Moving their DRR ideas into action starts with listening to what they have to say:

CHILDREN'S CHARTER: AN ACTION PLAN FOR DISASTER RISK REDUCTION FOR AND BY CHILDREN FOR DRR

More than 600 children from 21 high-hazard-prone countries developed the Children's Charter: An Action Plan for Disaster Risk Reduction for and by Children for DRR.¹⁹ The Children's Charter attracted a very positive response, with more than 150 people signing up to it at the 2011 Global Platform for DRR, including representatives from 26 governments. The charter included follow-up consultations; it has been translated into six languages. It is currently is being used to connect children's priorities to local and national strategies. In the charter, children say:

- Schools must be safe, and education must not be interrupted;
- Child protection must be a priority before, during and after a disaster;
- Children have the right to participate and to access the information they need;
- Community infrastructure must be safe, and relief and reconstruction must help reduce future risk; and
- Disaster risk reduction must reach children and youth living in the most vulnerable situations.



"This is not the time to just talk and talk. This is the time... to look for ways that will sustain our lives."

Beatrice, age 16, Zambia

©2014 UNICEF/Climate Change Voices of Youth: <http://bit.ly/33wXtSQ>

19 Children's Charter for DRR: <https://bit.ly/35ED0li>



"We create hazard maps and we show to our peers so they can learn about where the hazards are located at our school."

Neo, age 12, Philippines

©2018 Save the Children/CLIKS Mobile Applications: <http://bit.ly/2qZCIHA>

YOUTH PRIORITIES FOR SENDAI FRAMEWORK IMPLEMENTATION

At the 2019 Global Platform on DRR, youth shared their key strategies with the Special Representative of the UN Secretary-General for Disaster Risk Reduction on how to implement the Sendai Framework together. Their ideas built on their experiences and the priorities defined at the UN World Conference on DRR in 2015. Youth asked to:

- Include children and youth as equal and diverse stakeholders in local, national and international policy and planning processes through legally mandated and well-resourced spaces, including in intergovernmental proceedings;
- Invest in building and strengthening the capacities of children and youth in DRR so they can become peer educators for disaster-risk and climate-change awareness and education, and influence friends and families to reduce disaster risks at home and in school. Recognise their role and contribution to substantive thematic issues beyond factors specific to their demographic;
- Establish a mechanism to allocate more resources to child- and youth-led DRR projects. This includes providing children and youth with dedicated avenues and capacities to contribute to national strategy design and review processes set forth in the Sendai Framework;
- Provide age-appropriate data and tools for children and youth to monitor and provide feedback on DRR activities;
- Understand child and youth diversity by disaggregating DRR data according to age, gender and level of vulnerability to properly address diverse and unique needs; and
- Recognise expertise across various thematic areas, such as the leading role young scientists can play in research on DRR.²⁰



Access multiple resources on children, youth and the Sendai Framework at: www.preventionweb.net/collections/wia_youth_sendai

20 Young scientists' roadmap: <https://bit.ly/37JvJh3>

1.4. Support meaningful engagement

For inclusive DRR, meaningful engagement is critical to strengthen the agency of children and youth as they develop so they can make the right, informed and safe decisions for themselves, their community and the wider society. Agency builds through life stages that ultimately result in self-led engagement. From a very young age, children want to express and share their ideas. As they develop and gain knowledge, their ability for expression and responsibility grows. For meaningful participation in DRR to occur, how children and youth engage DRR processes and actions at different ages should also evolve. This is where activities move from mainly participatory consultation processes in early childhood to activities that include more responsibilities for self-led engagement by and for youth. For instance:

- Young and middle-aged children can engage in participatory consultations and on children's councils, which need to be not only tailored to their age and culture but include age-appropriate feedback loops on the use and impact of their contributions.
- Young adolescents can join collaborative advisories, youth-led student councils and children's parliaments with greater governance responsibilities.
- Older adolescents and young adults can participate fully in wider citizen forums when they are invited, supported and listened to in ways that value their views.

Meaningfully accompanying and engaging children and youth in DRR action require operating in the realm of collective participation (can be adult-owned and youth-led²¹) and self-driven participation (child- and youth-led) whenever and wherever possible and avoiding unethical and tokenistic engagement (see page 30). Targeted actions should also be taken to ensure that both girls and young women, boys and young men, including those who are non-binary and carry intersectional identities, are able to participate fully, share their ideas in safe spaces and are empowered to speak out. Children, adolescents and young adults represent a heterogeneous cohort and the in-group diversity must guide all engagement pathways. Meaningful engagement does not only benefit youth but considers children, adolescents and young adults as drivers of transformation for the wider community.

21 Youth-led programming: <https://bit.ly/2q108GG>

WHEN CHILDREN AND YOUTH EXPRESS THEIR VIEWS AND THEY ARE HEARD, IT:

- Increases their confidence
- Creates a sense of belonging
- Builds critical thinking skills
- Deepens their capacity to civically engage
- Builds collective organising skills

Youth record narration as part of a Gerakan Pramuka Indonesia (Scouts) initiative on reducing disaster risk.

The script is for a photo-video story they created to make their community safer: <https://uni.cf/2q1HluS> and <http://bit.ly/2Y3sCw9>.

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MEANINGFUL CHILD AND YOUTH ENGAGEMENT

SELF-DRIVEN PARTICIPATION (CHILD- AND YOUTH-LED ENGAGEMENT)

- Children and youth themselves identify issues of concern to address.
- Children or youth control the process and the outcomes.
- Adults are supporters when needed, rather than leaders.
- Peer approaches and accompaniment are key here.

COLLABORATIVE PARTICIPATION (ADULT-OWNED AND YOUTH-LED ENGAGEMENT)

- Adults initiate the collaboration and invite youth to help in identifying and solving an issue of concern.
- Children or youth partner with adults in inter-generational collaboration on an equal footing.
- Adults own the initiative and its outcomes (both expected and unforeseen), but the initiative is fully spearheaded by youth.
- Children or youth are able to influence or challenge both the process and outcome.
- The participation process allows for increasing levels of self-directed action by children or youth over a period of time to the point when youth are in the driver's seat.
- Responsibility belongs to children and youth, whereas accountability always rests with adults.

RED FLAGS IN THE ENGAGEMENT OF CHILDREN AND YOUTH

The following examples and descriptors are all too common when adults seek child and youth in input and participation. They do not, however, qualify as meaningful engagement (i.e., build their agency through fostering innate development processes and satisfy their right to meaningfully participate in decision-making).

- Children and youth have little or no opportunity to express their views.
- Child views are manipulated or forced due to inequitable power dynamics.
- Adults tell youth what to say or do in a tokenistic or directive process.
- Children and youth express their views, but they are not heard, valued or acted upon.
- The engagement is adult-led and managed and lacks the possibility for children or youth to control both process and outcomes; needs and capabilities of children and youth are overlooked.
- Engagement is initiated by adults without any clearly formulated benefit for children and youth as a constituency.
- Adults recognise the added value child and youth perspectives, knowledge and experience can contribute, but the engagement does not recognise children and youth as contributors and hence the "looping-back" mechanism is absent.

For children and youth, being able to authentically represent themselves and their peers in decision-making spaces is an empowering experience that contributes to developing their agency. This includes being kept informed on how their inputs are taken into account in policy, programmes, advocacy, etc. If the views they put forth are ignored or silenced, it can further marginalise individuals and groups.

Meaningful engagement requires active listening and sufficient response. A global survey with more than

30,000

individuals **under**

age 30 from

186 countries

found that almost

60%

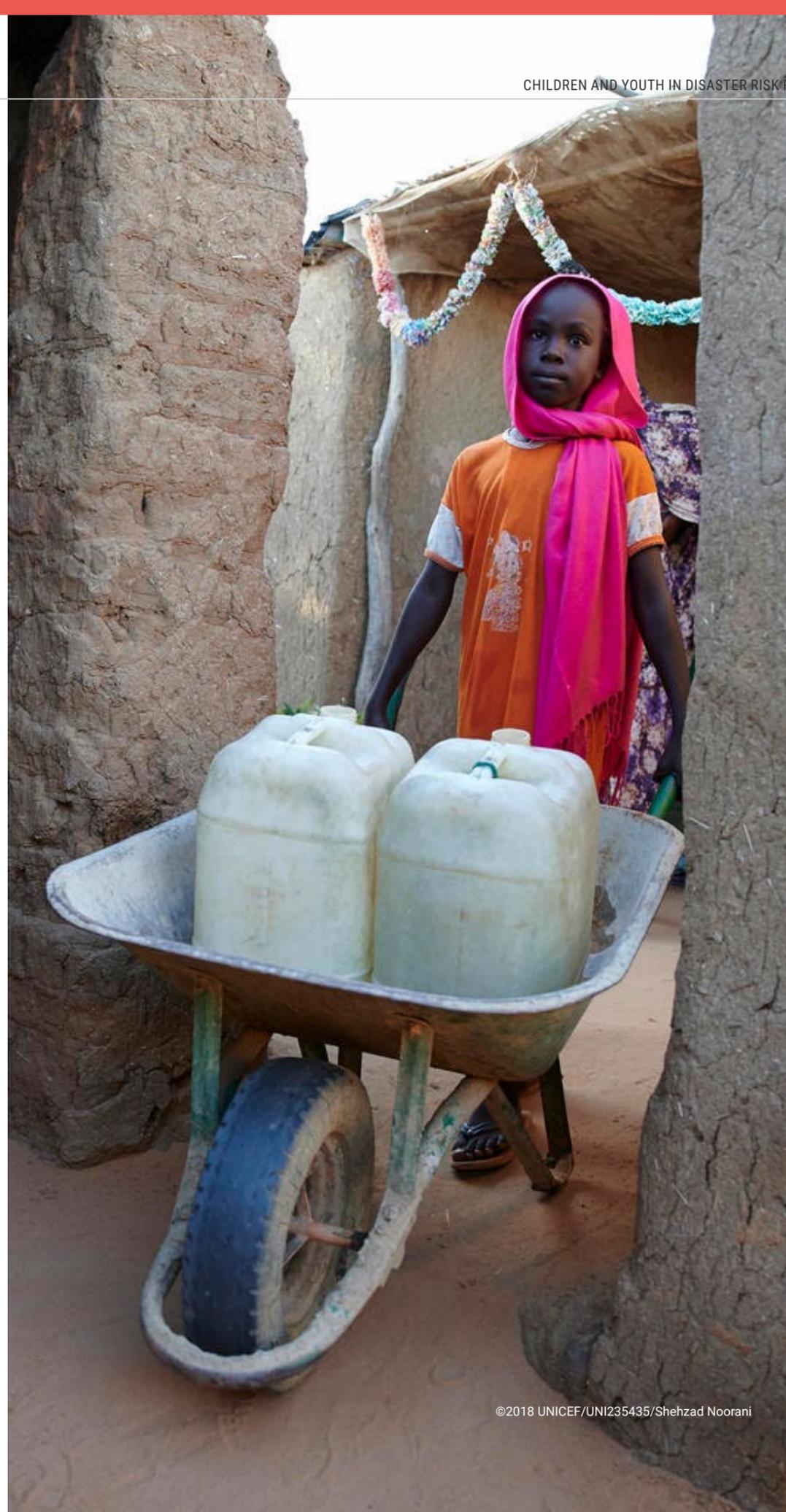
of young

people believe their views

are being **ignored**

when important

decisions are made.²²



²² See IFRC youth engagement blog: <https://bit.ly/2rtbyDw>; Shaper Survey 2017: <https://bit.ly/37LbRdu>; and What millennials want in 2018: <https://bit.ly/2qRcOAi>

Working with children and youth to develop strategies for how to increase influence not only creates the possibility to do so, but also generates honest conversations about the complexities of inclusivity, governance and representation. With this knowledge, children and youth can then develop their own strategies for tackling adversity, such as joining networks for generating political capital, creating campaigns and movements for generating social capital, mobilising through protests or conducting other forms of citizen action, including advocacy.

Meaningful engagement requires more than an opportunity for children and youth of different ages and life experiences to have a presence in decision-making spaces or to share diverse views. It can be seen as a result of incessant, deliberate, well-resourced, facilitated and often legally mandated action. Meaningful engagement is sustained activity with regular communication, both formal and informal (i.e., more than one-time planning and participation in events). It takes time and learning how to share and redistribute power when and where necessary. This is pivotal for enabling children and youth to grow and communities to foster knowledge development and leadership renewal (i.e., the transfer of power in formal and informal leadership roles and positions to those coming after).²³

In all DRR activities that seek meaningful child and youth engagement, it is imperative to create and support opportunities for voice, space, audience and influence.²⁴

Penelope, a youth activist from Norway, participates in a child rights panel discussion at the 2019 UN Climate Change Conference in Spain. At the event, countries were invited to sign the Intergovernmental Declaration on Children and Youth in Climate Action: <https://uni.cf/cop25>.

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Access multiple resources on child rights and meaningful engagement at: https://www.preventionweb.net/collections/wia_youth_engaging

²³ Child participation in local governance: <https://uni.cf/2QzNzLC>

²⁴ Information on page 34-35 adapted from Appendix 2: Lundy (2007); the Guidelines for Working with and for Young People in Humanitarian Settings: <https://bit.ly/34tvpAV> and A Conceptual Framework for Measuring the Outcomes of Adolescent Participation: <https://uni.cf/3592j9H>



Space

Children and youth can safely explore and express their views before and after a hazardous event. For children and youth from marginalised groups, creating an enabling environment may require legislation and policies for inclusion, or a focus on shifting inequitable power that can limit spaces for safely sharing their authentic views.

Voice

Children and youth have the skills, capacities and self-confidence to express their views in all stages of disaster risk reduction. Strengthening voice includes active attention to addressing issues of poverty, discriminatory cultural norms or other factors that can limit participation.

Audience

Children and youth are listened to and their viewpoints valued in assessing, mitigating, preparing for and responding to hazards. This includes having sustainable mechanisms and opportunities in place for children and youth to participate in DRR strategic plans from the local to global level.

Influence

Children and youth viewpoints are not only heard, but acted upon in risk reduction and resilience policies, programmes and standards that affect their lives and those of the wider society.

1.5. Safeguard children and youth in all DRR actions

Safeguarding means to respect and support the right of children and youth, “wherever they live and whatever their circumstances ... to be protected, nurtured and free from all forms of violence, abuse, neglect, maltreatment and exploitation as set out in the Convention on the Rights of the Child.”²⁵ Ensuring that children and youth are safe in every action and interaction means that DRR programmes, policies, protocols, campaigns and communication (online and offline) prevent neglect, physical, sexual or emotional abuse and any maltreatment of children and youth. Safeguarding starts with an organisational culture and understanding of why and how to protect children and youth. The following key principles for policies on safeguarding were adapted from Plan International’s Global Policy on Safeguarding Children and Young People²⁶, with input from other contributors to this guide. The recommendation is to create your own comprehensive approach:

- Recognise the equal rights of children and youth to protection from all forms of violence based on the UN Convention on the Rights of the Child and the Universal Declaration of Human Rights.
- Respect and apply human rights in all DRR actions, irrespective of age, gender, gender identity, sexual orientation, nationality, ethnicity, race, language, religious or political beliefs, marital status, disability, physical or mental health, family, socio-economic or cultural background, class, any history of conflict with the law or any other aspect of background or identity.
- Empower and encourage children and youth to fulfil their potential, including giving due weight to their views in DRR decisions, in accordance with their age and level of maturity.
- Mainstream and act in ways that ensure the care and protection of children and youth – especially those most at risk and living in vulnerable situations – in all DRR policies, operations, programmes, interventions and interactions.
- Ensure no child or youth suffers harm, intentionally or unintentionally, as a result of their engagement, association or contact with DRR actions.
- Inform and involve children and youth in empowering initiatives so that they learn about and are better able to exercise their rights to protection before, during and after a hazardous event.
- Be open and transparent, holding yourselves, partners and the wider community to account for its commitment to safeguard children and youth.
- Act on safeguarding concerns, ensuring your actions are timely, appropriate and centred around the child or youth and their individual circumstances and identity (e.g., taking appropriate measures to address gender bias and other forms of discrimination and violence which may arise).
- Ensure a gender and intersectional lens is applied when considering safeguarding interventions. This means to:
 - Take into account people’s (children, young people and adults) gender and overlapping identities and experiences in order to understand the complexity of the prejudice and/or inequality they face, or conversely how this may lead to a heightened privileged status.
 - Reflect on your status as an authority, practitioner or youth leader. Acknowledge the power imbalance this causes as an individual, within your organisation (asking: where within the organisation power lies, who typically are the dominant and subordinate groups and how this impacts on safeguarding decisions) and between the organisation and the wider society.
 - Develop your capacity to analyse how girls, boys, non-binary children and youth can be at risk of harm and abuse as a result of your organisation’s work because of their particular identity (age, gender, sexual identity, disability, ethnicity, etc.).
 - Act on how you can most effectively create safe spaces for all staff and for the children and youth with whom you work where it is safe to challenge and address inequality, power and bias.

²⁵ Child Safeguarding for Business Toolkit: <https://uni.cf/2q11Qb4>

²⁶ Plan International safeguarding policy: <https://bit.ly/34nllly>

VIOLENCE AGAINST CHILDREN AND YOUTH

Safeguarding includes protecting all children and youth from multiple forms of violence²⁷ – including sexual and gender-based violence (SGBV), physical and humiliating punishment (PHP) and peer violence – especially as violence often increases in disaster and hazard-related contexts. Safeguarding policies for children and youth on a global level also promote a greater focus on the increasing urgency to address conflict and DRR in fragile states, including the impact on child and youth safety, development, well-being, ability to participate, education and other rights.²⁸

SEXUAL AND GENDER-BASED VIOLENCE (SGBV) includes sexual violence, forced marriage, sexual exploitation and sex trafficking. SGBV is rooted in gender inequality, and violence against women and girls is one of the most prevalent human rights violations in the world. It knows no social, economic or national boundaries. Worldwide, an estimated one in three women will experience physical or sexual abuse in her lifetime and violence against LGBTQI2S and trans youth is on the rise in many countries. SGBV undermines the health, dignity, security and autonomy of its survivors, yet it remains shrouded in a culture of silence. Survivors of SGBV can suffer severe sexual and reproductive health and psychological consequences, including forced and unwanted pregnancies, unsafe abortions, traumatic fistula, sexually transmitted infections, including HIV, violent reprisals, stigmatisation and even death.

PHYSICAL AND HUMILIATING PUNISHMENT (PHP) includes how adults (i.e., parents, caregivers, teachers, etc.) discipline children and youth by, for example, threatening or carrying out physical or corporal punishment, or through emotional abuse (e.g., “psychological punishment that belittles, scares or ridicules the child” or youth).²⁹ Hostile home, school or community environments can negatively affect how children learn to socialise, bond with people who can support and protect them, and develop through socio-emotional learning. In a DRR context, such factors can hinder efforts to increase their capacities and resilience in times of crisis and to proactively engage in adult- and peer-led activities that can keep them safe. PHP disproportionately threatens the well-being of children and youth most at risk or living in vulnerable situations. For instance, children and youth with disabilities face a risk of physical violence 3.6 times higher than their peers without a disability.³⁰

PEER VIOLENCE includes physical and emotional violence by peers, face-to-face bullying, cyberbullying and gang violence.³¹ In many cases, children are at higher risk from physical violence by caregivers, while adolescents face greater risk from peers. Peer violence and bullying have been known to increase after a disaster event, including in school settings,³² with attention specifically needed on emotional violence that may be less visible than physical fights or attacks.³³ Emotional violence can include psychological or psychosocial maltreatment, mental, verbal and emotional abuse, and neglect. Additionally, because schools are often sites for gang activities and surveillance, hazardous events can create or exacerbate vulnerable situations that heighten child and youth risk from recruitment and violence.

²⁷ Know Violence in Childhood: <https://bit.ly/37G7lge>

²⁸ When disasters and conflict collide: <https://bit.ly/2KY0IBA> and <https://bit.ly/2qRdKEQ>; Disaster risk reduction in contexts of fragility and armed conflict: <https://bit.ly/2QXxfGv>

²⁹ See Appendix 2: Romero et. al. (2018)

³⁰ Violence against Adults and Children with Disabilities: <http://bit.ly/2XQ7x8c>

³¹ See Appendix 2: Romero et al. (2018)

³² See Appendix 2: Terranova et. al. (2009)

³³ See Appendix 2: Devries et. al. (2018)

TAKE ACTION

Proactively addressing child and youth violence in DRR means to understand, prevent and prepare to provide life-saving responses to the physical and psychological consequences of violence. As violence can heighten vulnerable situations and risk, DRR strategies must go beyond addressing current issues. Strategies must be developed for safeguarding and child protection action immediately after a hazardous event at school, in travel between school and home, at work and in communities (including shelters and human settlements). This means, at a minimum:

- Supporting the right of all children and youth to live free of violence and abuse;
- Building the knowledge, attitudes and skills of adults who work with and care for children and youth, and of children and youth themselves, in nonviolence, violence prevention and response – including where to seek help if needed;
- Strengthening and providing multisectoral response services, including psychosocial assistance and free clinical management of rape and other health services to survivors;
- Establishing functioning referral systems and improving help-seeking behaviour and awareness through information, education and communication initiatives;
- Actively involving girls and LGBTQI2S youth in empowering initiatives and community youth leadership;
- Engaging boys and young men to transform unequal gender norms and reduce harmful behaviours, advocating for laws and policies that seek to overcome discrimination against girls and LGBTQI2S individuals.



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Child protection is one aspect of safeguarding. Access multiple resources on child protection at:
www.preventionweb.net/collections/wia_youth_multisectr.

02

IMPLEMENTING THE SENDAI FRAMEWORK FOR DRR

This section highlights how children and youth engagement can help implement the Sendai Framework's four priorities for action and seven targets, and offers case study examples. The section specifically responds to the Sendai Framework call for governments, the public and private sectors, civil society, academia and scientific and research institutions to work together and engage with "relevant stakeholders, including ... children and youth".



2.1. Act on the Sendai Framework

The Sendai Framework for DRR³⁴ challenges all of us to substantially reduce disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries.³⁵ The framework's priorities for action and targets directly relate to the rights and well-being of children and youth and the principle of do no harm:

Priority 01	Priority 02	Priority 03	Priority 04
Understand disaster risk	Strengthen disaster risk governance to manage disaster risk	Invest in DRR for resilience	Enhance disaster preparedness for effective response and build back better
With knowledge and support, children and youth are active participants in assessing disaster risk in creative and collaborative ways. They are also involved in data collection and analysis focusing on children and youth	Through empowering programmes that strengthen voice and agency, children and youth at different ages are informing strategies through children's parliaments, advisory groups, student councils and youth-led networks	With knowledge and age-appropriate resources, children and youth are participating in DRR at schools, home, at work and in their communities in ways that build their resilience	With capacity building and with an understanding of safe practice, as determined by their age and abilities, children and youth are actively preparing to safely respond to and recover from hazardous events



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34 Sendai Framework for DRR: <http://bit.ly/2DpozAI>

35 Implementation tools: Sendai Framework Monitor: <http://bit.ly/200iVNL>; Desinventar: <http://bit.ly/2KZsE2I>; National Disaster Loss Databases: <http://bit.ly/2SGxE0P>

TARGET A

Reduce mortality

Mortality decreases when children, youth and their carers know how to stay safe and their rights are prioritised, including access to disaster-proofed social services

TARGET B

Reduce number of affected people

Children and youth are learning and sharing ways that keep themselves, their families and communities safe at school, home and work

TARGET C

Reduce direct disaster economic losses

Injuries, challenges to health and well-being and education disruption at a young age – as well as economic instability for working youth – can affect life trajectories. Investing in child-to-adulthood safety can reduce long-term economic loss at local and national levels

TARGET D

Reduce critical infrastructure disruption

Through technological and creative innovation, youth especially can bring out-of-the-box ideas into discussions on infrastructure – including education and health systems

TARGET E

Increase number of countries with national and local DRR strategies

Children and youth contributions in DRR planning, implementation and monitoring can strengthen strategy effectiveness. 2020 is the framework's deadline for implementation and a key opportunity to step up inclusion of children and youth

TARGET F

Enhance international cooperation for action

Involving youth in regional and international DRR meetings builds their capacities. The meetings, too, will benefit from their experiences and insights

TARGET G

Increase access to multi-hazard early warning systems

Children and youth with early warning system knowledge can effectively share knowledge and help in response during a hazardous event, as long as safeguards are in place

2.2. Child and youth engagement critical in all stages of disaster risk and risk management

Children and youth are already helping communities and countries address the four Sendai Framework priorities, as this section shows through multiple examples. Be sure to notice through the icons how each initiative connects to the four key stages of the risk management cycle.



RISK ASSESSMENT

The threat of disasters is real and growing. However, from the point of view of children and youth, disasters on a large scale are infrequent and often more abstract than the everyday hazards and risks that threaten their rights. Supporting them to explore everyday risk in ways that have meaning to them allows for underlying drivers of risk to emerge and be addressed.



PREVENTION AND MITIGATION

Preventing disaster means to completely avoid the harmful impacts of a hazardous event. Children and youth around the world are actively exploring and participating in ways to identify and eliminate hazards that could lead to disaster at school, at home and in their communities. This can help minimise disruption, such as not being able to return to school due to economic hardship, provoked by a hazardous event. Children and youth are also motivating and educating their peers, families and the wider community on ways to prevent potential disasters.

Mitigating disaster means to lessen the scale and severity of a natural or human-made hazard. For instance, many children and youth see climate change as a growing threat to their future because it increases the potential for disaster. In response, they are taking activist roles to hold governments and authorities to account in protecting their future from the harm climate-induced hazards can cause.



PREPAREDNESS AND RESPONSE

Preparedness means to strengthen the knowledge and capacities of all children and youth in order for them to stay safe before, during and after a hazardous event. Preparedness helps children and youth take control of the everyday risks they face in the diverse places where they live, play and work. This includes a strong emphasis on Comprehensive School Safety (see pages 58 and 59) as spaces for education and learning bring together children and youth from diverse backgrounds as well as provide safe spaces and options for out-of-school children and youth. Other actions include child and youth engagement activities that support them in responding to a hazardous event, such as early warning system readiness, school and community safety drills, evacuation planning, strategising for temporary schools after a hazardous event, etc.



RECOVERY, REHABILITATION AND REBUILDING

The time after a hazardous event can be critical for children and youth both in the short- and long-term. Children and youth must be able to return to school quickly to avoid the negative impact that disruption can have on their long-term cognitive development and well-being. Older youth need to be able to maintain their livelihoods or secure alternatives. Nutrition and sanitation needs must be prioritised – in particular for young children who can die from malnutrition or illnesses like diarrhea after a hazardous event. Children and youth need options to stay safe, address post-traumatic stress and actively take part in and influence recovery, rehabilitation and rebuilding decisions that affect them and their peers, families and the wider community.



2.3. Understanding disaster risk

SEDAI FRAMEWORK PRIORITY 1

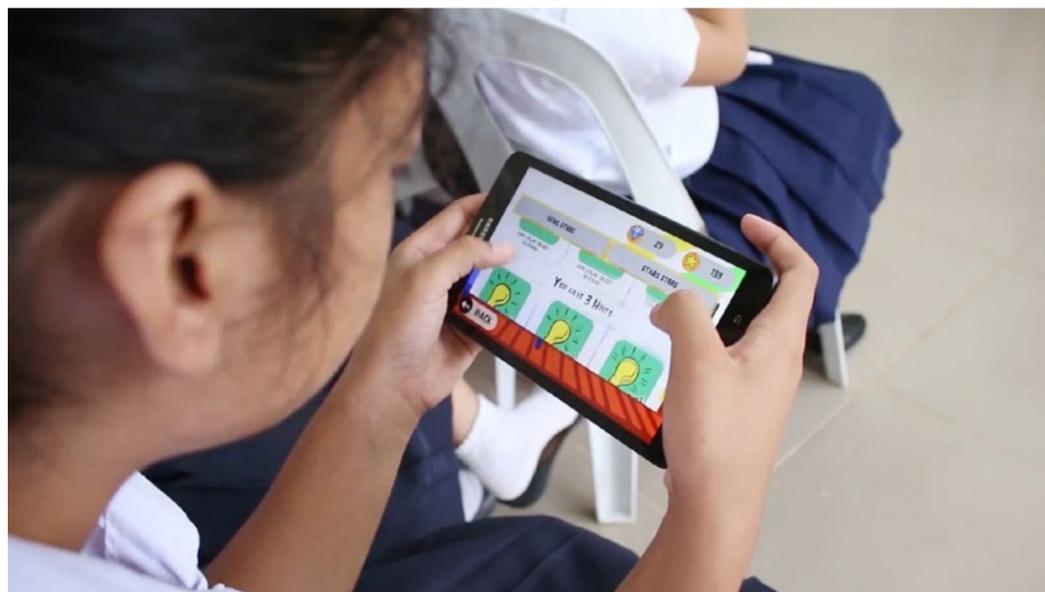
“Disaster risk management needs to be based on an understanding of disaster risk in all its dimensions of vulnerability, capacity, exposure of persons and assets, hazard characteristics and the environment.”

Involving children and youth

Many children and youth have a strong attachment to place, which gives them a heightened sense of their environments. This allows them to provide detailed information about hazards within different contexts and offer ideas for lowering disaster risk. It is valuable to recognise not all children and youth are the same. For instance, adolescent girls can offer insight and ideas on specific risks to their safety during and after hazardous events and on their unique needs (e.g., for menstrual hygiene management, safety from sexual and gender-based violence, etc.)

To achieve Priority 1, authorities, practitioners and youth actors can ensure children and youth of all ages, genders, abilities and cultures:

- Gain knowledge about localised natural and human-made hazards through teaching and curricula that is sensitive to age, gender, culture and disability.
- Can join or lead localised, inclusive and age-appropriate mapping exercises that prioritise and act on child and youth views for risk-informed programming.
- Are supported in understanding disaster risk in their community and nationally through opportunities, mentoring, partnerships and investment (i.e., online crowdsourced mapping, youth-led social media campaigns, educational comics, etc.), with specific attention paid to ensuring the equitable participation of girls.
- Have the capacities and resources to share and train others at school, home and in their communities in understanding disaster risk.



Mainstreaming child- and adolescent-led school-watching teams improves safety in Philippines

Students in public elementary and secondary schools across the Philippines are participating in government-promoted, annual school-watching programmes to keep them safe before and after emergencies and hazardous events. The Ministry of Education initiated protocols to highlight and address hazards, risks and vulnerabilities in schools across the country. Students gather information about hazards that can be addressed by school authorities.

The students also create hazard maps that can be shared with other students alongside other safety information (such as earthquake or fire drill protocols). The programme includes a school-watching app (SWApp) that helps to automate data gathering. Researching risk and holding authorities to account helps to build students' confidence, capacities and DRR awareness at school and home.

- CLIKS Mobile Applications: <http://bit.ly/35EI9VC>
- SWApp instructional videos: <http://bit.ly/33q11WM>
- School-watching team story - Lizette: <http://bit.ly/35BkFAw>
- School-watching team case study - Franchesca: <http://bit.ly/2QgpzhD>

Photos from CLIKS mobile applications project ©2018 Save the Children



Access multiple resources on engaging children and youth in assessing risk, vulnerabilities and capacities at www.preventionweb.net/collections/wia_youth_sendai.



Indigenous children and youth become emergency preparedness leaders in Canada

Indigenous communities in Canada are disproportionately affected by multiple hazards, from floods to wildfires and the impact of climate change, that threaten hunting and fishing livelihoods. Involving youth as active participants and leaders in preparedness supports building capacities and self-determination. It can also ensure household, school and DRR plans reflect the concerns of youth. In the Preparing Our Home programme, a Canadian community-based resilience planning programme, Indigenous youth – alongside Elders and adults – participate in and lead risk assessment and emergency preparedness activities that combine traditional knowledge, Indigenous science, western science and creative research methods.

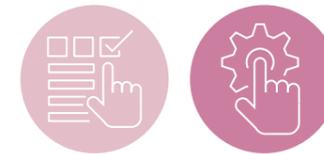
The programme provides planning tools for: participatory hazard and risk identification; social vulnerability, asset and critical infrastructure mapping; fire safety; and youth career development in emergency management. For instance, youth in one community used photography to map assets and explore how different hazards might impact food security, pet safety and housing. Cultural crafts are also a major component of the programme since culture is a lifeline that keeps communities together and is central to community resilience. In addition to the community-led work, a national youth leadership gathering brings together youth and Elders from across Canada to learn from each other and to develop solutions for community resilience.

- Preparing Our Home project: <http://bit.ly/34BX6rz>
- Sample community toolkit: <http://bit.ly/20THpVV>
- Preparing Our Home and the Sendai Framework: <http://bit.ly/2OU8vMs>



Students from the Lil'wat Nation in Canada use participatory mapping and digital storytelling to explore DRR issues.

©2017 Preparing Our Home/Lily Yumagulova and Terry Aiyanna



Children and teachers in the Republic of Korea switch on to the Sendai Framework through a school safety programme

The School Safety Programme Towards a Culture of Disaster Prevention in the Republic of Korea teaches children the basic concepts of reducing disaster risk, including hazards, risks, disasters, vulnerabilities, prevention, preparedness and mitigation. Children also learn safety in general so they can inform and teach their parents and their communities how to be better prepared for disasters.

The programme was developed in 2016 by the Incheon-based UNDRR Office for Northeast Asia and the Global Education Training Institute for Disaster Risk Reduction (UNDRR ONEA & GETI), with implementing support from the Ministry of the Interior and Safety and Incheon Metropolitan City. Through games such as "Riskland" and "Hazard Bingo," it shares the importance of DRR education in school. It also uses the story of Tilly Smith, a schoolgirl who was on holiday in Thailand with her family when the tsunami of December 2004 struck. She recognised the signs of the receding sea and warned her parents of the impending tsunami, which led to hotel guests being rapidly cleared from the beach.

Students also learn to identify hazards in and around the school and their communities, anticipate frequency, severity and type of possible damage and find ways to make themselves more resilient to and prepared for disasters through group discussions and activities. A programme was also launched in 2017 to train teachers as DRR educators, with the skills to replicate or integrate the programme in their schools for students and other teachers. Between March 2016 and July 2019, 2,255 elementary school students, 1,798 secondary school students and 2,329 school teachers and private instructors were trained.



©2019 UNDRR ONEA & GETI

- Riskland Game: <http://bit.ly/39ZbYmV>
- Lessons Save Lives: the Story of Tilly Smith: <http://bit.ly/34nMLPE>
- Sendai Framework for children: <http://bit.ly/2L1dtG5>
- Worldwide Initiative for Safe Schools: <http://bit.ly/35EKZtK>
- Children and youth statement at the Third UN World Conference on Disaster Risk Reduction: <http://bit.ly/2XU4jAH>

Additional initiatives:

YouthMappers unite to reduce risks and increase resilience: <http://bit.ly/2XUndag>

Children and youth learn to act on climate change

Youth learn about climate change and are inspired to take youth-led action in their communities, as guided by the interactive, games-based Y-Adapt curriculum and the Climate Action Toolkit youth unit: <http://bit.ly/2DoaBPs> and <http://bit.ly/35Q97Kb>.

2.4. Strengthen disaster risk governance to manage disaster risk

SENDAI FRAMEWORK PRIORITY 2

“Disaster risk governance at the national, regional and global levels is vital to the management of disaster risk reduction in all sectors and ensuring the coherence of national and local frameworks of laws, regulations and public policies that, by defining roles and responsibilities, guide, encourage and incentivise the public and private sectors to take action and address disaster risk.”

Involving children and youth

With their knowledge and capacities, children and youth can contribute to disaster risk governance at various levels. They can contribute to village DRR plans and provide perspectives on how to better and meaningfully engage children and youth in the formal implementation, follow up and review of the Sendai Framework. Involving children early in governance not only teaches them the foundations of civic engagement, but can build the confidence, capacities and critical thinking skills valuable for resilience.

To achieve Priority 2, authorities, practitioners and youth actors should ensure children and youth of all genders, ages, abilities and cultures:

- Have the knowledge, capacities and support to meaningfully participate in national and local DRR strategy planning, implementation, follow up and review.
- Can join formal and informal local child- and youth-centric governance bodies to gain skills and have influence (i.e., children’s parliaments, student councils, child and youth advisories, youth networks, etc.), with specific attention paid to ensuring equitable access to participation and leadership opportunities in these networks for girls and young women.
- Are supported to research issues of concern to policymakers through qualitative and quantitative approaches, and have their findings valued and used in developing DRR strategies.
- Can take part in formal and informal processes that hold governments and non-state actors, including the private sector, to account in implementing the targets and priorities of the Sendai Framework and the Paris Agreement on climate change, including monitoring and evaluation activities.

In Laos, children create hazard maps in their communities so they can bring their ideas for reducing risk to decision-makers. ©2014 Save the Children



Access multiple resources on engaging children and youth in governance at www.preventionweb.net/collections/wia_youth_sendai



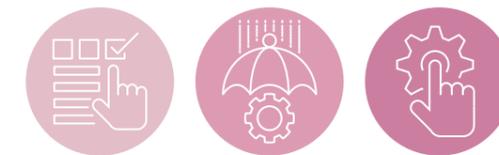
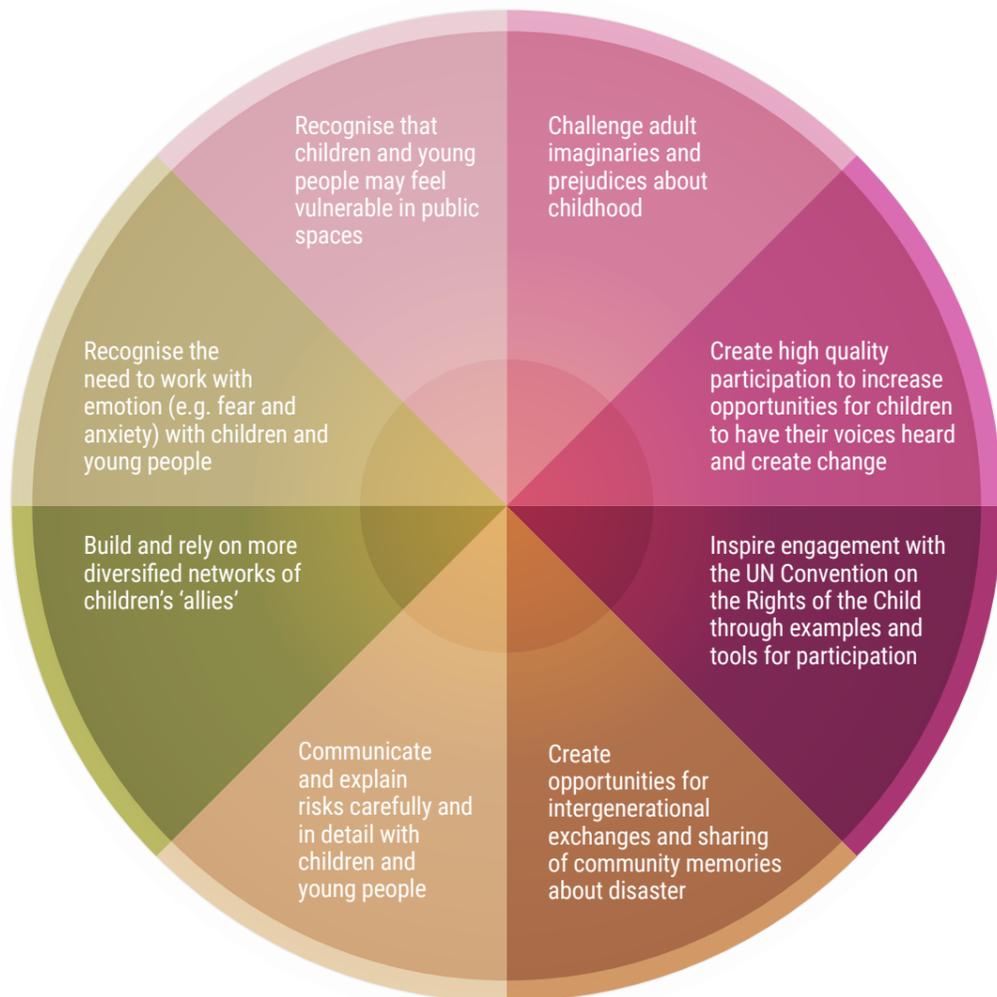
Project develops framework for child- and youth-centred disaster management planning

Cultures of Disaster Resilience among Children and Young People (CUIDAR) is a European-wide consortium funded by the European Union Horizon 2020 programme that aims to enhance the resilience of children, young people and urban societies to disasters. Working with children and young people, the project developed a framework for authorities and practitioners to use in ensuring child and youth concerns and ideas are heard and incorporated into emergency planning processes, from preparedness to recovery and rebuilding. The eight practical steps presented in the framework below are valuable for

ensuring inclusive and culturally sensitive strategies are relevant to and for children and youth before, during and after hazardous events. The steps of the framework can be directly applied to national DRR strategy planning as part of the Sendai Framework Priority 2 plan of action.

- CUIDAR Report: <http://bit.ly/37LFMIw>
- CUIDAR Film: <http://bit.ly/2XRJCoV>
- CUIDAR Resources and publications: <http://bit.ly/2QUuDJc>

The CUIDAR framework for building child-centred disaster management plans



Adolescents advise local government on hazard mitigation and actionable risk solutions in Indonesia

In Indonesia, adolescents are taking a change-maker role in local DRR governance by identifying key hazards and risks in their communities and offering solutions. Through discussion, peer interviews and hazard and capacity mapping, an adolescent group determined that problems of water supply in their village, exacerbated by drought-inducing conditions, hampered school attendance. It affected girls the most as they were often tasked with fetching water from long distances away from home. As a solution, the adolescents developed ideas for installing drilled wells with motor pumps and worked with their parents to advocate for the idea in the village council. This led to five wells being installed in the village. It also transformed attitudes about

gender roles and adolescent participation. Village leaders saw how engaging adolescents could strengthen their DRR strategies, plans and budgeting, so they invited them to join village planning and monitoring processes. Additionally, the adolescents involved said they gained confidence from the experience as they felt empowered to raise their voices on issues affecting their lives.

- Project Blog: <http://bit.ly/2XRFFk0>
- Kegiatan Lingkaran Remaja di NTT video: <http://bit.ly/37IAzev>
- Supported by the Adolescent Kit for Expression and Innovation: <https://adolescentkit.org>



©2017 UNICEF Indonesia/Chizuru Iwata



Young scientists around the world inform, influence and accelerate Sendai Framework implementation

The Young Scientists Platform on DRR was created in 2016 during the UNDRR Science and Technology (S&T) Conference to bring together young scientists and supportive organisations around the world. The platform provides a space for young practitioners from different scientific fields (including engineering) and regions to connect with their colleagues, widen their knowledge and share their expertise. The platform aims to promote capacity building through workshops (both online and offline). It also provides opportunities for young practitioners to showcase their research and valuable contributions to reducing risk through the Young Scientist Roadmap on DRR in support of the UNDRR S&T Roadmap for the implementation of the Sendai Framework. The young scientists take part in intergenerational engagement through participation in various platforms (e.g., the UNDRR Science and Technology Advisory Group³⁶ at the global and regional levels, UNDRR Global Assessment Reports,³⁷ the Global Risk Assessment Framework,³⁸ the UN Technology Facilitation Mechanism, Commission on S&T for Development, the UN Global Platforms on DRR,³⁹ etc.). They are also involved in knowledge generation through youth-led, peer-reviewed publications on DRR⁴⁰ and collaboration with other stakeholders across the S&T community.

- Young Scientists Platform on DRR: <http://bit.ly/35KeNoD>



©2019 UNMGCY/Lydia Cuminsky

- U-Inspire (Young Scientists Platform on DRR participating organisation): <http://bit.ly/20seZn1>
- IRDR Young Scientist Programme (Young Scientists Platform on DRR participating organisation): <http://bit.ly/34sMtAn>

Children and youth provide ideas and solutions for DRR policy decision-making

Consultations with children and youth are valuable for developing local, regional and national DRR strategies – especially for sufficiently understanding and addressing their needs and advancing their rights as active citizens and key stakeholders. When undertaking consultations with children and youth, it is critical that their concerns will be seriously considered in decision-making and that the consultative

process includes age-appropriate reporting and feedback loops, so they know how their views affected change. Consultations can be used to spark peer-to-peer and youth-adult dialogues, create action plans and policies and provide baseline data for monitoring Sendai Framework implementation. They can be a first-step action that accompanies and leads to meaningful child and youth engagement in DRR efforts (see Section 1.4).

36 Scientific and Technical Advisory Group (STAG): <http://bit.ly/2q45AZp>

37 UNDRR Global Assessment Report: <https://bit.ly/2QWYJAB>

38 Global Risk Assessment Framework: <http://bit.ly/37Gd8TQ>

39 The Global Platform for DRR: <http://bit.ly/2so9oFD>

40 DRR: a road of opportunities: <http://bit.ly/2QUwUnl>

Consultation examples related to DRR

- African Union Youth Advisory Board: <http://bit.ly/2OLCJRS>
- A Compact for Young People in Humanitarian Action: <http://bit.ly/2QTZCVX>
- Children's Charter on Disaster Risk Reduction: <https://bit.ly/35ED0li>
- Global Refugee Youth Consultations: <http://bit.ly/2XUptyg>
- Security Council Resolution 2250 on Youth, Peace and Security – Progress Studies: <http://bit.ly/2L1cZQn>
- The Doha Youth Declaration on Transforming Humanitarian Aid: <http://bit.ly/34pMkUY>
- The Global Shapers Survey: <http://bit.ly/33rrWBN> and <http://bit.ly/2XSYfln>

Additional initiatives

Africa Youth Advisory Board (AYAB) on DRR promotes collective action on the Sendai Framework
<http://bit.ly/34srV1l> and Facebook: <http://bit.ly/34mSsNP>

Arab youth create DRR network; offer solutions for regional action planning

- Voluntary Action Statement of The Major Group for Arab Children and Youth: <http://bit.ly/2Do1v5q>
- Arab Partnership Meeting: <http://bit.ly/2KYNJdF>
- Arab Youth for Resilience Campaign: <http://bit.ly/35Dfj80>

Mozambique Children's Parliament adopts Children's Charter Action Plan for DRR:
<http://bit.ly/2pXxSol>

Young researchers and professionals in water network promote science-informed preparedness action

- Water Youth Network: <http://bit.ly/2L1gB4N> and <http://bit.ly/2OJB5Qw>
- Blog: <http://bit.ly/2OPBnFR>
- YouKnow! platform: <http://bit.ly/2R0vS9R>

Children and youth raise their voice after major disaster events

- Nepal earthquake (Communicating with disaster-affected children): <http://bit.ly/2OWzR4S>
- Indonesia earthquake and tsunami ('Let's get back to our routine': Listening to children): <http://bit.ly/34rXFUF>
- Canada wildfire (Youth Vision and Voice in Wood Buffalo): <http://bit.ly/2KY7oKy>
- Philippines typhoon (Facet's Real Stories of Resilience): <http://bit.ly/33tDuUS>

Youth networks for DRR and climate change action

- ASEAN Youth Network for Disaster Risk Reduction: <http://bit.ly/34toQhE>
- Children and Youth constituency to United Nations Framework Convention on Climate Change (YOUNGO): <http://bit.ly/35GldEa>
- Climate Action Youth Ambassadors Canada: <http://bit.ly/2solTKy>
- Global Indigenous Youth Caucus: <http://bit.ly/2Dm4TNZ>
- SEED Indigenous Youth Climate Network: <http://bit.ly/33sq1Nb>
- The Youth Café: <http://bit.ly/37HofLr>
- UN Major Group for Children and Youth (DRR committee): <http://bit.ly/2XRpldL>

Youth as active citizens – case studies: <http://bit.ly/37Jq6iK>

2.5. Invest in disaster risk reduction for resilience

SENDAI FRAMEWORK PRIORITY 3

“Public and private investment in disaster risk prevention and reduction through structural and non-structural measures are essential to enhance the economic, social, health and cultural resilience of persons, communities, countries and their assets, as well as the environment. These can be drivers of innovation, growth and job creation, without creating new risks. Such measures are cost effective and instrumental to save lives, prevent and reduce losses and ensure effective recovery and rehabilitation.”

Involving children and youth

Long-term investments in DRR not only uphold children’s access and rights to safe and resilient social services. They also contribute to reaching and transforming marginalising circumstances of children and youth living in vulnerable situations. For instance, children are highly affected by disruptions to their education and healthcare: there can be devastating effects on the full earning potential of children who drop out of school and malnutrition in early years can lead to impaired cognition. Girls and young women, in particular, are often the most affected by violence and economic hardship after a hazardous event.⁴¹ Investing early in infrastructure, policies and strategies that reduce child and youth vulnerabilities can pay greater dividends over time as they are more able to make positive economic, social and political contributions to society. Investing in children and youth also helps to ensure long-term planning not only meets their current needs and those of future generations, but also makes long-term economic sense.⁴²

To achieve Priority 3, authorities, practitioners and youth actors can ensure children and youth of all ages, genders, abilities and cultures:

- Are prioritised in hazard-proof infrastructure investments – including the development and subsequent regulation of building codes and standards related to health, water, sanitation and hygiene (WASH) systems, educational facilities, shelter and human settlements, and child and youth-care centres.
- Benefit from built or designated non-school structures as evacuation sites. This ensures continuous education for children and youth and addresses child protection concerns related to violence, abuse and trafficking.
- Are receiving inclusive education and skills-building opportunities that account for local and regional hazards and climate impact in a way that supports sustainable, long-term employment for all citizens.
- Can gain DRR and climate change knowledge in mainstreamed formal and informal educational curricula in age-appropriate and gender- and culturally responsive formats. The curricula are designed to maximise learning and recognise and support the effectiveness of peer-to-peer and experiential learning.
- Are participating in and benefiting from livelihood development and adaptation that is resilient to current and future disaster risk, including risk linked to climate change, especially for older adolescent girls and young women living in vulnerable situations.



Access multiple resources on engaging children and youth in activities that invest in their resilience at: www.preventionweb.net/collections/wia_youth_sendai

41 UNDRR Global Assessment Report: <https://bit.ly/2QWYJAB>

42 Youth Power: Evidence on youth impact: <http://bit.ly/33qYBHx>



Investing in the Comprehensive School Safety (CSS) framework helps build life-long resilience in communities

Throughout the world, countries have been developing and implementing Comprehensive School Safety (CSS) policies that address safer learning facilities, school disaster management and risk reduction and resilience education. The CSS is a global framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and the Worldwide Initiative for Safe Schools.

The government in Uttar Pradesh, India, was an early pioneer in safer school construction, at scale, ensuring that every new school would be a safe school. The state faces high earthquake risk, vulnerable school buildings and a lack of knowledge about earthquake-resistant construction methods among the local mason population. In response, the government developed and incorporated earthquake-resistant school designs into construction plans and invested in training local masons and engineers to reduce the risk of earthquake-related deaths and injuries in schools.

- CSS India case study: <http://bit.ly/37LJtaS>
- CSS overview: <http://bit.ly/34tpKL4>
- Additional case studies on safe learning facilities: <http://bit.ly/2qVakkr>

Comprehensive School Safety

Education is foundational in the lives of children and youth. Because of this, it creates an opportunity to create a culture of safety at an early age that will stay with them into adulthood. CSS has been developed as an important policy design framework that can



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- ASEAN CSS mapping case study: <http://bit.ly/37KB6N5>
- CSS case studies: <http://bit.ly/2L0qaBg>
- CSS Asia-Pacific trends: <http://bit.ly/35LWxvr>

help reduce the impacts of hazardous events on children, youth and the wider educational sector.⁴³ Read more about the three pillars in the framework at <http://bit.ly/2SHKZGg> and on page 58.

43 Adapted from <http://bit.ly/33rEcSs>

COMPREHENSIVE SCHOOL SAFETY FRAMEWORK

Education Sector Policies and Plans

Pillar One: Safe Learning Facilities

- Safe site selection
- Building codes
- Disaster-resilient and “green” design
- Performance standards
- Builder training
- Construction supervision
- Quality control
- Remodeling
- Retrofit
- Water, sanitation and hygiene

- Building maintenance
- Non-structural mitigation
- Fire safety
- Green school practices

- Structural safety education
- Construction as educational opportunity
- Community engagement in construction

Pillar Two: School Disaster Management

- Assessment and planning
- Physical, environmental and social protection
- Response skills and provisions
- Representative / participatory SDM linked to school-based management
- Educational continuity planning
- Standard operating procedures
- Contingency planning

Pillar Three: Risk Reduction and Resilience Education

- Multi-hazard risk-assessment
- Education sector analysis
- Child-centred assessment and planning

- Household disaster plan
- Family reunification plan
- School drills
- Learning without fear
- School as zones of peace

- Education for sustainable development
- Child-centred learning
- Formal curriculum integrations and infusion
- National consensus-based key messages
- Teacher training and staff development
- Extracurricular and community-based informal education
- Conflict sensitive education for diversity acceptance, peace and social cohesion

Aligned to national, subnational and local disaster management plans



Students are able to continue their education at school in a classroom built following Hurricane Irma on the island of Barbuda, part of the country of Antigua and Barbuda. The Caribbean is one of the regions in the world most vulnerable to natural hazards, including hurricanes – which are increasing in intensity because of climate warming.



Participatory approach promotes safe shelter and settlements awareness

PASSA and PASSA Youth

When children and youth are meaningfully engaged, DRR activities not only develop a culture of safety but they can build child and youth self-esteem, strengths, resourcefulness, action-planning and responsibility capacities. Facilitated by volunteers, the Participatory Approach for Safe Shelter and Settlements Awareness (PASSA Youth) supports adolescents in identifying hazards, understanding risks, lowering vulnerabilities and addressing safety issues in their neighbourhoods. Through participatory processes, digital technologies and social media, adolescents learn about and engage in actions that can prevent urban violence, increase social inclusion and physically improve housing and community infrastructure.

- PASSA Youth Digital Toolkit: <http://bit.ly/35Cxx9N>
- PASSA Youth Videos: <http://bit.ly/2Dr5ptW>, <http://bit.ly/33ku1zi> and <http://bit.ly/2OxhB2R>
- PASSA Youth Manual, Activities, Facilitator Guide: <http://bit.ly/33odYQP>



Adolescents use technology to explore their neighbourhood during a PASSA Youth activity in the Philippines.

Photo: ©2018 International Federation of the Red Cross/Agostino Pacciani
Digital track and guidelines: ©2018 International Federation of the Red Cross.

Additional initiatives:

Guidelines support a community-based approach to safer school construction: <http://bit.ly/2P3tWlp>

Child views contribute to practitioner advocacy for Philippine safety law: <http://bit.ly/2rvnrZC>

Children build resilience through global actions for safer cities and schools

- Safer Cities, Safer Schools video: <http://bit.ly/34twVD4>
- Children and Youth: Voices for Safe Cities and Schools: <http://bit.ly/2XRqPtX>
- Worldwide Initiative for Safe Schools (WISS): <http://bit.ly/2OTOXYL>

2.6. Enhance disaster preparedness for effective response and “build back better” in recovery, rehabilitation and reconstruction

SENGAI FRAMEWORK PRIORITY 4

“Experience indicates that disaster preparedness needs to be strengthened for more effective response and ensure capacities are in place for effective recovery. Disasters have also demonstrated that the recovery, rehabilitation and reconstruction phase, which needs to be prepared ahead of the disaster, is an opportunity to ‘build back better’ through integrating disaster risk reduction measures. Women and persons with disabilities should publicly lead and promote gender-equitable and universally accessible approaches during the response and reconstruction phases.”

Involving children and youth

Evidence shows that when the wider community engages in DRR planning, preparation and response in partnership with governments, rates of mortality, morbidity and other negative impacts decrease after hazardous events.⁴⁴ Including children and youth at different stages of preparedness reduces risk as it increases their own capacities and resilience in the short and long term.

To achieve Priority 4, authorities, practitioners and youth actors can ensure children and youth of all ages, genders, abilities and cultures:

- Are provided opportunities to both co-design community and school preparedness plans and to be actively engaged in post disaster needs assessment and recovery planning.
- Have the knowledge and spaces to teach others about disaster risk and preparedness, especially through peer-to-peer trainings that are or can be adapted to be child- and youth-friendly and are gender and culturally responsive.
- Know how to stay safe during a hazardous event or an evacuation, no matter where and who they are, including knowledge on where to go if they are separated from people they know. This includes ensuring that all children are able to participate and lead in early warning readiness and safety drills.
- Know how to easily and safely access the services they need. This includes access to food, safe water, medication, sanitation, shelter, sexual and reproductive health information and products, and knowledge on how to respond to sexual and gender-based violence or trafficking risk.
- Have the skills to help themselves and friends cope with short- and long-term trauma, or know where to access culturally-sensitive and age-appropriate wellness support.



Access multiple resources on engaging children and youth in preparedness, response, recovery, rehabilitation and rebuilding at www.preventionweb.net/collections/wia_youth_sendai.

44 Guidelines for Working with and for Young People in Humanitarian Settings: <https://bit.ly/34tvpAV>



Children help improve safety at home and school

Children are not only learners. They can educate others and influence behaviours. When children in China, Bangladesh and India took home high-quality, interactive homework assignments on family safety and resilience, many of their families became involved as co-learners and doers. Together they engaged in assessment and planning, risk reduction and response-preparedness activities at the household level. The children felt satisfied with their efforts, while parents, guardians and teachers recognised the need to do even more to be safer at home and at school. The research showed that child-

adult transmission of risk reduction information to increase household safety has great potential to mobilise adults and catalyse behaviour change. Intergenerational learning calls for a collective effort by students, parents, caregivers, teachers and education administrators.

- Child-centred risk reduction impacts on household safety: <http://bit.ly/34rDeqT>
- Research-into-Action Brief: <http://bit.ly/37L3puA>



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Youth-led social enterprise in Nepal aims to strengthen disaster governance with cutting edge technological tools and post-earthquake crowd-sourced data

After the 2015 Gorkha earthquake in Nepal, nearly 9,000 people contributed information to map critical infrastructures on an open-data platform to support humanitarian responders in post-disaster recovery and rebuilding efforts in affected areas. The initial data was used by humanitarian agencies to navigate and plan and in the distribution of relief materials and to mobilise youth volunteers. Youth Innovation Lab, a youth-led civic technology social enterprise is working with the Government of Nepal to develop an integrated disaster information management system (DIMS) that includes the open-source data collected by digital volunteers during the 2015 earthquake. The aim of the platform is to provide geospatial data collected by youth volunteers across the country that is critical to implement Sendai Framework policymaking from the local to the national level. The crowdsourcing initiative uses “mapathons” (see page 64), virtual internships and workshops to build data-mapping literacy among youth. They are then able to work together with authorities to increase post-disaster investment efficiency through data-driven disaster governance and resilience building.

- Youth Innovation Lab: <http://bit.ly/2RWALoy>
- Government platform: <http://bit.ly/2L1aqh5>



Binaya, age 22, collects data in Nepal to map critical infrastructure after the 2015 Gorkha earthquake.

©2019 Youth Innovation Lab/Skanda Gautam



Key actors in humanitarian response commit to collective action for and with youth in crisis settings

In planning for humanitarian response through the Sendai Framework for DRR Priority 4, the Compact for Young People in Humanitarian Action offers a pathway forward to ensure that the priorities, needs and rights of young women and young men, girls and boys affected by disaster, conflict, forced displacement and other humanitarian crises are addressed; and that they are informed, consulted and meaningfully engaged throughout all stages of humanitarian action. More than 50 humanitarian actor signatories to the compact have committed to transform the humanitarian action with and for children, adolescents and young adults along five core areas: **SERVICES** and programmes engaging youth, **PARTICIPATION** modalities for youth, **CAPACITY** building for youth, **RESOURCES** for young people and youth engagement and **DATA** on children, adolescents and young adults in humanitarian action.

- Compact for Young People in Humanitarian Action: <http://bit.ly/2OPpXBY> and <http://bit.ly/2QTZCVX>
- Guidelines for Working with and for Young People in Humanitarian Settings: <https://bit.ly/34tvpAV>
- Igniting hope with a focus on services, participation, capacity, resources and data: <http://bit.ly/2Do4NWk>
- Organisational example of agency global pledge to youth engagement: <http://bit.ly/2L274uj>



**Compact for
Young People
in Humanitarian
Action**



Youth mapathons provide valuable data for hazardous event response

Undergraduate students of the Department of Geography, Universitas Indonesia, arranged mapathon events for hazardous event response in 2018 and 2019 following the Central Sulawesi earthquake and tsunami, Anak Krakatau tsunami and the Sentani flash flood. The activities included participative mapping with OpenStreetMap and ESRI platforms to prepare and deliver a report. The youth collected GPS and other data on roads, buildings, etc. for the three locations. They also conducted spatial data analysis that would help in responding to a hazardous event (i.e., coordinating delivery logistics or sending a medical team to the affected area). The Department of Geography partners for the mapathons included UI Peduli (Universitas Indonesia Disaster Response Team), OpenStreetMap Indonesia, ESRI Indonesia, the Indonesia National Disaster Agency and the Indonesia Geospatial Information Agency.



©2019 Universitas Indonesia Department of Geography/Nurul Sri Rahatiningtyas

- OpenStreetMap: <http://bit.ly/2qIGEXM>
- ESRI: <http://bit.ly/2XQ9lhw>
- Tasking manager: <http://bit.ly/34u3noX>
- Pusat Penelitian Geografi Terapan: <http://bit.ly/35Du5f0>

Additional initiatives:

Students lead communities in DRR preparedness in multiple countries

- Cuba – informal education: <http://bit.ly/2O0GN3P>
- Iran – earthquake drills: <http://bit.ly/2XUD6Oa>
- Nigeria – disaster simulations: <http://bit.ly/2L1vvrR>

Study results in multiple actions to address and prevent sexual and gender-based violence in humanitarian settings: <http://bit.ly/2XUDc8u>

Children and youth in refugee settlements participate in child protection programme: <http://bit.ly/35F6c6Q>

Children, youth and adults learn how to be prepared in an emergency: <https://rdcrss.org/2pWXOAI>

2.7. Disaster risk, climate change and sustainable development

From Sierra Leone to Sweden, millions of children and youth around the world are taking a stand for their rights through climate strikes, protests, lawsuits and other political action.⁴⁵ Children and youth are stepping up due to the lack of action around climate change and increasing disasters. Many are demanding bold action today to avoid potential disasters tomorrow. The present and future threats are creating greater synergies between DRR and climate change adaptation (CCA), especially for reaching the Sustainable Development Goals (SDGs) defined in the 2030 Agenda for Sustainable Development.⁴⁶

Many of today's children and youth will grow into adulthood by 2030 having been promised reduced risk from disasters (Sendai Framework), curtailed climate change (Paris Agreement within the UNFCCC⁴⁷) and transformative, bold action on a more sustainable and resilient world (SDGs). Uniting efforts between these three frameworks – with the full participation of children and youth – capitalises on the progressive actions that are needed to protect our planet and its people (see Appendix 1: Frameworks for action).

The Sendai Framework, Paris Agreement and 2030 Agenda on Sustainable Development all share a similar intent: reduce vulnerability and enhance resilience.⁴⁸ They includes targets and actions to:

- Eradicate poverty and economic loss from disasters.
- Reduce the loss of lives from hazardous events.
- Strengthen resilience in key sectors from education to health, housing to social protection.
- Increase risk-informed adaptation and resilience planning.
- Ensure support to those living in the most vulnerable and marginalised situations.
- Leave no one behind.⁴⁹

Unifying the three frameworks supports the long-term vision of children and youth to prevent climate chaos in their lifetime. Today's younger generation are learning about and demanding a vibrant, sustainable future. Now is the time to encourage, teach, support, empower, mobilise and follow.



Access multiple resources on DRR, CCA and the SDGs (including child- and youth-friendly resources) at www.preventionweb.net/collections/wia_youth_sendai

45 FridaysforFuture: <https://bit.ly/2snVqDH>; Global Climate Strike: <http://bit.ly/36mdjBR>; lawsuit example: <http://bit.ly/35Ex0UE>

46 2030 Agenda for Sustainable Development: <http://bit.ly/2DmPLzR>

47 The Paris Agreement: <http://bit.ly/34rMEfn>

48 See definitions of each in Appendix 1: Global frameworks

49 DRR and resilience: <http://bit.ly/2Orddm1>

Youth influence DRR, climate and sustainable development decision-making in the Pacific

Young people in the Pacific are playing a key role in shaping the priorities and approaches to building resilience in the Pacific through their participation in high-level discussions and mechanisms. One of these was the Pacific Resilience Meeting (PRM) held in May 2019 in Suva, Fiji, themed “Youth Futures in a Resilient Pacific”. The meeting theme emphasised and embraced youth’s innovation, energy and role in shaping a resilient future.

Young people played an influential part at the PRM, contributing both to discussions and the final report. The latter includes a youth-focused statement that young people generated at a pre-forum meeting entitled “Nothing about us, without us” (see page 36 of the PRM report at <http://bit.ly/2XTPiuh>). Participation in the PRM enabled young people to act as a voice of their communities and highlight the work they are doing, while also interacting with other key partners working in DRR, climate change and the humanitarian sector. Their involvement has also helped ensure that youth engagement is embedded in the work of the Pacific Resilience Partnership Taskforce (PRPT).⁵⁰ The PRPT provides guidance to stakeholder groups across the Pacific that aim to both support sustainable development and enhance resilience to climate change and disasters.

The PRM youth forum was co-organized by the Pacific Youth Council, the International Federation of Red Cross and Red Crescent Societies, the Pacific Islands Forum Secretariat and the Pacific Islands Association of NGOs. The meeting reinforced the 18-member Pacific Islands Forum’s Framework of Resilient



Sylvia, a Micronesia Red Cross volunteer, participated in the Youth Futures in a Resilient Pacific meeting. She says, “Integrity, commitment, and action is the recipe for resilience.”
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Development in the Pacific (FRDP). FRDP is a voluntary, non-political initiative to guide and promote coordinated and integrated priorities and approaches, at regional, national and community levels, that embed risk considerations into sustainable development. It aims at development outcomes that are resilient to climate change and disaster risks. The FRDP is aligned with other international frameworks and priorities, such as the Sendai Framework for DRR, the Paris Agreement on climate change and the World Humanitarian Summit, to help build a safer and more resilient Pacific region.

Youth build coastal resilience through green clubs



©2009 CARE Vietnam/Catherine Dolleris

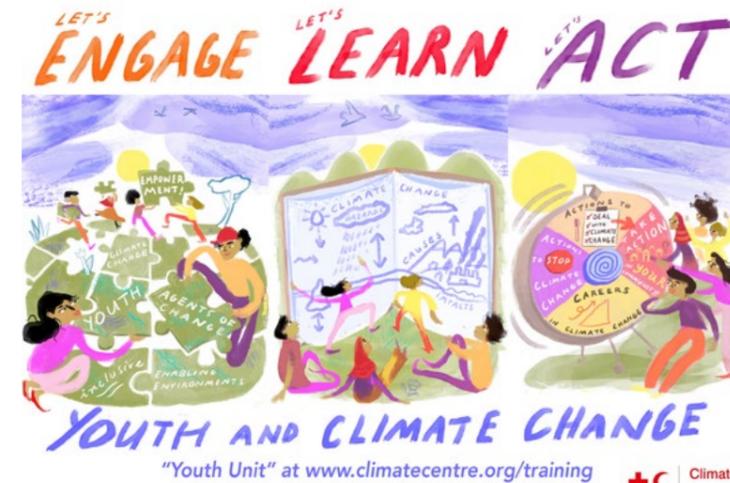
In a coastal village in Vietnam, young people in “green clubs” (i.e. action-oriented youth groups that focus on the environment) led disaster risk reduction, climate change adaptation and ecosystem management activities in cyclone-affected villages facing poverty and saltwater intrusion threats to agriculture. The action included helping to plant and manage mangrove forests to reduce cyclone impact. The youth also developed awareness-raising and behaviour-change campaigns using theatre, film, poetry and art. During the building coastal resilience in Vietnam project, the green club members reached more than 10,000 community members through their activities.

- Report: <http://bit.ly/34tOyLc>
- Youth as green messengers: <http://bit.ly/2sjyhCc>

⁵⁰ Pacific Resilience Partnership Taskforce (PRPT): <http://bit.ly/2XSI6nE>

Youth-friendly resource aims to engage, educate and promote climate action

Youth can learn more about a changing climate in a new resource that supports youth-led action. The Climate Training Kit: Youth Unit! promotes engagement, learning and action in three modules. **Let’s Engage** offers a set of resources to advocate why it is crucial to engage youth on climate change. **Let’s Learn** offers a set of resources to help youth learn what climate change is, including the causes of climate change and how it leads to more frequent and extreme weather events, hazards and impacts around the world. **Let’s Act** offers a set of resources to explore actions to stop climate change from getting worse (mitigation), actions to deal with the consequences of climate change (adaptation), and what actions youth can take both within their communities and as a future career.



©2019 Red Cross Red Crescent Climate Centre/Brigitte Rudram; Graphic: Rebeka Ryvola

- Climate training kit for youth: <http://bit.ly/35Q97Kb>

Children and youth demand action on climate change



Youth climate activists take part in a demonstration outside UN headquarters in New York City in August 2019, calling for global action to combat climate change. The action was part of #FridaysForFuture. In September 2019, more than seven million children, youth and adults around the world joined global strikes for climate action.⁵¹

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Additional initiatives:

Youth engagement and opportunities for climate action around the world

- 350.org: knowledge and leadership: <http://bit.ly/2XTroDh>
- Climate tracker for journalists: <http://bit.ly/34uJiz0>
- Youth climate report: <http://bit.ly/2q2zAow>
- UNMGCY climate action declaration: <http://bit.ly/2DozNFr>

⁵¹ Global climate strike: <http://bit.ly/20Pn9om>

03

INCLUDING ALL OF SOCIETY IN DRR

This section highlights how to create and implement meaningful and inclusive policies, strategies and programmes for and with diverse populations of children and youth. It responds to the Sendai Framework call for “inclusive, all-of-society engagement and partnership”.



Noi, 12 years old, participates in a hazard risk mapping session for children with disabilities in Northern Laos. The session was part of a programme that undertakes planning and assessment to reduce dangers in emergencies and disasters: <https://bit.ly/2qSiTfF>

3.1. Inclusive disaster risk reduction

When hazardous events occur in communities, the structures that can marginalise certain groups of people and put them at higher risk of death, injury, illness, exclusion and loss are often connected to deep-seated attitudes, behaviours and norms. Such views, for example, can be related to gender, caste, ethnicity, religion or being part of a linguistic or other minority group. Transformation begins with understanding who is living in the most vulnerable situations with respect to climate and natural hazards in a community. The next step is to ensure they have equal and continuous access to essential services and social protection, before and after a hazardous event, and opportunities for participation (including supportive laws, policies, actions and programmes).

Many of today's children and youth are more open to diversity than adults. Involving them and acting on their perspectives can create a more inclusive culture of safety for all of society. Inclusive DRR and resilience-building requires us to support and engage all children and to give them leading roles. To do this, at a minimum:

AUTHORITIES

Include children and youth from diverse backgrounds in developing, implementing and monitoring local and national DRR and resilience-building strategies (offering mentorships, training, funding, accessibility, safe spaces, reasonable accommodation and other targeted supports). To ensure meaningful participation, this should include alleviating the burdens of unpaid care work, which are primarily borne by young women and girls.

Acknowledge treaties and develop policies, funding mechanisms, opportunities and partnerships with children, youth and supportive organisations that expressly support risk reduction for marginalised and minority populations, and ensure their inclusion in disaster risk assessment, planning, implementation, response, monitoring and evaluation (i.e., gender, disability, age, ethnicity, socio-economic status, culture and geography; amongst others).

Invest in and incorporate disaggregated data in DRR and resilience-building strategies and policymaking – including gender, age, disability, economic status and ethnicity, at a minimum – and expand this to the local context, where possible, to include culture, religion, caste, class, geography, etc.

Develop partnerships for inclusive DRR and resilience-building to allow exchange of expertise and resources among diverse stakeholders.

PRACTITIONERS

Develop and implement empowering programmes that strengthen the capacities children and youth living in vulnerable situations to actively engage in DRR at all levels. It is necessary to keep in mind budgets may require sufficient funding, time and resources to ensure equal access, reasonable accommodation, culture-, gender-, disability- and age-responsive awareness materials and training, safe spaces, etc.

Develop and implement empowering programmes that strengthen the capacities of children and youth living in vulnerable situations to actively engage in DRR at all levels. It is necessary to keep in mind budgets may require sufficient funding, time and resources to ensure equal access, reasonable accommodation, culture-, gender-, disability- and age-responsive awareness materials and training, safe spaces, etc.

Incorporate localised gender, age, disability, ethnicity, socio-economic status and geography disaggregated data research into DRR and resilience-building programmes to ensure risk-informed programmes are reaching children and youth most at risk.

Recognise that children and youth face intersecting inequalities and exclusions. This requires greater support to enhance their access to information and participation in DRR activities and programming. Create programmes with them, or partner with trusted community organisations knowledgeable about relevant history, protocols, governance structures and culture of the community (i.e., the Organisation of Persons with Disabilities or groups of persons with disabilities) to help break down barriers for everyone to equally participate in such activities.

Increase organisational awareness of, commitment to, and capacity in inclusive DRR programming, practice, advocacy and policymaking.

Collect, document and disseminate good, replicable practices for wider inclusive DRR and resilience-building practices.

YOUTH

Recognise other youth have different ideas and experiences that are important to hear, seeking diversity and equality in your peer groups.

Invite youth from diverse groups to your networks or advocacy actions and find and promote ways to eliminate barriers to their inclusion and leadership (access, stigma, economics, time constraints, etc.).

Create safe spaces and rules for engagement that foster inclusion in youth-led activities, ensuring that leadership teams are gender-balanced.

Create DRR actions that recognise that people's vulnerable situations, capacities and priorities will shift and change over time depending on their age and the different socio-economic, political, cultural and environmental context they are living in.⁵²

CHILDREN

Children are open to others from a young age. However, as they develop, discriminatory practices can be learned. Mainstreaming inclusive participation for all children and youth in DRR helps reduce discrimination and exclusionary practices that may negatively affect their peers and the wider society. This helps create more equal and resilient communities that keep people safe during crises.



Access multiple resources on inclusive DRR and resilience-building at:
www.preventionweb.net/collections/wia_youth_inclusive

⁵² See Appendix 2: Lovell et. al. (2019)

3.2. Gender equality in DRR

Gender-equitable disaster risk reduction regards gender as a social construct rather than just a biological one (male, female and intersex). It seeks to understand and respond to how a society defines the roles and responsibilities of girls, boys and non-binary children and youth – including those who identify as LGBTQI2S (also identified as sexual and gender minorities [SGM]) – and how that affects their access to information, resources, services and decision-making platforms. Gender equality requires a focus on child and youth rights. Gender inequalities often shape the extent to which young men and women, boys and girls are affected by hazardous events and how they are able to respond and recover.

For instance, girls' and young women's right to protection and safe sexual and reproductive health can be threatened due to higher risk of exposure to sexual and gender-based violence or to trafficking and child marriage after disaster displacement. This can create vulnerable living situations that did not exist before or heighten their current risk. Similarly, boys can be at greater risk of injury or death than girls during or after a hazardous event due to their heightened readiness to take risks to save lives and in rebuilding during disaster recovery. The right to education for children and youth of all genders is also threatened if they are forced to leave school because their families have suffered economic loss in a hazardous event. Girls are often the first to be removed from school to perform unpaid care work in the home, and less likely to return, while boys are more likely to miss school for child labour.⁵³

Inclusion through a gender-responsive approach requires, at a minimum, to:

- Collect and respond to gender-, age- and disability- disaggregated data.
- Analyse gender norms, roles, responsibilities and relations to develop safeguards for disaster response and recovery that will appropriately respond to the vulnerabilities, needs and capacities of girls, boys and non-binary children, young men and women in the particular context.
- Prioritise gender equality actions in disaster risk assessments, planning, implementation and monitoring activities through governance policies, formal and informal protocols and programmes. Include actions that ensure the prevention of and response to sexual and gender-based violence and the continuity of sexual and reproductive health services.
- Take targeted measures (e.g., the adoption of quotas) to strengthen women and girls' participation and leadership – as called for in the Sendai Framework – to increase their access to resources, services, education, agency and power for understanding and managing disaster risk at all levels.
- Proactively commit to gender equality by recognising and adopting measures to lessen the burden of unpaid care work on women and girls.

⁵³ Gender and disasters: <http://bit.ly/2rvTkBi>; Unpaid care: <http://bit.ly/2Oq5Paw>





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UNDERSTAND AND ADDRESS THE NEEDS OF YOUNG WOMEN AND GIRLS.

Hazardous events impact people differently depending on family dynamics, gender and cultural norms; discrimination, exclusion and other factors affect how they gain information, access and assistance. Young women and girls in particular can face disproportionate risk from hazardous events when their educational, economic and health needs are not prioritised. For instance, in a humanitarian crisis, women and girls have specific needs and vulnerabilities around menstruation, reproductive health, lactation or pregnancy, land rights, access to services and the increased threat of sexual and gender-based violence, trafficking or transactional sex for aid or shelter. At the same time, women and girls are agents of change and often the first responders in disasters. Integrating women's and girl's perspectives and ideas equally in local DRR strategies, including early warning systems, risk assessments and preparedness and response strategies can ultimately build the resilience of individuals, families and communities.

LGBTQI2S CHILDREN AND YOUTH

LGBTQI2S children and youth (a.k.a. sexual and gender minorities) face unique risks due to stigma and prejudice against them. For instance, local relief workers have been known to limit or withhold food aid based on discriminatory practices or lack awareness on medications. Evacuation site structures that segregate sites by male or female can increase stress and create the potential for violence. LGBTQI2S children and youth also face a higher risk of mental health trauma, especially if they have been ostracised by their family or community due to their identity (which means they may not be individually registered for relief aid).⁵⁴

Inclusion for LGBTQI2S children and youth requires, at a minimum, to:

- Invest in age- and culturally appropriate LGBTQI2S-sensitive communication campaigns with children and youth to shift harmful attitudes and behaviours that dictate and heighten their vulnerability to disaster risk.
- Recognise and ensure an equal voice and influence in emergency management and school safety plans, in national and local DRR strategies and in recovery protocols – especially in identifying discriminating and exclusionary practices that heighten their risk of death, injury, violence or trauma during or after a hazardous event.
- Collect LGBTQI2S-disaggregated data, where safe to do so and in partnership with local LGBTQI2S networks, to develop policies for safe and equal access to shelter, housing, sanitation, humanitarian aid and land redistribution after a hazardous event.

INCLUDE ATTENTION TO FAMILY STRUCTURE DURING RESPONSE.

Children and youth of parents who are LGBTQI2S are also impacted by discriminatory practices and protocols against them before, during and after a hazardous event.⁵⁵ LGBTQI2S-headed households often face difficulty registering as households for temporary shelter, aid and recovery, which can impact the safety and security of everyone in the family, including children. Ensuring they are part of planning can help in their protection, safety and access to healthcare and aid in times of crisis.



Access multiple resources on gender equality at www.preventionweb.net/collections/wia_youth_inclusive.

⁵⁴ Gender and disasters: <http://bit.ly/2rvTkBi>

⁵⁵ Gender and conflict sensitivity in Nepal: <http://bit.ly/2SHtdTq>

3.3. Children and youth with disabilities

Persons, children and youth with disabilities include those who have long-term physical, mental, intellectual or sensory impairments and limitations that may prevent their full participation⁵⁶ in DRR efforts, both during a hazardous event and the subsequent recovery. Hazards can exacerbate their vulnerable living situations due to pre-existing physical, social and economic disadvantages they may be facing. Meaningful and effective participation in DRR on an equal basis with others requires understanding and transforming the environmental, communicative, institutional and attitudinal barriers experienced by children and youth with disabilities.

Disability-inclusive DRR and resilience-building promotes and addresses the rights, needs and ideas of children and youth with disabilities in ensuring their safety, and highlights their capacities and participation in the whole process as effective, equal contributors. It means developing strategies, policies and programmes for and with children and youth with disabilities that identify and reduce risks they may be exposed to, including underlying drivers. Disability-inclusive DRR and resilience-building training, educational materials and safety planning can help to lower instances of injury and death, decrease stress-induced trauma⁵⁷ and improve equal access to quality basic services, like water, healthcare, food, education, recreation, shelter and housing.⁵⁸

Inclusion of children and youth with disabilities in DRR actions – irrespective of age, gender and other social characteristics – requires, at a minimum, to:

- Identify and recognise the specific risks, discriminatory practices children and youth with disabilities may face. It should take into account contextual factors, such as gender, type of disability, family or social support, discrimination, economic situation, distance to services, etc., to develop inclusive DRR policies.
- Strengthen the capacities of children and youth with disabilities by removing physical, communication and attitudinal barriers for training, skills building and information services.
- Actively engage children and youth with disabilities and their representative organisations at all levels of DRR. Support their participation and leadership in decision-making and planning processes in developing localised DRR plans at school, home and in their communities, and in developing national DRR strategies.
- Identify referral mechanism and support systems to ensure children and youth with disabilities can equally participate in DRR actions. These include transport support, provisions of assistive devices and social security systems.
- Collect and disseminate disability-disaggregated data and evidence on disability-inclusive DRR and resilience-building practices. Ensure reliable data on children and youth with disabilities are available to inform inclusive DRR and resilience-building policies, planning and implementation at all levels, and good practices are shared.
- Design and implement joint research and actions that connect diverse stakeholders with unique technical expertise, child and youth inclusion expertise, lived experiences and resources.
- Strengthen the capacities of DRR and disability actors and other relevant stakeholders on how to include children and youth with disabilities in DRR and resilience-building.

56 WHO/UN definitions and rights: <http://bit.ly/2L0XCaO> and <http://bit.ly/33rxjRI>

57 See Appendix 2: Ronoh et. al. (2015)

58 People with Disabilities Left Behind in Emergencies: <http://bit.ly/2DptYHW>

Understanding the experiences of children and youth who have been displaced can help them stay safe in new environments. They can also help each other, like Abdullah, age 11 (left), and his friend Hikmat, age 12 (right), who together navigate hard-to-access areas in a refugee camp in Jordan.



MAKE DRR DISABILITY-RESPONSIVE AND INCLUSIVE.

This can range from individual-level risk reduction actions to national and global planning and policymaking on inclusive DRR and resilience-building. For instance, organisations can provide transportation or an escort allowance to children having difficulties with mobility to attend a DRR training to increase individual participation. Working with children and youth to develop and disseminate DRR information in multiple formats and processes is another example that puts them in a leading role (i.e., adapting DRR information to appropriate written or oral formats, presenting at meetings, conducting peer-to-peer sharing, informing family members on hazards, threats and impact, etc.).

Inclusive DRR and resilience-building is also developing disability-inclusive warning signals, ensuring evacuation strategies are adapted for those with difficulties in movement, seeing and hearing and planning for accessible and safe shelters. It also means planning for and with children and youth with disabilities for their protection and safety and making sure assistive devices are available for children to ensure safe mobility and communication. Understanding the needs of children and youth with disabilities starts with hearing their ideas as active stakeholders and incorporating them into preparedness action. It is also valuable to train children and youth with disabilities, and their family members and caregivers, in humanitarian response as they might be the first responders during a hazardous event.



Access multiple resources on DRR actions with and for children and youth with a disability at www.preventionweb.net/collections/wia_youth_inclusive



Elisa, age 14, who was born with a physical disability, was orphaned at a young age and now lives with her grandmother and aunt. They lost their house when Cyclone Idai tore through their community in 2019 in Mozambique. Ensuring Elisa and other children and youth living with a disability have opportunities to participate in reducing future disaster risk is a critical part of inclusive DRR.

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3.4. Indigenous Peoples and ethnic minorities

The inclusion of Indigenous Peoples and ethnic minorities in DRR efforts aims at recognising and reconciling how historic, systemic, racist, caste- and religion-based exclusion from political and economic power has weakened, and is still weakening, community capacities to cope with hazards and environmental change.⁵⁹ In addition to supporting community-owned and led engagement, political commitment is needed to shift the trajectory of the next generation facing multiple risks exacerbated by poverty, dispossession of traditional lands, cultural erosion, historic injustice in service provision and environmental degradation. While children and youth in Indigenous and ethnic minority communities face unique risks, they can also act as educators and advocates in applying traditional knowledge to reduce the impact of local hazards – as long as this knowledge is passed on and supported. Increasing the opportunities to actively participate and lead in local DRR initiatives that are culturally appropriate and meaningful in their communities can strengthen resilience.

Respect for diversity is an imperative in DRR action. Different nations, nomadic communities and other groups and societies have unique histories, cultures, languages, religions, traditions, protocols and governance – even when living in the same geographical area. Additionally, while Indigenous Peoples may have representation at the local or regional governance level, this is often more an exception than a rule, which can impact whether their unique concerns and solutions are incorporated into DRR plans, policies and protocols.

Inclusion for Indigenous Peoples and ethnic minority individuals of all ages and genders requires, at a minimum, to:

- Recognise the inherent resilience of Indigenous Peoples and ethnic minorities and their invaluable capacities for keeping their communities safe and to develop DRR strategies in the context of multiple stressors. Doing so can capitalise on long-held cultural practices, rich ecological and biodiversity knowledge, historic languages and traditional healthcare practices.⁶⁰
- Collaborate with Indigenous Peoples and ethnic minorities in research to inform policies and programmes. Ensure an environment where traditional wisdom can be valued as equal or greater than data based on a colonial or non-Indigenous history. In doing so, develop data-ownership agreements with research participants.⁶¹
- Develop age- and linguistically appropriate DRR awareness materials, training and early warning systems for and with children and youth that incorporate, protect, respond to and advance cultural heritage, protocols, nature-based values, traditional languages and ways of knowing and being.
- Respect and respond to the pluralistic worldview of many Indigenous Peoples and ethnic minorities that the earth exists for all, recognising that ethnocentric and human-led development interacts with every living being. This should be taken into account when developing strategies to reduce disaster risk and vulnerability.
- Support programmes that maintain, revitalise or grow traditional cultural practices that reduce disaster risk and strengthen resilience, especially where globalisation and other factors threaten the potential for beneficial practices to be passed down to younger generations.
- Prioritise transforming situations of social, physical, economic and environmental vulnerability for Indigenous peoples and ethnic minorities; for instance, through reconciliation processes aimed at undoing the impact of colonisation on Indigenous cultures.



Children receive educational support at a children and family centre in Australia that offers culturally appropriate early childhood education and care, school attendance, parenting support and child and maternal health service, youth support programs and environmental health and safety programmes. Alongside programming, organisations in Australia are committing to reconciliation processes where the diversity and richness of Aboriginal and Torres Strait Islander cultures and heritages are recognised, respected and celebrated. See: <http://bit.ly/34BepsG>.

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In addition to the actions listed on page 80, inclusion specifically for Indigenous Peoples and Indigenous persons of all genders also requires, at a minimum, to:

- Integrate the key priorities of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)⁶² into DRR-related policies and programmes, including the right to self-determination and culture and free, prior and informed consent.
- Integrate knowledge on treaties between Indigenous Peoples and state partners into childhood education from the earliest stages, including any connection to local disaster risk and climate change impacts.
- Acknowledge treaties that establish constitutional relationships between Indigenous Peoples and state partners.
- Support Indigenous youth in applying traditional knowledge and ways of knowing in efforts to reduce disaster risk from the local to global level, including their involvement in global youth networks aimed at policy change⁶³.

⁵⁹ Also referred to as disaster risk creation: <http://bit.ly/37lr5EM>

⁶⁰ See Appendix 2: Lambert and Scott (2019)

⁶¹ See the First Nations Principles of OCAP®: <http://bit.ly/2pY9liZ>

⁶² UNDRIP: <http://bit.ly/2XT6vby>

⁶³ See Global Indigenous Youth Caucus: <http://bit.ly/20QcGJ9>

RESPECT AND RESPOND TO CULTURE.

For DRR, Indigenous Peoples' partnerships might involve working with children, youth and community members to conduct nature-based risk assessments, develop culturally appropriate emergency kits (i.e., kits that include traditional healing systems, local foods, etc.), design community-specific evacuation plans to safe spaces that are non-discriminatory (i.e., value Elders and allow traditional practices) and create community-based, climate change adaptation strategies that incorporate local solutions for maintaining cultural harmony. Culturally engaged education, including the involvement of local Elders and other knowledge holders, will inform children of the histories of oppression and exclusion that have led to particular vulnerabilities that need addressing.



Access resources on DRR and Indigenous Peoples and ethnic minorities at www.preventionweb.net/collections/wia_youth_inclusive



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3.5. Migrants and displaced populations

Around the world more than 50 million children and youth have already been forcibly displaced from their homes due to conflict, human rights violations, violence and hazardous events, including those caused or magnified by climate change.⁶⁴ Millions more leave their homes and countries in search of a better life when their livelihoods are threatened by climate changes, including drought, changing rainfall patterns and sea level rise, etc. They may face higher risk in a new community due local language difficulty, lack of local knowledge and social networks, cultural and legal practices different than their own, mobility restrictions or discrimination and xenophobia.⁶⁵

When working for and with migrant and displaced children and youth (including those at risk of displacement), particular groups may require extra attention, budgeting and strategies to address their needs and participation. Such groups can include unaccompanied children, children and youth formerly associated with armed groups and out-of-school and unemployed youth.

Inclusive DRR for migrants and displaced children and youth of all genders requires, at a minimum, to:

- Understand and minimise the risks of disaster displacement⁶⁶ through 1) helping children and youth stay where they are by improving climate change adaptation and DRR strategies, especially in areas or communities at increased displacement risk; and 2) facilitating regular migration or planned relocation, which means helping people move out of harm's way before a hazardous event occurs.
- Act to protect children, youth and their carers who have been displaced when measures to minimise disaster displacement risk fail or are insufficient. This applies equally to internally displaced people and those who seek refuge across borders.⁶⁷
- Understand and minimise the risks children and youth might face during displacement, from their perspective and with their participation, by integrating minimum child protection and assistance standards in preparedness and response planning – e.g., how to protect children during evacuations.
- Understand and minimise the risks children and youth might face at the end of displacement when solutions are found.
- Develop and implement strategies for and with children and youth to anticipate and address post-traumatic stress, anxiety, depression, increased drug or alcohol use and other wellness concerns during and after a disaster displacement.

64 Uprooted: The Growing Crisis of Refugee and Migrant Children: <https://uni.cf/2QZ1fBQ>
65 Migrants in DRR: <http://bit.ly/2XSn3jQ>
66 2018 Global Compact for Safe, Orderly and Regular Migration: <http://bit.ly/2QZsg82>; Words into Action: Disaster Displacement: <http://bit.ly/2DkuMxP>
67 Principles and guidelines – migrants in vulnerable situations: <http://bit.ly/37MslSo>



- Involve migrant and displaced children and youth in host countries and communities in DRR strategic planning to ensure current and future local laws, treaties, provisions, resources and services address their needs and uphold their rights to protection, safety and participation. This includes sharing information and incorporating children and youth perspectives during integration into host communities, when considering resettlement options and upon return.⁶⁸
- Remove legal or administrative barriers that might prevent displaced and migrant populations from accessing education, healthcare and other services and ensure education and training facilities are safe and secure. This includes helping children and youth obtain adequate documentation during all stages of migration.
- Have services in place to provide personal documentation and family tracing and reunification services for separated and unaccompanied children after a hazardous event that causes displacement.
- Leverage the potential role of migrant children and youth in engaging and mobilising their families in preparedness and response actions, such as through serving as interpreters or by supporting contingency and evacuation and relocation planning and implementation.



IDENTIFY, STRENGTHEN AND LEVERAGE COPING SKILLS.
Children and youth who have migrated or been displaced have unique insights into what they need for safety and security. Because disasters can be an extension of everyday hardships, these children and youth already have knowledge and coping skills they can build on to face new challenges in unfamiliar environments. This creates the opportunity to work with children and youth in developing and sharing age-, culture- and linguistic-appropriate communication on disaster preparedness, early warning, response and recovery – building on the strong networks and relationships they often have as migrants.

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Access multiple resources on including and addressing the needs of migrant and displaced children and youth at www.preventionweb.net/collections/wia_youth_inclusive.

68 The New York Declaration for Refugees and Migrants: <http://bit.ly/2DluQ08>

3.6. Children and youth at different ages

Hazardous events affect children and youth in different ways and at different stages of their lives. Their vulnerabilities, capacities and priorities will shift and change over time depending upon where they are in their lifecycle, and the different socio-economic, political, cultural and environmental contexts they are living in.⁶⁹ For instance, school closures during an evacuation can adversely impact a young child's development more than a young adult's. Similarly, children under the age of five can suffer long-term cognitive problems due to malnutrition. These problems may be compounded for children and youth living in poverty or vulnerable situations, or children and youth facing intersecting inequalities. Adolescents and older youth might battle suicidal thoughts to cope with post-traumatic stress, be pushed into risky sexual behaviours or child marriage or have their access to sexual and reproductive health services interrupted. Tailoring DRR data and actions to children and youth of different ages responds to how they live, learn, participate and lead different DRR and resilience-building activities and programming.

Inclusion based on age and the lifecycle approach requires, at a minimum, to:

- Seek age, gender, disability, ethnicity, socio-economic status and geography-disaggregated data to allow for more equal and effective participation of children and youth at different stages of their lives, and to help ensure policies, programming and allocation of resources are appropriately targeted towards their needs and priorities before, during and after a hazardous event.
- Promote Comprehensive School Safety, including safe learning facilities that protect children and teachers from the impacts of disaster, raise awareness about environmental shocks and stresses, and promote contingency and preparedness plans, including ensuring education continuity after a hazardous event.⁷⁰
- Develop age-responsive education materials, skills and participation with opportunities to create safer schools and homes. This includes creating favorable circumstances and environments for inclusion and holding authorities to account for gaps in systems and services that support child and youth well-being and development.
- Implement DRR and resilience-building initiatives that reach out-of-school children and youth of all ages.
- Create opportunities for children and youth to increasingly have control over what they do and over their own bodies and over decisions that affect them in a process of reducing risk and building resilience – especially for those living in vulnerable situations.



Access multiple resources on including children and youth of all ages in DRR at www.preventionweb.net/collections/wia_youth_inclusive.

⁶⁹ See Appendix 2: Diwakar et. al., (2019); Lovell et. al., (2019); UNDRR GAR: <https://bit.ly/2QWYJAB>, pg. 153

⁷⁰ See Appendix 2: Diwakar et. al., (2019;) pg. 14



“
I have to take a plastic bag for books, notebooks, ID card...
When I grow up, I will teach the next generation.
”

Siliana, Madagascar

©2018 UNICEF/Must Get Ready

INCREASE CHILD AND YOUTH RESPONSIBILITIES AS THEY AGE.

During and after a hazardous event, infants and children in their early years often rely on adults to act on their behalf, protect them and keep them safe. This changes as children gain the knowledge, confidence and ability to participate more actively in decision-making and activities. Matching their role and responsibilities to their lifecycle can build their confidence and enjoyment of meaningful participation and engagement in DRR and resilience-building activities (while ensuring this is voluntary and does not add a burden).

3.7. Children and youth living with socio-economic inequity

While more than a billion people have risen above the poverty line in the last two decades, millions fall back into poverty or remain chronically poor due to the impact of natural and human-made hazards and other shocks and stresses, including climate change and climate variability.⁷¹ Poverty affects children and youth by increasing their risk of death, displacement and multidimensional deprivations when knowledge, access or mobility are limited. It also dictates where they live (i.e., rural areas, slums or on the street), their access to healthcare and education, and livelihood prospects, which are all factors that can increase vulnerability.

Natural hazard-related disasters, including those influenced by climate change, can affect children and youth directly (through the effects on household poverty trajectories and individual deprivation) and indirectly (through the effects on services and systems central to children's well-being and long-term development, including health, nutrition, WASH and education).⁷² While extreme poverty creates differing hardships for children and youth, they also possess a wealth of experience, knowledge and innovative ideas that can help them overcome vulnerable living situations.



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71 Ending Extreme Poverty: A Focus on Children: <https://uni.cf/2ZFmP0i>

72 See Appendix 2: Diwakar et. al. (2019)

Inclusion based on socio-economics requires, at a minimum, to:

- Lower barriers for children and youth of all genders living in poor communities to reduce disaster risk and impact, which is a major contributor to household and intergenerational cycles of poverty (providing sufficient time, access, resources and the capacity building required for their involvement).
- Respond to how economic, social, physical and environmental factors intersect in a given context. Develop strategies to transform harmful exclusionary cultural factors – such as caste, class or ethnic-related discrimination – that play a multiplying role in increasing disaster risk for children and youth.
- Develop resilience capacities of marginalised children and youth, and the households in which they reside, so that they are able to experience sustained escape from poverty and break its intergenerational transmission.
- Integrate risk-informed development actions for and with children and youth into poverty-eradication policies, mechanisms and programmes to “tackle chronic poverty, stop impoverishment, sustain poverty escapes” and build adaptive capacities to support children’s development outcomes despite environmental shocks and stresses.⁷³

RESPOND TO HOW SOCIO-ECONOMIC FACTORS AFFECT ADOLESCENT AND YOUTH PARTICIPATION.

Socio-economic factors also play a role in whose voices are being heard in decision-making spaces. For instance, volunteer and intern opportunities for adolescents and youth can be effective in building skills, confidence, a sense of belonging and future work opportunities. However, they can also fail to fully account for the economic realities they face, which can – even unintentionally – privilege and advance those already with higher socio-economic status or exclude those who face existing inequalities.⁷⁴ An invitation alone may not be enough to overcome historic inequities in voice, power and education and may further disenfranchise those who are already living in vulnerable situations. Inclusive DRR and resilience-building policies and programmes will often need additional provisions for training, mentorship, transportation or local facilitators with trusted community members and youth groups, such as the Scouts, for inclusion of adolescents and youth who may not be the first to raise their hands to participate but have invaluable contributions to make to community well-being.



Access multiple resources on including children and youth from diverse socio-economic backgrounds in DRR at www.preventionweb.net/collections/wia_youth_inclusive.

73 See Appendix 2: Diwakar et. al. (2019), p. 22

74 Diversity and Inclusion in Youth Development: <http://bit.ly/2OORGJ>

04

TAKING A MULTISECTOR APPROACH TO DRR

This section highlights sector areas in DRR for building and strengthening partnerships that create a holistic culture of safety for children and youth, leading to greater collective impact. It responds to the Sendai Framework call for “coherence across systems, sectors and organisations”.



Maribel, age 8, and Shirley, age 6, wash their hands with water in recycled bottles at a rudimentary hand-washing station in Bolivia. Similar hand-washing stations are in use in all schools in areas where water has become scarce. The girls are wearing traditional Guarani dress. The Indigenous Guarani are Bolivia's third-largest ethnic group.

4.1. Multisectoral DRR practices

The Sendai Framework calls for people-centred, multisectoral DRR practices that engage all relevant stakeholders impacted by disaster risk, including children and youth. It identifies the need for “public and private sectors and civil society organizations, as well as academia and scientific and research institutions, to work more closely together and to create opportunities for collaboration”.⁷⁵ In response, this section provides insight into the diverse sectors involved in tackling the complex and underlying social, environmental and economic drivers of disaster risk and offers priorities to work on together. Doing so promotes greater collective impact⁷⁶ where people and organisations, acting in the diverse sectors, commit to share agendas, activities, resources, communication, relationships and research that support, engage and work with and for children and youth.⁷⁷ Collaboration can break down siloed ways of working to make sure no children or youth are left behind.

REPRESENTATION

Children and youth are individually unique. Rather than engage with them solely as child or youth representatives, in partnerships or at events, draw on their strengths as critical DRR stakeholders, according to their areas of expertise. For instance, children may be climate advocates; adolescents, WASH educators; and young adults, environmental scientists, urban planners or health workers. Respecting them as equal contributors can help create greater collective impact for reducing disaster risk.

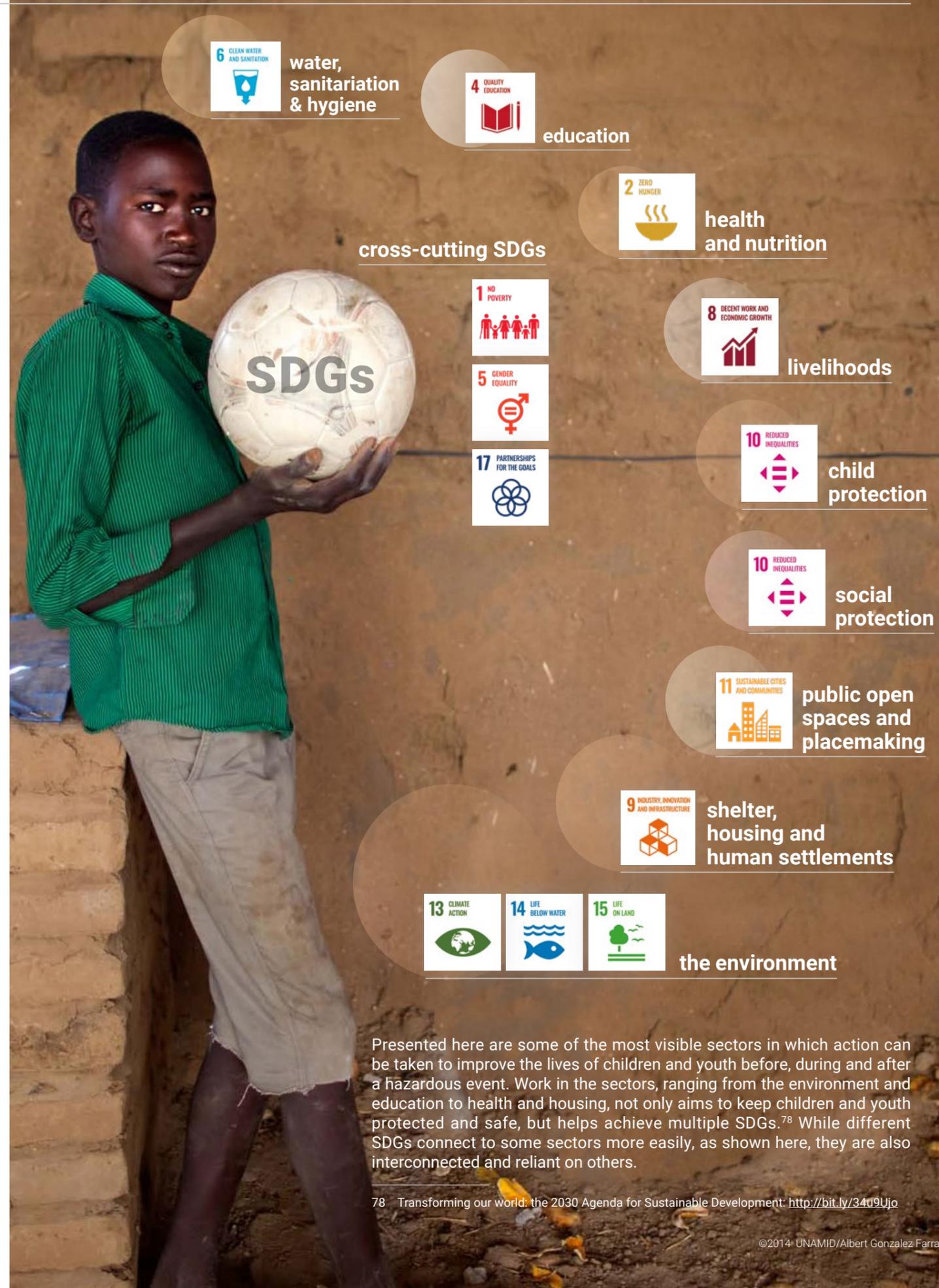


Children from Nepal enjoy a child friendly space in a camp for earthquake-displaced people. ©2015 UNICEF/Brian Sokol

75 Sendai Framework for Disaster Risk Reduction: <http://bit.ly/2DpozAl>

76 Collective Impact initiatives: <http://bit.ly/2XTHwoj>

77 The Children’s Charter for Disaster Risk Reduction, developed by Children for Changing Climate Coalition, provides guidance for an integrated approach to reducing disaster risks for children (see Section 1.3)



Presented here are some of the most visible sectors in which action can be taken to improve the lives of children and youth before, during and after a hazardous event. Work in the sectors, ranging from the environment and education to health and housing, not only aims to keep children and youth protected and safe, but helps achieve multiple SDGs.⁷⁸ While different SDGs connect to some sectors more easily, as shown here, they are also interconnected and reliant on others.

78 Transforming our world: the 2030 Agenda for Sustainable Development: <http://bit.ly/34u9Ujo>



©2016 Save the Children/Darinne Jeong

In 2016, during Hurricane Matthew in Haiti, many children and youth lost their school uniforms, textbooks and backpacks – including Darline, age 18. Many families also lost most of their assets and their means of livelihoods were severely affected. This compromised the continuation of education for a large number of children and youth. In DRR planning, creating ways for children and youth to quickly return to school is critical for them to get the education they need for future employment. As Darlene said, “I wish I will be able to stay at school until I finish my study. I want to become a doctor so that everyone in my village can access health services.”

4.2. Education

Outside of the home, the education sector is where pre-schoolers through 18-year-olds spend the bulk of their time (notwithstanding the 263 million children and youth globally who are out of school).⁷⁹ The sector is responsible for both the safety and welfare of children as well as their learning. Normative policies, standards, resources, curriculum and informal learning opportunities all contribute to the safety, survival and equitable access to education of children and youth. Disruptions caused by hazards can lower educational outcomes and reduce lifelong learning potential. They threaten school readiness at the younger end, educational achievement in the middle and school completion for adolescents. This is especially true for adolescents, who may struggle to return to school after a disruption, especially in areas where educational resources have been historically limited.⁸⁰

The education sector is also where children and youth learn, share, research and implement their knowledge. It is imperative DRR and resilience-building knowledge materials and curricula are designed according to global standards and integrated into secondary schools, universities and other educational bodies. This will support youth from any country in advancing technical and social knowledge about how to effectively prevent, mitigate, prepare for and respond to disaster risk, including the increasingly severe impacts of a changing climate.

Education is a cornerstone of the safety and resilience of a society and a driver of reduced vulnerability.

- Schools can be both a place to learn to be safe from hazards and be safe from disaster risk. They can also serve as entry points to greater community-wide DRR initiatives and places for informal education.
- Children and youth of all ages can learn to identify risks, and how to reduce them to save lives, prevent injuries and minimise damage and harm.
- A greater number of children and youth will be safer when disaster risk reduction curricula and plans are inclusive, equitable and non-discriminatory, and reach children and youth in both formal and informal education settings.

⁷⁹ Out-of-school children and youth: <https://bit.ly/2rv3Lol>

⁸⁰ Schooling: <https://brook.gs/37Lqw8f>; Gender, development and disaster: <http://bit.ly/2MLGTJj>

WHAT CAN YOU DO?

AUTHORITIES

Adopt a comprehensive, policy-driven and child- and youth-centred approach to school safety – including safer school facilities, school safety management and risk reduction and resilience education.

Identify focal points at national, sub-national and school levels and develop their capacity to spearhead school safety and resilience

Conduct technical and non-technical assessments and planning to ensure that every new school is a safe school, and to replace unsafe school infrastructure to ensure educational continuity should a hazardous event occur.

Formalise and mainstream school safety drills in policy and practice.

PRACTITIONERS

Co-develop inclusive, gender and age-appropriate formal and informal curricula from the primary to university level that supports children and youth to actively participate in risk assessment, risk reduction and response preparedness activities at school and at home. Include content targeting the structural drivers of heightened disaster risk for some communities, including gender inequality, poverty and exclusion.

Facilitate adaptation and adoption of global best practices in standard operating procedures for disasters and emergencies in schools.

Engage all children in hands-on, reflective learning (experiential learning) when implementing Comprehensive School Safety (see the CSS framework on page 58).

Ensure learning opportunities for out-of-school children and youth.

YOUTH

Be aware and prepared for hazard impacts at school, home and in your community, sharing your knowledge with children, your peers, family members and others.

Join or create school clubs that focus on local safety, environment preservation and/or climate change action to raise awareness, advocate for change and hold authorities to account for your rights.

CHILDREN

Children can often take on more responsibility for their safety than authorities and practitioners expect. At early ages they can be taught and learn rules to follow. This can evolve into being able to recognise and prepare for greater disaster risks in the places they go to school and live.

JOIN A COMMUNITY OF PRACTICE

Go to <http://bit.ly/2QV7TZA> to learn about the Safe Children Safe Schools global community of practice.



Access multiple resources on children, youth and education at: www.preventionweb.net/collections/wia_youth_multisectr

4.3. Health and nutrition

The management of health risks associated with emergencies and hazardous events for children and youth depends on many sectors whose actions contribute to effective health emergency preparedness and disaster risk management (Health EDRM) and improved health outcomes. Collectively, the health sector and other sectors (such as WASH, education and social protection) provide information, services, strategies and systems that prevent loss of life or function before, during and after a hazardous event. In a healthy and safe community, children and youth have full access to clean water, unpolluted air, safe spaces, nutritious food and basic health services.

All hazardous events pose health risks that can lead to death, injury, disease, disability, psychosocial problems and other health impacts with consequences for children's short- and long-term emotional, social and cognitive development. The consequences are often more severe for children and youth in populations with higher levels of vulnerability and less coping capacity.

- Children living in vulnerable situations are prone to high levels of risk of malnutrition and its associated diseases and other health risks and infections. Malnutrition and micronutrient deficiencies have a significant impact on child health due to the direct effects of the deficiency, but also due to reduced resistance to infection.
- Young children living in vulnerable situations, in particular, have a higher level of risk as they are dependent on their parents, extended family and other caregivers in the community, who may struggle to provide sufficient care due their own vulnerable situations.
- Vulnerable situations heighten adolescent girls' and LGBTQI2S youth's vulnerability to sexual and gender-based violence, unintended pregnancy, HIV infection, maternal death and disability, early and forced marriage, rape, trafficking and sexual exploitation and abuse. In emergencies, adolescent girls and sexual and gender minorities need tailored programming to increase their access to sexual and reproductive health services, including family planning, and to protect them from sexual and gender-based violence.
- Children displaced or separated from their parents, family and communities have an increased risk of death and can suffer short- and long-term psychological trauma, which are exacerbated in unstable environments.
- Communicable diseases, including acute respiratory illness, diarrhoea, malaria and measles are the most common causes of child mortality globally and have been shown to increase during and after hazardous events.

While recognising practitioners and authorities as duty bearers for health and nutrition services, children and youth also have a unique role to play in sharing knowledge and influencing positive, or negative, behaviour. When they have sufficient knowledge, capacities and adult support (and it is safe to do so), they can:

- Identify and help mitigate risky health behaviours. This can include informing adults about protective actions (e.g., safety measures for earthquakes, tsunamis, infectious diseases that they may have learned in school) and how to avoid harmful practices (e.g., consuming potentially contaminated water and food in emergencies).

- Provide peer-to-peer health and nutrition support before, during and after a hazardous event to lower the risk of injury, malnutrition or disease. For instance, sharing information about issues of common concern, such sexual and reproductive health or safe water, sanitation and hygiene practices.⁸¹
- Help caregivers identify and refer malnourished or unhealthy young children to health services (both children and youth) and identify discriminatory practices in health policies and services (adolescents and older youth) that can help shape better policies, protocols and improved services to address the needs of youth and children.

WHAT CAN YOU DO?

AUTHORITIES

Assess the respective health risks for children of all ages (including neonates, infants, children, adolescents and older youth) and for different risk scenarios as they will differ between age groups and hazards (e.g., drought, flood, heatwaves, epidemics).

Develop multisectoral and health sector policies, programmes and plans to address the health risks and needs of different age groups.

Involve children and youth in health EDRM processes and nutrition decisions to build trust and solicit inputs to processes and design strategies to ensure a healthy community for all.

Develop health and nutrition services and orientate health facilities to meet child- and youth-specific needs in ways that are friendly, safe, accessible in location and cost, non-judgemental and culturally acceptable for all genders and abilities. These protocols should extend from prevention to preparedness, response and recovery.

Partner with children and youth to develop and share government-supported information on health and nutrition issues relevant to them, such as prevention, preparedness and response to mental health, sexually-transmitted infections, including HIV, or injury, which can increase after a hazardous event.

PRACTITIONERS

Incorporate health issues, including risky social and physical behaviours, into child- and youth-led risk assessments. This ensures emergency warning systems, preparedness and response meet child- and youth-informed needs and ideas for safety.

Work with local health workforce and schoolteachers to identify the health and nutrition needs of at-risk sub-populations and individuals living in vulnerable situations to ensure that measures are put in place to address their needs (e.g., children and youth with disabilities, LGBTQI2S individuals, migrant groups).

Prioritise health and nutrition measures before, during and after a hazard event (e.g., clean water, immunisation, primary care). This can reduce the heightened threat to children under age five from diarrhoea, pneumonia, malaria, malnutrition and neonatal disorders.

81 Inter-Agency Manual on Reproductive Health in Humanitarian Settings: <http://bit.ly/2Y16faA>

YOUTH

Participate in community processes aimed at assessing risks, planning, programming of health and nutrition services and evaluations to ensure children and youth needs are met.

Develop, share and distribute culturally adapted health and nutrition information on self- and community protection to your peers, families and communities before, during and after a hazardous event, including on injury prevention, reproductive health and child protection.

Learn strategies to support yourself and your peers facing psychosocial trauma, like anxiety, depression and thoughts of self-harm and suicide.

Join community volunteer health groups, including those on nutrition, water, hygiene and sanitation.

Learn about health emergency and disaster risk management to promote health protection in formal and informal settings.

CHILDREN

Children are often strong health advocates with skills in developing and sharing messaging that speaks to their peers in child-friendly language and on the most-used social media platforms (making sure social media use is empowering and safe for those sharing their messages).



Access multiple resources on managing health and nutrition risks with and for children and youth at www.preventionweb.net/collections/wia_youth_multisectr.

Organisations are working alongside children and youth in the Solomon Islands to raise awareness and action on basic nutritional and food safety knowledge. This is especially valuable as flooding disasters are becoming more frequent and severe in how they negatively impact children's and youth's long-term health and nutrition.





©2019 UNICEF/UNI227528/Siegfried Modola

Hashim, age 14, who is cognitively impaired and cannot speak, is assisted by his mother Monica as he uses a newly-built, disability-friendly latrine in a refugee camp in Bangladesh. Access to safe water and sanitation is critical for protecting children, especially after a hazardous event as poor sanitation can increase the risk of life-threatening illnesses.

4.4. Water, sanitation and hygiene (WASH)

The water, sanitation and hygiene (WASH) sector provides essential infrastructure and services that are not only critical for child and youth development but can save lives in humanitarian settings. This includes having access to clean water, safe and accessible sanitation facilities for all, and knowledge, resources and skills for good hygiene. Integrating water, sanitation and hygiene into the everyday creates good practices that can save lives and reduce disaster risks in the short- and long-term.

Children and youth are already activating proven strategies that strengthen WASH:

- They are effective communicators, educators, change agents and advocates for better hygiene in communities, positively changing the attitudes and behaviours of their peers and adults.
- They are developing campaigns, creating technologies and participating in efforts to secure water resources today and in the future.
- They are developing green innovations for clean water, composting sanitation facilities and other inventions that address complex WASH challenges.
- They actively participate in identifying WASH risks and needs, particularly in schools and learning spaces and support in the design of safe WASH facilities and programmes.

WHAT CAN YOU DO?

AUTHORITIES

Ensure all schools have adequate and safe water and sanitation facilities before and after a hazardous event, as this can highly affect girls' attendance if they feel unsafe or unable to discreetly manage menstruation health.

Provide government support for WASH education to be integrated into school education and community-led total sanitation (CLTS) efforts.

PRACTITIONERS

Proactively engage children in child-centred WASH risk, vulnerability and capacity assessments.

Involve children and the youth most at risk, especially girls, in designing and disseminating WASH messaging and initiatives to ensure they reach and resonate with those both in and out of school, including preparedness around menstrual hygiene management (MHM).

Include WASH activities in child and youth programmes as part of wider efforts to implement the Sendai Framework priorities for action and mainstream DRR efforts.

Develop strategies that ensure safe sanitation routes and facilities to lower the threat of sexual and gender-based violence that can increase for girls and LGBTQI2S children and youth in humanitarian settings.

Involve children actively in WASH risk reduction, mitigation and adaptation plans developed and implemented in schools and community.

YOUTH

Become a champion for spreading information about inclusive clean water and sanitation and hygiene behaviours that keep you and your family safe before, during and after a hazardous event.

Advocate for clean water for all in your school and community through sharing what you know, creating campaigns and political action.

Advocate for a clean and safe environment in your communities.

Instil and encourage WASH entrepreneurship among youth.

CHILDREN

Children can be strong champions in changing unhealthy behaviours at school, home, in the community and in shelters and human settlements. Working with them as peer and community educators has been shown to shift attitudes and behaviours that can keep people healthy and free of illness or disease.



Access multiple resources on children, youth and WASH at:
www.preventionweb.net/collections/wia_youth_multisectr



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Maman Véronique, 26, returns home from working in the fields in the Republic of the Congo where she cultivates and harvests her own crops for her family. Maman Véronique lives in a small Indigenous village in one of the most remote areas of the country. The village is challenged by chronic malnutrition that affects about a third of children in the region. Maman Véronique is active in a community-based organisation that addresses malnutrition at every stage of the child's life. It does so by putting children's unique nutritional needs at the heart of food systems and the supporting systems of health, water and sanitation, education and social protection: <https://uni.cf/35PVqLe>

4.5. Social protection

The social protection sector supports children and youth through policies and programmes that make it easier for families to cope with economic and social risks throughout their lives. Mechanisms like social security, unemployment and socialised healthcare aim to reduce exclusion and vulnerabilities, especially from economic, social, natural and other shocks and stresses. Children and youth experience hazards differently from adults. Incorporating their perspective in social protection planning ensures basic and social welfare services not only reach the groups most at risk but set them up for a lifetime of well-being from childhood to adulthood.

Child- and youth-sensitive social assistance, services, insurance and equity measures aim to:

- Support children's development as an investment in adult productivity, which ultimately can decrease the burden of human development losses and contribute to breaking the intergenerational cycle of poverty.
- Achieve social justice through strengthening the capacity of families to care for their children and removing barriers to services that stand in the way of achieving goals and progress for children and youth.
- Protect child and youth rights to survival, security, development and an adequate standard of living.

WHAT CAN YOU DO?

AUTHORITIES

Identify and implement long-term national financing strategies that protect and expand expenditure on effective social protection programmes. This means that they are not only disaster risk-informed to support sustainable development from childhood to adulthood, but can also be rapidly scaled up to provide humanitarian assistance (e.g., through cash assistance or other response strategies).

Develop social protection systems that take a multisector approach and invest in sustainable national systems in order to more effectively and efficiently address the multiple vulnerabilities faced by children, youth and their families.

Include children and youth in the design and dissemination of social protection systems and programmes.

PRACTITIONERS

Explain and include social protection services in teaching or facilitating disaster risk assessments with children and youth to identify gaps and develop strategies inform authorities and hold them to account.

Mainstream social inclusion into social protection programmes working for and with children and youth, with a focus on tackling power, discrimination and inequalities that might dictate or drive vulnerabilities that increase disaster risk.

YOUTH

Understand, offer ideas, and advocate for how social services can benefit youth, such as in the areas of ensuring a living wage for young people in employment.

Learn about, promote and access outreach and referral services that allow you and your family to access benefits and specialised services you might need, including disability, HIV/AIDS or reproductive health services.

CHILDREN

Children often benefit most from social protection services that strengthen their families' economic and social capacities and that ensure their education, development and security. Safeguarding their rights starts with understanding from them the services they need, as learned through age-appropriate and child-friendly activities and dialogue.



Access multiple resources on children, youth and social protection at www.preventionweb.net/collections/wia_youth_multisectr.

4.6. Child protection

Child protection actions prevent and respond to physical, sexual and psychological violence and harmful practices that affect children and youth, recognising they can accelerate during and after a hazardous event. These can include neglect; separation; abandonment; abuse; illegal adoption; educational disruption; psychological distress and mental disorder; domestic, peer, sexual or gender-based violence; physical and humiliating punishment; trafficking; economic exploitation, such as child labor; displacement or abduction into conflict and child, forced and early marriage.

When children and youth themselves feel confident, empowered, knowledgeable and in control of decisions and their own bodies, especially in high hazard and risk-prone areas, they can develop strategies for protection (noting that their protection is foremost the responsibility of adults and governments, and their fundamental right).

Recognising governments as duty bearers for protection and that the following actions require adult supports and measures to keep them safe, children and youth can:

- Learn ways to reduce the risk of sexual, physical and psychosocial violence, exploitation and neglect (e.g., being physically attacked, recruited as child soldiers or laborers, experiencing peer or gender-based violence or being kidnapped), know where to get help and how to help others if needed.
- Contribute to the development or rehabilitation of social services so as to reduce protection risks including sexual and gender-based violence.
- Build resilience and coping skills that strengthen their capacities for overcoming trauma, disruption or physical separation from supportive environments and people.
- Facilitate and mentor in child protection activities, as context allows and ensures their safety.
- Use their voice in decisions that affect them, including those that relate to protection issues.
- Avoid negative coping strategies in response to crises such as child marriage, child labor and forced displacement.



©2016 UNICEF/UNI195506/Vlad Sokhin

A school age girl enjoys writing and drawing while waiting for a train in a child-friendly space in the former Yugoslav Republic of Macedonia. The space is set up within the compounds of the migrant rest area established by UNHCR. Mobile teams are helping to reunite children with their families and to provide psychosocial support and early childhood development services to the children.

WHAT CAN YOU DO?

AUTHORITIES

Recognise and address the underlying causes of violence, abuse, exploitation, neglect and threats that are often exacerbated during times of crisis. Identify resources, services, laws or other protections children and youth might need, including in response to sexual and gender-based violence, working with them when possible and appropriate.

Ensure formal child protection services are child- and youth-friendly, survivor-centred, helpful, accessible and culturally and linguistically useful for diverse populations and ages of children and youth.

Integrate child protection into national and local DRR strategies, laws, policies, regulations and other agreements and principles of action.

PRACTITIONERS

Train adolescents and young adults as child protection facilitators and mentors, especially as part of first responder and community mobiliser roles.

Partner with children and youth displaced from home to develop child- and youth-led activities and safe spaces for those with different genders, ages, functional abilities and interests to connect, build friendships, and share information, for instance, on sexual and reproductive health.

YOUTH

Learn from adults how to recognise, avoid and safely report behaviours that might lead to abuse, violence, sexual exploitation, trafficking or other child protection issues, especially during displacement after a hazardous event.

Develop strategies as part of a safety plan of what to do if you are separated from your family or community, including having your birth record available to take during an evacuation.

CHILDREN

Children in need of protection express their views differently than adults. Working through ethical, child-friendly processes of communication – in ways that ensure their safety – can help identify the protections they might need. This might include drawing, theatre, block-building, sport, gaming or other creative processes.



Access multiple resources on child protection and safeguarding at:
www.preventionweb.net/collections/wia_youth_multisectr

4.7. Livelihoods

The livelihoods sector supports youth in gaining adequate standards of living. It can comprise both wage and non-wage activities which support youth to meet their fundamental needs, including securing water, food, fodder, medicine, shelter and clothing (for instance, as a farmer, wild fruit collector or businessperson). In many countries around the world, older youth are struggling to meet these needs and to find work, with more than 620 million young people aged 15-24 years old not employed, receiving training or in school.⁸² High unemployment or underemployment of youth is often linked to limited skills and capacities (i.e., a lack of information or education that match market needs) or limited access to and control of productive resources and services (i.e., land, finance, technology, markets, etc.).

Natural hazards can impact the potential for decent work and financial security, due to education disruption, diminished current or future work opportunities, financial and asset loss (such as animals or land) or environmental degradation linked to livelihoods. For instance:

- Prospects for future work can be especially tough and even life-threatening in agriculture and fishery that are often highly impacted by drought, cyclones, floods and extreme weather. In addition, girls, women and LGBTQI2S youth may not have (individual) access to land and other productive resources, due to cultural constraints that exclude them from livelihood options and re-enforce vulnerable situations.
- Prospects for future work in wage labour are even more difficult for youth having little or no work experience. Worldwide, girls especially can face various types of discrimination in the labour market that may increase vulnerable situations, limit their livelihood prospects and reduce their resilience to future natural disasters and other crises.
- When hazardous events threaten or alter livelihood options for young people, many can be forced into the informal economy, potentially increasing poverty, inequality and vulnerability.⁸³ For youth already in the informal economy, hazardous events can heighten their disaster risk, especially if youth face ongoing or multiple hazards in the same year (e.g., cyclone, wildfire and drought).
- Children who leave formal education due to the impacts of a hazardous event or slow-onset hazard, like drought, can face diminished prospects for decent work later in life.
- Girls and LGBTQI2S youth are often more at risk of early and forced marriage, adolescent pregnancy, human trafficking and forced sex work after a hazardous event or slow-onset disaster, which are violations of their rights that have long-term consequences, including on livelihoods and employment. Boys are often more at risk of forced labor or having to work in unsafe, low-paying jobs, which can reduce resilience and perpetuate a cycle of poverty.



Access multiple resources on children, youth and livelihoods at:
www.preventionweb.net/collections/wia_youth_multisectr

⁸² Toward Solutions for Youth Employment. A 2015 Baseline Report: <http://bit.ly/2DpWl8K>

⁸³ World Youth Report: <http://bit.ly/35FbT4x>

WHAT CAN YOU DO?

AUTHORITIES

Provide institutionalised access to formal financial services, productive assets, resources and technology for young people, which are critical in youth's development. This also builds their resilience to prepare for or recover from crisis.

Create trainings alongside youth to develop viable livelihoods and decent work based on the realities of a changing climate, alongside any other influencing factors, with specific attention to girls and young women.

Develop inclusive, equitable and gender-responsive DRR programmes and policies that support traditional and alternative livelihoods, in addition to those that are climate sensitive (e.g., off-farm and non-farm livelihoods) and maintain ecosystem resilience.

Emphasise economic and environmental policies that generate decent work and income for youth and build towards greater inclusion and equality.

Involve children and youth in participatory planning processes which allow dialogue around future livelihoods and how to plan for and manage the impacts of natural disasters and climate change.

PRACTITIONERS

Design and implement empowering processes that build child and youth capacities and employment skills early to prepare them for livelihoods that are climate-smart and take multi-hazard risks into account.

In all actions, respect traditional and historic livelihoods and look for new livelihood opportunities that ensure equality and inclusion for all, especially for Indigenous Peoples and ethnic minorities.

Develop risk reduction programmes that prioritise continuous, life-long education and participation in decision-making to build critical livelihood skills and capacities, ensuring such programmes also reach children and youth no longer in formal education.

Create spaces and platforms for intergenerational dialogues between the youth and older generations around DRR and climate change adaptation.

YOUTH

Learn about disaster and climate change risk to make risk-informed and climate-smart decisions on the types of livelihood to pursue or transition to from historic or cultural livelihoods.

Take advantage of training offered in multiple fields of interest to see where your personal talents connect with the realities of a future impacted by multiple hazards and a changing climate.

Create opportunities for peer learning and interactions that can influence people with decision-making power on hazards, climate change and DRR.

CHILDREN

The longer children stay in school or keep learning (i.e., informally, digitally, etc.), the greater their prospects for higher paying livelihoods that can lift them and their families out of poverty. A focus on livelihoods means to ensure continuous education for all children, with DRR strategies that prioritise keeping them in schools before, during and after a hazardous event. This strengthens their agency, aspirations and self worth through the development of life skills, which aim to reduce the risk of exploitation as they pursue livelihood options later in life.

4.8. The environment

The environmental sector broadly focuses on biodiversity conservation and ecosystem management. It is also one of the biggest proponents of renewable energy technology (e.g., solar power). From a climate change point of view, if carried out in a climate-resilient manner, conservation, rehabilitation and restoration can help enhance livelihood resilience and reduce disaster risks to events like floods, storms, wildfires, drought, etc. Children and youth in many communities are deeply connected to the environments in which they live. They see how environmental degradation and the unsustainable use of natural resources negatively affects their communities.

Day-to-day, children and youth interact with the land, water and other living resources at school and at home, in play, community engagement and, for youth, in their work. For Indigenous Peoples and ethnic minorities especially, land can spiritually connect them to ancestors, traditional practices and wisdom, recreational activities, medicine and intergenerational livelihoods. Understanding and experiencing the harmful impacts on the environment is a rallying call for children and youth around the world as many are becoming fierce advocates for avoiding environmental degradation and climate change chaos in their lifetime.

The conditions of the natural environment can either increase or reduce hazard risk, depending on the health of the given ecosystems. For instance:

- If the natural resources are degraded, children and youth can face multiple threats, such as: landslide threats to school or home due to a deforested mountain slope; displacement threats due to more frequent drought or flooding worsened by weakened natural surroundings; or livelihood threats for young adult fisherfolk due to declining fisheries from over-exploitation and warmer sea temperatures. Youth in communities whose livelihoods are dependent on natural resources can also struggle to gain an adequate standard of living when environmental and ecosystem degradation occur.
- In contrast, when ecosystems are strong and healthy, nature-based solutions are beneficial as they can reduce hazard risk. For instance, trees and plants can absorb carbon, reduce erosion and stabilise soil; healthy mangroves reduce storm-induced wind and wave impacts and promote an increase in fish stock; and healthy wetlands reduce flooding hazard.

“
If we continue taking care of the environment, we can reverse the change and go back to how it was before.
 ”

Gabriela, 11, Peru



©2014 UNICEF/Climate Change Voices of Youth:
<http://bit.ly/33wXtSQ>

WHAT CAN YOU DO?

AUTHORITIES

Include children and youth perspectives and participation in localised DRR strategies and climate change adaptation plans, integrating the two to support climate-resilient development.

Increase investments in both nature-based solutions and low carbon technologies, including building and incorporating the knowledge of young environmental researchers and children and youth in the community.

PRACTITIONERS

Engage children and youth in ecosystem conservation, rehabilitation and restoration to foster greater understanding of and action towards reducing disaster risk through the sustainable management of land, water and other living resources.

Equip children and youth with age-appropriate knowledge, skills and participatory opportunities for environmental management and climate change adaptation strategies that can reduce disaster risk and bring climate-resilient ecological, cultural, social and economic benefits to their communities.

Develop participatory environmental monitoring opportunities to encourage proactive attitudes towards the environment by children and youth. These might include engaging children and youth in monitoring climatic changes in rainfall and temperatures, taking part in tree planting activities, tracking air pollution, etc.

YOUTH

Create or join an environmental club or network in your school or community to raise awareness and action on environmental concerns, including climate change. This includes advocating for aggressive climate action by practitioners and authorities to safeguard your common future against climate chaos and identifying environmental trends and challenges and developing adaptive, long-term solutions to secure healthy ecosystems despite a changing climate.

Develop and seek support for technical innovations (like solar cookstoves) and lead trainings on energy alternatives (including the elimination of wood-based energy that lead to deforestation).

CHILDREN

Children can be passionate advocates for environmental protection and are able to bring about behavioural change through community-wide awareness campaigns. Working with them on such efforts can enhance wider community shifts required to conserve and protect the environment and adapt to a changing climate.



Access multiple resources on children, youth and the natural environment at
www.preventionweb.net/collections/wia_youth_multisectr

4.9. Public open spaces and placemaking



©2016 UNICEF/UN045590/Andrey Kim

Children play at a playground in Kazakhstan, which was one of the first cities to join the Child Friendly Cities initiative. In Kazakhstan, the Committee for Child Rights Protection of the Ministry of Education and Science of Kazakhstan, together with UNICEF, is implementing the Child Friendly Cities initiative: <http://bit.ly/37JeDzU>

More than half of the world's children live in urban areas, including an estimated 350 million in slum dwellings.⁸⁴ Approximately 60 percent of the world's population is expected to be living in urban areas by 2030.⁸⁵ With growing urbanisation, children's and youth's development depends on ensuring safe public open spaces where they can socialise, play and pursue their livelihoods. Children and youth experience their physical environment differently than adults. Air pollution, heat waves, flooding, road accidents, limited public transportation options and spaces for play, and other factors in built and living environments, all impact on children's and youth's health, well-being and independence.⁸⁶

Implementing child- and youth-engaged urban planning processes can have a major impact on children and youth and the wider community – especially ensuring streets, public open spaces and critical social services are available, accessible, safe and functional before, during and after hazardous events.⁸⁷ From assessment to co-design and placemaking,⁸⁸ children and youth are well placed to contribute to urban planning that promotes public space as a common good.⁸⁹ For instance, playful participation, such as supported with low-budget 3D prototyping of their physical environment or training games, can allow for visualisation, interaction and co-design through the eyes of a child.⁹⁰ Scorecards are another way to involve children and youth in monitoring how their environment accords with their rights and keeps them safe.⁹¹

84 SDG 2019 report: <http://bit.ly/2QYwVac>

85 Migration Data Portal: <http://bit.ly/2OsAV13>

86 WHO children's environmental health: <http://bit.ly/2DmXJcf>

87 See Appendix 2: French et. al. (2018) and Child Friendly Cities: <http://bit.ly/37JeDzU>

88 See Appendix 2: Derr, Chawla and Mintzer (2018) and Bartlett (2002)

89 As Mara Mintzer says: "Our society routinely makes decisions without consulting a quarter of the population. We're making choices about land use, energy production and natural resources without the ideas and experiences of the full community." See: <https://bit.ly/2sgeWSn>

90 Block by Block: <http://bit.ly/2DkDSuq>

91 Child Friendly Places: <http://bit.ly/2shjhVp>

Participatory assessments like these can also provide data that are relevant for measuring progress in the UN's Sustainable Development Goals (SDGs) in various ways.

Child-responsive urban planning provides both physical space and process time for participation with children so as to support their development in various areas, such as education, health, safety, citizenship, environmental sustainability and prosperity.⁹² It is important to invest in DRR for public and culturally significant places for children and youth, not only to minimise potential damage from hazardous events but to ensure there are recognisably safe places after an event for them and their communities (i.e. provide safe areas to gather, play and connect to their changed environment). After a hazard, restoring child- and youth-friendly spaces can be delayed because the primary focus is placed on restoring shelter and utility infrastructure. While such initial focus is essential, delaying restoration of safe recreational or gathering spaces can have a detrimental effect on children and youth who are managing the impacts of crisis or displacement.⁹³

Developing and funding participatory processes for child- and youth-responsive urban planning and placemaking:

- Responds to the UN's New Urban Agenda⁹⁴ focus on ensuring cities are sustainable for all through equitable access to services, spaces

and infrastructure, and to the Our cities. Our lives. Our future. Child Friendly Cities Child & Youth Manifesto.⁹⁵

- Provides critical knowledge for authorities when making decisions about public infrastructure and spaces.⁹⁶ This includes understanding socio-spatial inequalities, from child and youth perspectives, that may increase their disaster risk.
- Provides opportunities to reduce disaster risk through creative and innovative responses to designing child- and youth-friendly early warning systems, drainage and road infrastructure, public spaces, safe streets and transportation, equitable water and sanitation systems, and accessible social services.
- Can inform planning decisions on how to create greater independent mobility for children and youth, which can boost their knowledge of an area and strengthen personal confidence, autonomy and resilience. These are valuable skills and qualities for planning for and responding to hazards and during recovery.
- Creates opportunities to understand and reduce intensive yet infrequent disaster risk (e.g., from earthquakes, tsunamis, etc.), and also extensive yet more frequent disaster (e.g., seasonal flooding, localised landslides, disease epidemics, traffic accidents, etc.).⁹⁷

92 Shaping Urbanization for Children: <https://uni.cf/33nwFV3>

93 See Appendix 2: Jayakody, Amaratunga and Haigh (2016)

94 The New Urban Agenda: <http://bit.ly/2qlrK3M>

95 Youth manifesto: <http://bit.ly/2OpBjxs>

96 See Appendix 2: Chawla (2007) and Peek et. al. (2018)

97 See Appendix 2: Brown and Dodman (2014): <http://bit.ly/2DohCzN>

WHAT CAN YOU DO?

AUTHORITIES

Create systematic ways for meaningful engagement of children and youth, such as conducting participatory planning and budgeting for streets and public open spaces that include child and youth assessments of safety and risks. This includes single-gender focus group discussions – particularly for adolescent girls, LGBTQI2S individuals, children and youth with disabilities, Indigenous Peoples and ethnic minorities, and migrants and displaced populations.

Ensure existing streets and public open spaces are safe and accessible as key evacuation areas or routes to evacuation shelters. Involve children and youth in mapping and wayfinding activities to increase the accessibility and safety of evacuation routes.

Ensure there are resources and budget available immediately after a hazardous event to restore public open spaces and safe accessibility to key child-focused infrastructure, such as schools, youth centres and recreational spaces.

Collaborate with children and youth to create clean, green and sustainable cities that aim to build resilience, reduce risk and support children and youth to mitigate and adapt to climate change (i.e. through tackling urban heat islands, installing rainwater catchment systems, increasing solar use, etc.).

PRACTITIONERS

Develop participatory, capacity-appropriate and culturally respectful programmes for children and youth that engage them in shaping more inclusive and safer streets and public open spaces before a hazardous event – including spaces for inter-generational dialogue between adults, children and youth.⁹⁸

Involve children in urban design planning, including in placemaking activities. For instance, they can help design age-appropriate recreational programmes that build social capacity, connection and resilience, as well as provide physical, mental health and socio-emotional benefits.

Include children and youth in disaster response planning, including those in and out of school.

YOUTH

Become involved in the budgeting, design, planning and construction of public open spaces.

Volunteer to run activities for youth and children, such as sport, dancing, outdoor theatre, etc., to strengthen your social connections.

Provide feedback and ideas to authorities on how they can make public spaces more child- and youth-friendly and responsive.

CHILDREN

Children of all ages have a great capacity to contribute to a design process and can offer unique and creative ideas for both placemaking and DRR planning when provided with the opportunity. Support children through developing school- and community-based projects where they can submit feedback to authorities on ideas for improving public spaces to increase feelings of safety and accessibility.



Access multiple resources on children, youth, public open spaces, urban planning and placemaking at: www.preventionweb.net/collections/wia_youth_multisectr.

98 PASSA Youth: <http://bit.ly/35Cxx9N>

4.10. Shelter, housing and human settlements

The shelter, housing and human settlements sector focuses on ensuring communities have safe and secure housing, as well as emergency and durable shelter solutions for children, youth and families during and after a hazardous event. The sector supports children and youth to create and lead safe housing and neighborhood strategies, especially in urban areas in developing countries that are estimated to be adding 70 million new residents per year.⁹⁹

Children and youth have an active role to play as change agents in securing safe housing, preventing neighborhood violence, reducing urban risk and ensuring social inclusion. Because older youth are often on the frontline during a hazardous event as first responders, shelter preparedness helps them avoid injury and death and to find or create safe places for them and others during and after an evacuation. In addition, youth are often learning construction-related tasks from their parents and can therefore play a key role in promoting safety within their home and neighbourhood.

Adequate shelter, housing and settlements for children and youth:

- Provides them with security and personal safety, while protecting them from a harsh climate or unsafe environments.
- Strengthens their resilience, especially to disease and ill health.
- Provides stability so they can access or continue their education or re-establish their livelihoods after a hazardous event.
- Establishes a level of self-sufficiency and empowerment that can help in developing psychosocial well-being and in post-disaster recovery situations.
- Ensures access to local services relevant in their lives, such as safe sanitation, schooling, healthcare and leisure opportunities.
- Provides adequate space and privacy that can help meet the needs of girls, boys and non-binary children and youth in their development within their communities.¹⁰⁰

“
Proper shelters should be made for children who live on the streets so in case of any natural disaster like earthquakes, storms and rain, they can be safe
”

Lucy, age 14, India



©2019 Save the Children/Children and Youth – Voices for Safe Cities and Schools: <http://bit.ly/2Y4fExZ>

99 UNDRR Global Assessment Report: <https://bit.ly/2QWYJAB>

100 Adapted from the International Federation of the Red Cross Shelter kit: <http://bit.ly/33pc5DB>

WHAT CAN YOU DO?

AUTHORITIES

Conduct participatory planning and budgeting for housing and human settlements that include child and youth assessments of home, shelter and settlement safety and risks. This includes through single gender focus group discussions, particularly for adolescent girls, LGBTQI2S individuals and children and youth with disabilities.

Incorporate participatory housing and shelter-safety processes that engage children and youth as standard practice in disaster-preparedness mechanisms, including local and municipal level strategies and shelter and household-focused DRR in school safety activities (fire preparedness, household-level improvements for flood and fire resilience, etc.).

Ensure housing and shelter plans are age-appropriate, and that selected protocols and technologies foster inclusion in ways that keep all children and youth safe and protected (recognising and addressing both the physical and social barriers for meaningful inclusion).

PRACTITIONERS

In risk-prone areas, develop the capacity of youth to understand, assess, teach, create, care for and maintain safe homes, shelters and settlement environments (in ways that are safe for everyone involved).

Develop participatory, age-appropriate programmes for children and youth that engage them in shaping more inclusive and safer living environments before a hazardous event. This includes places of interest to children and youth, like co-creative spaces (media labs, fab labs, makers spaces, etc.), public parks, entertainment hubs, etc.

YOUTH

Seek opportunities to learn more and add your ideas about shelter safety issues in your community, including hazards, vulnerabilities and capacities related to shelter, housing and human settlements.

Volunteer with local safety-focused organisations to raise awareness about priorities you have for keeping children and youth safe in your community.

CHILDREN

Children are great at mapping their environments. Work with them in age-friendly ways to create maps of their environment to identify where they feel safe or what they need to feel safe. This can involve crayon drawings, using clay or participatory photography processes, or interactive scenario building with multimedia child-friendly tools.¹⁰¹



Access multiple resources on children, youth, and shelter, housing and human settlements at www.preventionweb.net/collections/wia_youth_multisectr.

¹⁰¹ See PASSA Youth: <http://bit.ly/35Cxx9N>

Multisector approach case study

Applying an integrated neighbourhood approach to disaster recovery and reconstruction in Haiti enhances youth resilience

Enhancing long-term resilience for youth after a catastrophic disaster requires a holistic approach to recovery. Taking this view, the American Red Cross worked across multiple sectors after the 2010 Haiti earthquake to enhance community and household resilience and provide healthy and secure living spaces that support youth safety in affected communities. In addition to interventions in housing, neighbourhood infrastructure and livelihoods, cross-cutting themes – including youth engagement, women's empowerment, disaster risk reduction and environmental preservation – were incorporated into activities to encourage community participation and achieve long-term sustainability. Efforts aimed to expand knowledge, strengthen local economies and improve physical living spaces.

To increase disaster preparedness of youth and engage them in community and household readiness, more than 5,000 students in 17 schools were trained on disaster risk reduction and preparedness. The American Red Cross funded the rehabilitation of schools to increase the safety of youth and to serve as community evacuation shelters during emergencies. To improve long-term resilience, more than 200 youth received vocational training and internship opportunities in fields with high probability of employment, helping them learn relevant skills to find stable livelihoods and start businesses.

- LEMIKA project case study (page 75): <http://bit.ly/2q1GnyK>



©2016 American Red Cross/Garry Calixte

Storms and floods put residents at risk in the community, but youth teams (like this team at an aquatic rescue training session in Northern Haiti) are learning to be emergency responders and rescuers so they can help their neighbours when needed.

05

USING CREATIVITY, INNOVATION AND PLAY

This section provides guidance for creative, play-based and child- and youth-friendly processes that make an impact. It responds to the Sendai Framework call for “enhancing access to and support for innovation and technology” for understanding and addressing disaster risk.

Rohingya children paint a mural as part of a public art exchange at a Child Friendly Space (CFS) at a refugee camp in Bangladesh. The arts-based activities support children in overcoming trauma and being more resilient: <http://bit.ly/2sC7CRy>



5.1. Play, games, sports, creative arts and media

How children and youth engage is as important as why, with multiple benefits that link to being more resilient. Playing and creativity are a natural part of being human. Studies have shown that age-appropriate play, sports and creative endeavours contribute importantly to the emotional, social, cognitive and physical development of children and youth.¹⁰² Structured (organised) and unstructured (spontaneous) play- and arts-based activities support learning, skill building, imaginative thinking and the development and practice of skills necessary for relationships and effective communication.

For DRR, play and creative activities can include assessing disaster risk with drawings, scavenger hunts and games; teaching school safety through songs and photo stories; and advocating for safe school infrastructure, using video, social media campaigns, etc. Intentionally developing learning materials and experiences that engage children and youth mentally and physically – as well as generate creativity, fun, drama, excitement and entertainment – can also increase the odds that children are able to recall lifesaving information and skills especially important during times of crisis. For instance, when positive or negative emotions are heightened, learning often increases.¹⁰³

Play, games, sports, creative arts and media can:

- Create a dynamic learning environment that can help keep children and youth in school, which improves educational outcomes and increases the chances of them having the knowledge and skills to safely respond to hazardous events.
- Teach children and youth how to be safe and avoid discrimination, abuse or exploitation, in ways that help make complex or distressing ideas more understandable and actionable.
- Build trust, tolerance and learn to give and receive feedback through activities that can include serious discussions that one-off meetings or focus groups fail to capture. Such interactions can provide an amazing insight into the lives, thoughts and feelings of young people that adult focus group questions may never unearth.



©2017 Save the Children/Education Safe from Disasters – Indonesia: <http://bit.ly/35NFSau> (Misdar, 3rd from left)

- Create space for active learning where children and youth articulate their ideas beyond written and spoken words, especially through activities like drawing, games, group mapping, gaming, digital storytelling, etc. This encourages dialogue through active engagement.
- Create new fields of opportunity for children and youth who may not excel in the traditional academic areas of math, science, writing and reading, particularly if integrated into the social studies syllabus. Many discover hidden talents through song, sport, drama, painting, dance, arts and media as they learn to express themselves in new ways. This can lead to a greater acceptance of self and others and improve overall well-being.
- Lead to new friendships and a sense of belonging, a support network and increased confidence.
- Be an empowering process, especially when children and youth can authentically represent themselves through film, social media, theatrical videos and more, and their views are connected to direct response and action.
- Teach facilitation, teamwork and critical thinking, all critical skills in reducing risk and enhancing resilience.

“
I like to inform people about disaster risk reduction through puppet shows.
”

Misdar, age 11, Indonesia

¹⁰² See Appendix 2: Fletcher et. al. (2016); Haynes & Tanner (2015); Le Dé L. et. al. (2018); Plush, Wecker and Ti (2018)

¹⁰³ See Appendix 2: Hamann, S. (2001)

While play, sport, games, creative arts and participatory media can be great fun, they are not neutral endeavours and hold their own risks. Depending on the local culture, these can range from bullying and exclusionary practices to putting children and youth in harm's way (for example, if their media or art challenges power or puts them in an unsafe situation). Integrating a do no harm ethical approach for the short- and long-term – including from the perspective of child and youth participants – is vital in all play, games, sports, creative arts and media activities supporting DRR, even when having serious fun.



@2017 UNICEF/UN059603/Santiago Arcos

Liber performs a puppet show for children after the 2017 earthquake in Ecuador. "Children stopped being afraid and moved forward. I played with them and told them stories in order for them to understand and get over what had happened," Liber said. "They also did something for me, they made me smile once again."



©2009 CARE Vietnam/Tamara Plush

Children and youth in Vietnam created drawings to show how their coastal village community is building resilience through managing mangrove forests, reducing disaster risk and adapting to a changing climate: <http://bit.ly/2sjyhCc>.

Children play at a child friendly space in a refugee settlement in Uganda.

©2017 UNICEF/Jiro Ose



Youth express their musical talents at a public open space in the Philippines.

©2015 UNICEF/Philippines



©2017 Sekweha/Chipewyan Prairie Dene First Nation

Kalen, age 16, takes photos in an Indigenous community in Canada to share his views after the region was affected by one of the most severe wildfire disasters in Canadian history in 2016: <http://bit.ly/2KY7oKy>



Access multiple resources on play, games, sports, creative arts and media (including child- and youth-friendly tools, games and curricula) at: www.preventionweb.net/collections/wia_youth_creativity.

Games inspire climate adaptation action and advocacy planning

Youth in Uganda play a game that teaches about greenhouse gas during a Y-Adapt “Climate Change Challenge” session. Y-Adapt (a.k.a. Youth Adapt) is an innovative curriculum using a games-based approach to engage and inspire 13-25-year-olds to develop and implement their own climate change adaptation action and advocacy plans in their communities.

Y-Adapt includes seven sessions that explore key concepts of climate change, extreme weather, hazards and vulnerabilities. They are contextualised to participants’ communities. They aim for youth to develop awareness of integrated approaches to promoting risk management. Drawing upon the “Vulnerability and Capacity Assessment” methodology, which aims at enabling communities to identify their own capacities and vulnerabilities, Y-Adapt incorporates tools such as the seasonal calendar to show change over time. Experiential learning and dialogue strengthen understanding and engage youth in developing ideas to reduce climate-related risks, adapt and become more climate resilient. The final session supports practical implementation of the youth’s own adaptation actions. Youth capture the experience through photo diaries and a Y-Adapt adaptation card as a way to reflect, learn and inspire other youth to take action.

- Y-Adapt curriculum: <http://bit.ly/2DoaBPs>
- J'Adapte curriculum (French): <http://bit.ly/2DkozBQ>



©2019 Red Cross Red Crescent Climate Centre/Brigitte Rudram

Colombian children and youth learn about and share how to protect their school from risk through music

Children and adolescents from the Pacific Coast of Nariño and Cauca in Colombia are sharing what they know about disaster risk and armed conflict in a song inspired by the school of their dreams. Their song, “A school protected from risk”, uses the spirit and rhythm of music to teach others about the value of protective and protected schools in their community. The lyrics also promote the actions they, their peers and adults can take to make their dreams a reality. The music video further showcases the cultural wealth of Afro-descendants in Colombia through the musical talents of local children and youth.

- The school of our dreams: a school protected by risk video: <https://bit.ly/37J1gj0>

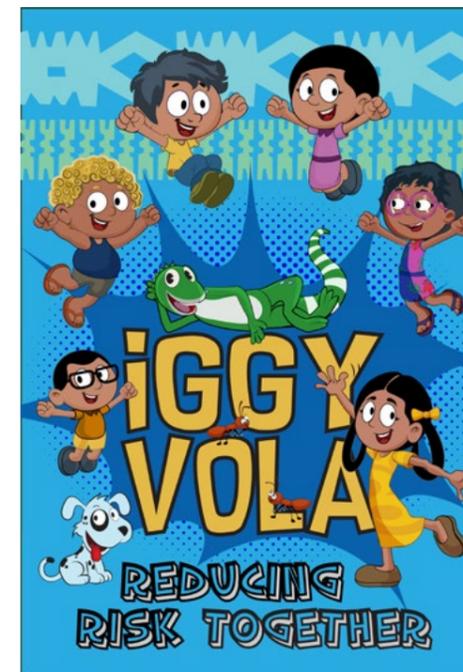


©2017 Save the Children Colombia (Pacific Coast, Nariño and Cauca)

Children learn how to reduce risk together

Meet Iggy, a Fijian iguana, and his friends, who are representing the Fiji National Disaster Management Office. They are featured in films and books that teach children about emergency and safety procedures for school and home and about climate mitigation and health safety. Iggy and his friends help children learn and want to share key messages about DRR with their peers, friends and family, including how to make a family emergency plan. Iggy, his friends and Fijian children are featured in a child-friendly risk reduction and safety film that delivers evidence-based, consensus-based and action-oriented messaging in a way that is warm, familiar, light, friendly and caring. Its seven sections explain to children how to prepare for and how to stay safe during a specific incident, and includes children using songs to learn and share information.

- DRR health songs: <http://bit.ly/2L08o0Q>
- Iggy Vola: reducing risk together: <http://bit.ly/34qXV69>



©2017 Health Songs International



©2011 Health Songs International

Youth use photo-based storytelling to promote early warning system innovation

Youth in Indonesia developed an early warning system to reduce the risk of flooding impacts in the city using local materials. They then promoted their invention through digital storytelling, a practice they learned as part of a youth project focused on learning about climate change and natural hazards (the photo here is their image). Their video story highlights the young people's innovative thinking in response to an issue of concern, and their capacities to take action and advocate for the changes they want to see. A national technology centre is currently supporting the youth to develop their prototype and pilot it in areas prone to floods.

The film was part of a national Children in a Changing Climate initiative.

- EWS photo-video: <http://bit.ly/2q1KVoM>
- All youth photo-videos: <http://bit.ly/2Y3sCw9>
- Youth Voices from the Frontline report: <https://uni.cf/2q1HluS>
- Youth Voices from the Frontline facilitator's guide: <https://uni.cf/2DoFymx>
- Youth Voices from the Frontline academic article: <http://bit.ly/33mufG4>
- Supported by the Adolescent Kit for Expression and Innovation: <https://adolescentkit.org>



©2016 Plan International Indonesia/Bola Penyelamat

Ethnic minority children promote DRR solutions through participatory video

After a flood impacted their communities, ethnic minority children in Vietnam used participatory video to understand their situation and offer solutions to reduce disaster risk, including potential impacts of a changing climate. They developed their individual films through collaborative scriptwriting and production planning and recorded the visuals and narration to tell their story. The children used their finished films in their communities for awareness-raising and local planning. The films were also shown on television and in schools to explain the impact of flood, and advocate for greater inclusion of DRR and climate change in local and national curricula.

- How to manual: <http://bit.ly/2L9qwFv>
- Videos: <http://bit.ly/2qQB99w> and <http://bit.ly/2Oxt6Y6>
- Steps for using participatory video with children: <http://bit.ly/2OZogSn>



©2010 Plan International Vietnam/Tamara Plush

Monster Guard app aims to help children stay safe

A mobile app in the United States is teaching children aged 7 to 11 how to prepare for real-life emergencies at home and in other environments in a fun, engaging ways. The game follows monsters Maya, Chad, Hugo, Olivia, Tolly and others as they teach children how to stay safe from emergencies. Children learn as they move through levels of difficulty that advance their safety knowledge.

- Download the app in the USA: <https://rdcrss.org/2DmFnZ9>



©2019 The American National Red Cross

Additional initiatives:

Songs help children learn what to do for emergency, safety and well-being in Fiji

- School safety video and song: <http://bit.ly/2L08o0Q>
- Safe evacuation song sung by children: <http://bit.ly/2XRVTk5>
- Child helpline if experiencing trauma or need other supports before or after a hazardous event: <http://bit.ly/2Dq28eI>

Radio drama spreads information about child-centred DRR across Nepal: <https://uni.cf/2OUrpDb>

Games teach children and youth about reducing disaster risk and climate change

- Serious fun: <http://bit.ly/2QUwYnD>
- DRR and Vietnam folk games: <http://bit.ly/2Oqbs8w>
- Climate change games: <http://bit.ly/2DIsDSO>

5.2. Innovation

DRR innovation is emerging. Inventive and progressive approaches, tools, solutions, communications and technologies can improve managing disaster risk, response and recovery. Children and youth at different ages are innovative, frequently demonstrating outside-the-box thinking that results in often unique solutions. Many children and youth draw inspiration from their life-long exposure to and comfort with digital and social media and advanced technologies to innovate. Others build on an understanding of the often-harsh environments that they live in (e.g., in informal settlements).

When given the opportunities they are creative and innovative in their approaches. The result is a mix of technical and non-technical ideas that advance the priorities and implementation of the Sendai Framework for DRR. As an example, Indian children and youth mapped local hazards, using Google Earth, to influence planning,¹⁰⁴ and young adolescent girls in India are creating songs about local hazards, teaching community members living in informal, unplanned neighbourhoods about DRR in creative and fun ways.

Innovation can be:

- **Global** like the phone app developed by a young woman in Niger (and now spreading around the world) that connects people needing emergency support with hard-to-access medical services.¹⁰⁵
- **National** like students creatively engaging in disaster management and earthquake preparedness through a Fijian school curriculum that promotes an innovative, student-centred approach to DRR. The curriculum incorporates Indigenous knowledge and practices, including storytelling and *make* (traditional dance).¹⁰⁶
- **Local** like an early warning system for floods youth developed from local materials to be used in the canals of Jakarta, Indonesia.¹⁰⁷

Children and youth are thought leaders with ideas to share. Yet, turning their ideas into action is not always easy, or always supported by adults. Tech companies, start-ups, governments, academia, non-governmental organisations (NGOs), UN organisations and others can support and amplify the innovative potential of children and youth by creating an environment conducive to innovation. This is an environment that is collaborative, enthusiastic, supports risk taking and embraces the inevitable failures on the road to success. Innovation with and without technology requires that children and youth have enough time, support, mentorship, material and financial resources to ensure their innovations can be successfully implemented from idea to full execution.¹⁰⁸



Access multiple resources on incorporating innovation into DRR processes at: www.preventionweb.net/collections/wia_youth_creativity.

104 Mapping innovation: <https://uni.cf/33sR2jE>

105 Ms. Geek Africa 2018: <http://bit.ly/37GjdPv>

106 DRR in school curricula: <http://bit.ly/2QX3fKl>

107 Early warning system video: <http://bit.ly/2q1KVoM>

108 UNICEF Innovation: <https://uni.cf/2KX9N8k>

An adolescent girl practices how to install and repair solar panels to be able to do repairs in her house.

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Children use Lego® and Minecraft™ to assess disaster risk and influence local preparedness planning in New Zealand

Children's knowledge is often grounded in the area where they live, responsive to local cultural values and rooted in their social practices and customs. Understanding their perspectives can provide unique insight into how they, their families and the wider community can be safer in emergencies. Children are more apt to participate in DRR activities when they are fun, involve other children and directly connect to their everyday lives.

With this in mind, teachers, researchers and local civil defence personnel in New Zealand supported children aged 8 to 12 to use both Lego and a georeferenced Minecraft video game world to understand disaster risk and actively map their local hazards, vulnerabilities and capacities. Both tools sparked valuable insights from young participants for DRR planning through empowering processes that proved accessible to all children, including those with dyslexia, learning difficulties or those with disabilities. The resulting child contributions enabled a better understanding of disaster risk to inform and influence the community resilience plan being developed in collaboration with the local civil defence emergency management group.¹⁰⁹

- Children map community: <http://bit.ly/2QXbzu3>
- Website: <http://bit.ly/33x4R0B>
- LEGO GP Geneva: <http://bit.ly/2XTDPyX>
- Minecraft GP Geneva: <http://bit.ly/2pWlgxC>
- Maps: <http://bit.ly/33uF494>



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109 See Appendix 2: Le Dé (2018)

Youth use technology innovation to map disaster risk with mobile phones and GPS

Young digital mappers around the world have been using mobile phones with global positioning system (GPS) technology and kites to photograph and identify social and environmental risk issues. Youth living in vulnerable communities gather aerial images on their own and in partnership with community leaders, NGOs and local authorities. They use the photos and GPS information to identify the presence or absence of drainage systems, the availability of sanitation facilities, impediments to evacuation and other issues important during and after a hazardous event. The resulting information can also lead to community-initiated improvement projects, such as cleaning accumulated waste in areas at risk of landslides and advocacy for local improvements.

- Project overview: <http://bit.ly/34uWFzc>
- Voices of youth: <http://bit.ly/2OsBVIP>
- Rio de Janeiro, Brazil, maps: <http://bit.ly/37nerFs>
- Rio de Janeiro, Brazil, video: <http://bit.ly/2QXGBly>



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Additional initiatives:

In Fiji settlements, youth map cyclone risks using drones

- Aerial and Marine Robotics: <http://bit.ly/2L1wXum>
- South Pacific Flying Labs: Youths and Robotics in Fiji: <http://bit.ly/2qlxc6L>
- Blog: <http://bit.ly/2qVrwGi>

Youth create low-cost technologies to adapt to rising temperatures in Vietnam: <http://bit.ly/2XVceh1>

Adolescents use kit to develop and implement ideas through expression and innovation around the world

- The Adolescent Kit for Expression and Innovation: <https://adolescentkit.org>
- How to use the Adolescent Kit video: <http://bit.ly/2smvfx3>
- Bhutan video: <http://bit.ly/2KYXBUs>
- Nigeria video: <http://bit.ly/2QUeQ25>

Adolescents living in flood-prone areas of Jakarta, Indonesia, are using creative, innovative and artistic methods to address issues they face before, during and after emergencies, and to support them in building their communities' resilience to disaster. See the Adolescent Kit for Expression and Innovation: <https://adolescentkit.org>.



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Appendix 1: Frameworks for action

The guidance provided in this Words into Action publication promotes stakeholder collaboration across sectors and focus areas: It is framed in the context of the following frameworks.

- Addis Ababa Action Agenda - Financing for Development: <http://bit.ly/34qWftn>
- Agenda for Humanity - World Humanitarian Summit 2016: <http://bit.ly/2qThw0f>
- Compact for Young People in Humanitarian Action: <http://bit.ly/2QTZCVX>
- CRC - Convention on the Rights of the Child: <https://bit.ly/2OoG22r>
- CEDAW - The Convention on the Elimination of All Forms of Discrimination against Women: <http://bit.ly/2QbzODO>
- CRPD - Convention on the Rights of Persons with Disabilities: <http://bit.ly/2QZ77uW>
- GCM - Global Compact on Migration: <http://bit.ly/2QZsg82>
- SDGs - 2030 Agenda for Sustainable Development: <http://bit.ly/2DmPLzR>
- UDCD - UNESCO Universal Declaration on Cultural Diversity: <http://bit.ly/2DA1fAp>
- UNDRIP - United Nations Declaration on the Rights of Indigenous Peoples: <http://bit.ly/2XT6vby>
- UNFCCC Paris Agreement - United Nations Framework Convention on Climate Change: <http://bit.ly/34rMEmn>
- UN Habitat III - The New Urban Agenda: <http://bit.ly/2qIrK3M>
- Cartagena Declaration; Ulaanbaatar Declaration, Rome Declaration & Tunis Declaration – 2018 DRR regional platforms: <http://bit.ly/2qQLphS>; <http://bit.ly/35A5lEm>; <http://bit.ly/33kvqWA> and <http://bit.ly/2QXBpr>

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The content of the guide is influenced and inspired by the following publications:

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Appendix 3: Terminology

Definitions from the Report of the open-ended intergovernmental expert working group on indicators and terminology relating to disaster risk reduction, unless otherwise noted. The full terminology list is available at <http://bit.ly/35gPkCB>

- **BUILD BACK BETTER:** The use of the recovery, rehabilitation and reconstruction phases after a disaster to increase the resilience of nations and communities through integrating disaster risk reduction measures into the restoration of physical infrastructure and societal systems, and into the revitalisation of livelihoods, economies and the environment.
- **CAPACITY:** The combination of all the strengths, attributes and resources available within an organisation, community or society to manage and reduce disaster risks and strengthen resilience. (Capacity may include infrastructure, institutions, human knowledge and skills, and collective attributes such as social relationships, leadership and management.)

- **CLIMATE CHANGE ADAPTATION:** An adjustment in natural or human systems in response to actual or expected climate stimuli or their effects, which moderates harm or exploits beneficial opportunities¹¹⁰.
- **DISASTER:** A serious disruption of the functioning of a community or a society at any scale due to hazardous events interacting with conditions of exposure, vulnerability and capacity, leading to one or more of the following: human, material, economic and environmental losses and impacts.
- **DISASTER DISPLACEMENT:** Situations where people are forced or obliged to leave their homes or places of habitual residence as a result of a disaster or in order to avoid the impact of an immediate and foreseeable natural hazard. Such displacement results from the fact that affected persons are exposed to a natural hazard in a situation where they are too vulnerable and lack the resilience to withstand the impacts of that hazard. It is the effects of natural hazards, including the adverse impacts of climate change, that may overwhelm the resilience or adaptive capacity of an affected community or society, thus leading to a disaster that potentially results in displacement. Disaster displacement may take the form of spontaneous flight, an evacuation ordered or enforced by authorities or an involuntary planned relocation process. Such displacement can occur within a country (internal displacement), or across international borders (cross-border disaster displacement).
- **DISASTER RISK REDUCTION:** Disaster risk reduction is aimed at preventing new, reducing existing disaster risk, and managing residual disaster risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.
- **EXPOSURE:** The situation of people, infrastructure, housing, production capacities and other tangible human assets located in hazard-prone areas.
- **HAZARD:** A process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation. (Hazards include – as mentioned in the Sendai Framework for Disaster Risk Reduction 2015-2030 – biological, environmental, geological, hydrometeorological and technological processes and phenomena.)
- **MITIGATION:** The lessening or minimising of the adverse impacts of a hazardous event. (The adverse impacts of hazards, in particular natural hazards, often cannot be prevented fully, but their scale or severity can be substantially lessened by various strategies and actions.)
- **PREPAREDNESS:** The knowledge and capacities developed by governments, response and recovery organisations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters.
- **PREVENTION:** Activities and measures to avoid existing and new disaster risks. (Prevention expresses the concept and intention to completely avoid potential adverse impacts of hazardous events. While certain disaster risks cannot be eliminated, prevention aims at reducing vulnerability and exposure in such contexts where, as a result, the risk of disaster is removed.)
- **RECONSTRUCTION:** The medium- and long-term rebuilding and sustainable restoration of resilient critical infrastructures, services, housing, facilities and livelihoods required for the full functioning of a community or a society affected by a disaster, aligning with the principles of sustainable development and “build back better,” to avoid or reduce future disaster risk.
- **RECOVERY:** Restoring or improving of livelihoods and health, and economic, physical, social, cultural and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better” to avoid or reduce future disaster risk.
- **RESILIENCE:** The ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through disaster risk management.
- **RESPONSE:** Actions taken directly before, during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. (Disaster response is predominantly focused on immediate and short-term needs and is sometimes called disaster relief. Effective, efficient and timely response relies on disaster risk-informed preparedness measures, including the development of the response capacities of individuals, communities, organisations, countries and the international community.)
- **VULNERABILITY:** The conditions determined by physical, social, economic and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards.

¹¹⁰ Definition by the Intergovernmental Panel on Climate Change (IPCC)



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