

World Vision: Giving children a voice following major events and disasters

By Samantha Langan and Cristina Tangonan



Acknowledgements and thanks

This report was commissioned by World Vision Global Humanitarian and Emergency Affairs (HEA) to be researched and written by Samantha Langan and Cristina Tangonan of Claremont Graduate University. The extensive field work reflected in these reports was generously supported by the WV National offices and response team staff; the data collection processes were managed by Kathy Duryee and Jamo Huddle. World Vision is grateful to all children and families who shared their views about their needs and requirements during disasters.

Special thanks to the technical guidance of Dr Jamo Huddle, Director Humanitarian Design Monitoring and Evaluation and Accountability; editorial support by Claire Cooper, Cooper PR; and project management by Tanya Penny, Director Global Humanitarian Communications, Reputation and Positioning, World Vision International.

This report was finalised in July 2016.

Contents

Acknowledgements and thanks	1
Executive summary	4
Consequences children experienced following major disasters or events	5
World Vision’s contributions to helping children	7
Solutions from children to improve future relief efforts	8
Introduction.....	10
Methods.....	10
Results.....	13
Food.....	13
Economic development and livelihoods	15
Education and play.....	18
Physical health	22
Mental health	25
Child protection and safety	28
Water, sanitation and hygiene (WASH).....	32
Infrastructure.....	35
Faith.....	37
Conclusion.....	38
Appendices.....	41
Appendix A. WV’s food response	41
Appendix B. Food-related solutions from children	43
Appendix C. WV’s economic development and livelihood response.....	45
Appendix D. Economic development and livelihood solutions from children	47
Appendix E. WV’s contribution to education and play	50
Appendix F. Education and play solutions from children	52
Appendix G. WV’s contribution to physical health.....	55
Appendix H. Physical health solutions from children.....	57
Appendix I. WV’s contribution to mental health.....	59
Appendix J. Mental health solutions from children.....	61

Appendix K. WV's contribution to child protection and safety	63
Appendix L. Child protection and safety solutions from children.....	65
Appendix M. WV's contribution to WASH	67
Appendix N. WASH solutions from children	69
Appendix O. WV's contribution to infrastructure.....	71
Appendix P. Infrastructure solutions from children.....	73
Appendix Q. WV's contribution to faith.....	75
Appendix R. Faith solutions from children	77
Appendix S. Presence of factors that disrupted children's well-being, by event	79
Appendix T. List of reviewed documents	81

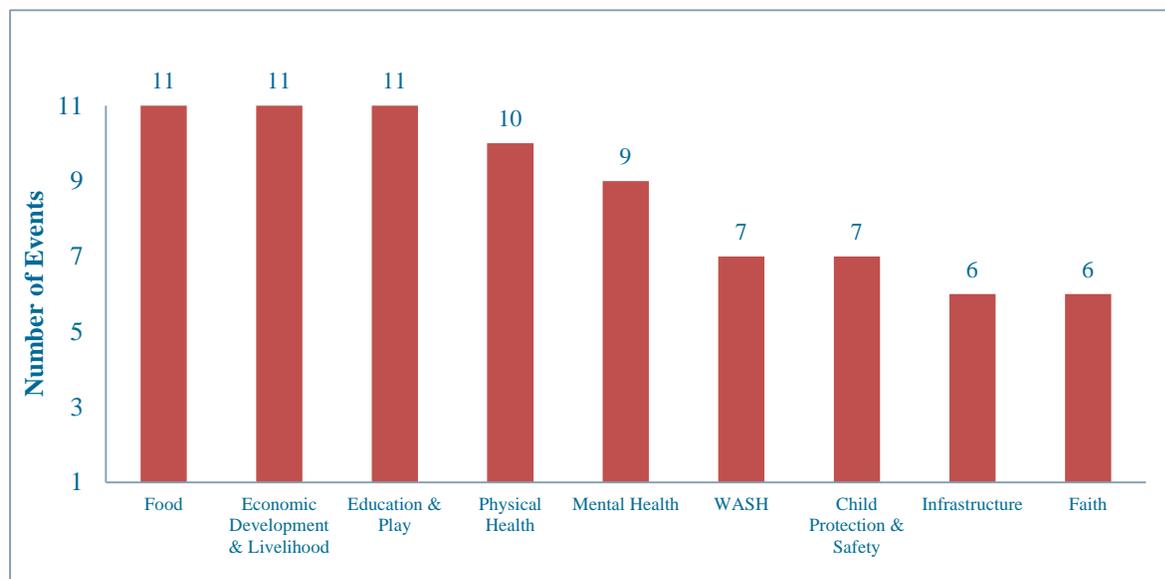
Executive summary

To understand the extent of how disasters impacted children’s lives, as well as to gain insight into how effective World Vision’s (WV) relief efforts were in helping children, two researchers from Claremont Graduate University worked with WV to conduct an archival document review and qualitative content analysis of 23 WV reports. The reports covered a 10-year timespan from 2005 to 2015 and described the experiences of approximately 11,390 children between the ages of five and 17 years old. This study focused on understanding disasters and disaster relief from the perspective of the children who experienced them.

The 23 reports were synthesised into 11 events that occurred in 15 different countries, with four events taking place across multiple countries. These events were associated with geophysical events (e.g. earthquakes, tsunamis) (two out of 11 events), climatological events (e.g. drought) (four out of 11 events), hydrological events (e.g. flood) (one out of 11 events), meteorological (e.g. typhoons) (one out of 11 events), complex humanitarian emergency (e.g. conflict) (one out of 11 events), and other (e.g. multiple events combined) (two out of 11 events).

The most common factors that disrupted children’s lives pertained to food insecurity, poor economic development and livelihoods, and lack of access to education and play. These factors influenced children’s lives across all 11 events. Other powerful factors were poor physical health (10 out of 11 events), diminished mental health as a result of coping with disasters (eight out of 11 events), negative consequences regarding child protection and safety (seven out of 11 events), poor water, sanitation and health (WASH) (seven out of 11 events), and damaged, insufficient or unsafe infrastructure for accessing necessary resources (seven out of 11 events). In six out of 11 events, children also mentioned faith-related consequences.¹

Figure 1. Presence of factors that disrupted children’s well-being



¹ For more detailed information about the distribution of factors by event type, refer to Appendix S.

The following sections present main themes regarding the primary consequences children experienced after disasters, WV's contributions in addressing various issues and youth's suggestions for ways in which WV could help with future relief efforts. ²

Consequences children experienced following major disasters or events

Food

Across all 11 event types families had difficulty gaining access to food. Food shortages also meant less diversity of food, which led to high rates of malnutrition across countries. Other consequences of food insecurity and hunger were decreased interest and engagement in school, scavenging and eating spoiled foods, begging and stealing. Children also suffered from poor health due to insufficient nutrition and increased susceptibility to illness, and many were also forced to work so that they could help earn money for their families. Some of the dire consequences of food scarcity included early marriage or child enslavement, which occurred primarily so that children could escape impoverished conditions and obtain greater access to food.

Economic development and livelihood

Unemployment or lack of steady employment due to the natural disaster, drought, food insecurity or conflict was a significant trend in all WV responses, and many families did not have enough household income to meet their basic needs or to save funds for the future. Families were forced to sell their assets in order to buy necessary items and gained funds by taking out loans. Children worked or begged to contribute to family income. With limited household income, families could not pay for their children's education. This meant that children could not attend school regularly, with some children forced to drop out of school in order to work. In many cultures, parents would invest in their son's education instead of their daughter's, especially in cultures in which child marriage was widely accepted.

Education and play

Children believed that education was a definite way to improve their family's circumstances. However, the high cost of tuition, an inability to meet their children's basic needs and a lack of funds for school-related resources made it difficult for families to consistently send their children to school. Poor infrastructure, such as a lack of transportation and poor road conditions, also contributed to interruptions in children's education. There were many consequences for youth when their schooling was interrupted. For example, children experienced psychological distress and worried about the interruption in their education. Other impacts of a lack of access to an education were that children were forced to work, ceased to develop sufficient language skills or knowledge, dropped out of school or participated in criminal activity. Children noted that the opportunity of gaining access to an education was related to children's gender, their health and whether or not they were disabled. In a few reports children mentioned that there were not enough places to play. Most of the discussion surrounding play indicated that youth did not have enough places to play or did not have any fun activities to participate in after the disaster.

Physical health

Physical health was cited as a major issue following a disaster across the majority of events (10 out of 11 events). Illness and the spread of disease was a major issue, and attributed to poor shelter, poor water quality and lack of

² Please note that some responses implemented additional activities that were not mentioned by children. Furthermore, certain reports were clearer in specifying respondents and some of the solutions mentioned in the following sections may have been provided by adults rather than children.

proper sanitation. Poor quality healthcare was also problematic; often hospitals lacked adequate supplies for emergencies and specialised care, and medical workers did not have sufficient training. Access to healthcare was a major barrier due to the few hospitals, poor road conditions and the cost of treatment. The consequences of poor physical health included increases in injury, illness and disease, prolonged and chronic illnesses, ineffective or dangerous self-treatment by parents and local healers, financial debt from taking out loans to pay for medical care and in the direst instances, death.

Mental health

Children noted the negative psychological impact of significant events and disasters on their lives and the lives of others. Many children reported feelings of stress and anxiety. Many children, especially orphans or those with younger siblings, shared that they were forced to take on greater responsibilities in order to care for their siblings or community members. Negative emotions may also be related to children's exposure to conflict and violence within their community and their households. Children also reported difficulties adjusting to new living conditions when their families lost their homes and possessions. It should be noted that children living in communities that worked together were able to cope with their hardships and strengthened their resilience as a community. Youth also felt positive emotions when they received affection from their parents or caregivers.

Child protection and safety

In nearly half of the events (seven out of 11), reports referenced issues related to child protection and safety. These issues were wide-ranging and occurred in areas that experienced rapid onset, slow onset, and complex humanitarian emergencies. Children suffered from increased risk of injury after disasters due to lack of secure shelter, as well as unstable environmental conditions like post-disaster debris and animal attacks. Children also experienced punishment and physical and verbal abuse from parents and teachers and were especially at risk to being abused if their fathers were alcoholics. Unstable social conditions following a disaster led to greater engagement in risky behaviours, where youth, particularly boys, were described as engaging in drug use. Girls' safety and protection also suffered after disasters. Girls were at increased risk of being attacked, robbed or raped when traveling long distances to collect water, sometimes engaged in survival sex to obtain money for food, and in cultures where child marriage was accepted, married to adult men.

Water, sanitation and hygiene

Water, sanitation and hygiene (WASH) issues were described in seven out of 11 events, and revolved primarily around having few potable water sources, difficulties accessing potable water and inadequate sanitation facilities. The consequences of poor WASH were thirst due to lack of potable water, poor health from contaminated water, poor nutrition from loss of livestock and an inability to prepare food properly, and poor hygiene due to unusable or limited water for bathing and washing clothes. Children were also susceptible to getting injured, attacked, robbed or raped during water collection and latrine usage, particularly in the Philippines and Eastern Democratic Republic (DR) of Congo. Another major consequence regarding poor WASH was forced child labour. Because lack of water influenced families' livelihood by diminishing their livestock and basic resources, children often were pulled out of school to help earn money for their family. This interrupted children's education temporarily, but more often, permanently.

Infrastructure

Poor infrastructure often slowed progress and economic development across regions. Participants in over half of the events reported issues related to roads and transportation and flooding. Another common issue was lack of electricity, which impaired families' abilities to feel safe at night, to work, to study for school and to leave their homes in the evening. Concerns for infrastructure also included the need to improve plumbing and pipes.

Faith

Issues of faith were evident in about half of the events in five countries. In these countries, children noted the importance of faith and strengthening of faith, as well as increased hope and gratitude as a response to their current situation. Youth also reported that they turned to God through prayer in order to improve their lives.

World Vision's contributions to helping children**Food**

World Vision (WV) combatted food scarcity by providing relief food distributions in countries such as Haiti, Niger, Somalia, Tanzania, Ethiopia, Kenya and the Philippines. As one girl from the Philippines noted, "Mothers and children survived death because World Vision distributed supplementary food." Often the aim of food distribution was to help children to eat more regularly and to improve their health status, to help children fall sick less often, and to help children gain weight and build strength.

Economic development and livelihoods

WV's response related to livelihoods varied greatly across the events. The most frequent activities were providing livelihood training and livestock distribution. Access to transportation, resources for agricultural activities and cash for work were attributed to WV. Other ways in which WV responded to events were providing market access, capital for land, food for livestock, resources for reforestation and distributing household assets.

Education and play

WV contributions toward education and play focused on the construction or repair of school buildings, implementation of educational activities and creation of safe play areas or Child Friendly Spaces (CFS).

Physical health

WV provided tailored health interventions and assistance based on the event type and country's needs (four out of 11 events). When responding to the Haiti earthquake, health programming was based on a resilience framework. In Niger, which experienced drought, WV conducted activities to improve children's health and provided mosquito nets. In Somalia, Tanzania, Ethiopia and Kenya where drought also occurred, WV provided immunisations, as well as delivery and antenatal care to pregnant mothers. Lastly, WV also helped new mothers and children in the Philippines following the typhoon by establishing 13 Women and Young Child Spaces (WAYCS), as well as providing breastfeeding kits, infant kits and delivery kits.

Mental health

Psychological support was especially important to youth in order to process the events. Many youth reported that they participated in trauma counselling and Child Friendly Spaces with WV employees in which children learned respect, love, and how to communicate politely with others.

Child protection and safety

In three out of 11 events (Haiti earthquake, Haiyan and Bangladesh), reports mentioned how WV contributed to child protection and safety. In the Philippines and Bangladesh where flooding occurred, relief efforts focused on house construction and rebuilding homes. In Bangladesh where child marriage was prevalent, WV organised awareness campaigns regarding drugs, HIV/AIDS and the effects of early marriage. In Haiti following the earthquake, WV used a resilience framework to deliver programming focused on disaster risk reduction, children in emergencies, protection and advocacy.

Water, sanitation and hygiene (WASH)

WV provided tailored WASH interventions in five out of 11 events. In areas where WASH was a top priority, such as in the Philippines, WV had multi-sectoral responses. In this context, WV worked with schools, local leaders and

health workers, and also implemented cash for work (CFW) interventions, community led total sanitation (CLTS), personal hygiene and sanitation education (PHASE) and participatory hygiene and sanitation transformation (PHAST) trainings. In countries that experienced drought such as Somalia, Tanzania, Ethiopia and Kenya, WV's WASH relief efforts were also multi-sectoral and targeted public institutions such as schools and health posts, and combined WASH with interventions in health, nutrition, livelihoods and agriculture.

Infrastructure

WV constructed roads, repaired homes and constructed or repaired playgrounds, wells and public buildings. WV also improved infrastructure in these communities by installing electricity, water systems for schools and warning systems for disasters.

Faith

WV's contributions concerning faith were not described by children in the reports reviewed.

Solutions from children to improve future relief efforts

Food

In five out of the 11 events, children provided a variety of ways in which WV could help in the future with food scarcity. Suggestions ranged from organising and increasing communities' resources, to providing education-related interventions that would help increase families' access to regular income and food.

Economic development and livelihood

Children suggested that families could gain access to more money for their households by working, accessing small business resources, begging, finding employment opportunities for youth and gaining vocational training. Children also reported solutions that were indirectly related to livelihoods, such as free education for all youth and training for adults and parents about the effects of harmful traditions and customs.

Education and play

Children offered many solutions regarding how to improve children's access to education and play opportunities. These solutions focused on increasing household income, providing educational and play activities, ensuring access to school materials, improving the conditions and resources of schools and changing community attitudes toward child-related issues. Children also suggested solutions specifically for WV, such as programs for adults about perceptions of school, gender issues and child-related issues.

Physical health

In more than half of the events (six out of 11), youth provided solutions for ways in which WV could help improve their community's health. Most suggestions related to being able to better access and afford healthcare, as well as better equipping health facilities (e.g. for women giving birth). In Bangladesh where flooding occurred from a monsoon, households suggested the following solutions to address health-related problems: (1) increasing household income to afford healthcare costs; (2) increasing access to health care facilities by building more of them, adequately training staff and ensuring there are drugs; (3) reducing costs for care and treatment; and (4) improving the conditions that contribute to poor health such as sanitation, pollution and waste. In the Eastern Democratic Republic of Congo, the solutions discussed most widely among groups to address healthcare issues were the following: (1) increasing household income; (2) government action to improve healthcare systems; and (3) collective community action to support better access for families to healthcare centres and medicine.

Mental health

Children suggested a range of solutions concerning psychological support. Youth requested ongoing psychological support, especially for women and children because they were most likely to be abused by relatives. Youth suggested that families and communities should become more cohesive and peaceful. They also recommended that the community work together to repair community spaces and provide special programs concerning awareness of early marriage laws and socialisation and livelihood support for child soldiers. Children suggested that they could improve the psychological support for individuals in their community by resolving conflict in their families, being obedient, serving as good role models and performing well in school.

Child protection and safety

In four out of 11 events, children offered ideas for additional support they would like to gain from WV and other Non-Governmental Organisations (NGO). Themes centred on securing safe shelter and child rights education campaigns. In areas that experienced environmental destruction due to an earthquake or flooding (Haiti, the Philippines and Bangladesh), children mentioned they would like to receive more construction materials and have more assistance to rebuild their homes. In countries where child marriage was prevalent, youth recommended child rights education for parents and teachers, and protection from abuse and rape. Boys and girls also requested family planning and awareness campaigns, as well as seminars about the consequences of early marriage.

Water, sanitation and hygiene (WASH)

Youth from three out of 11 communities offered a range of ways in which WV could help with future WASH issues. Solutions ranged from infrastructure support (e.g. building a sea wall to prevent flooding, drilling more boreholes, providing more water sources close to homes and schools, constructing latrines) to education-type support (e.g. hiring teachers who could teach children about WASH issues, training town dwellers on proper sanitation and hygiene practices). Children also asked for more WASH resources, such as sanitation materials for girls and also suggested WV focus on environmental conservation activities to help thwart climate change.

Infrastructure

Infrastructure solutions suggested by youth included constructing roads and bridges, as well as building homes, schools, wells, drainage systems, canals, playgrounds and factories. Access to electricity was also mentioned as an important solution to infrastructure issues.

Faith

Solutions from youth concerning faith were not present in the included reports.

Introduction

World Vision (WV) strives to provide holistic solutions for children and their families during devastating events, such as natural disasters, emergencies and conflict. This study focused on understanding disasters and disaster response from the perspective of the children who experienced them. The objective was to document children's needs during disasters, the potential barriers that may be present to meeting those needs, children's proposed solutions to disaster relief and children's role in improving their communities.

Methods

During the months of September to December 2015, two researchers from Claremont Graduate University utilised MAXQDA, a qualitative data analysis program to conduct an archival document review and qualitative content analysis of 23 WV reports. The researchers reviewed the reports and coded for themes present in the data. The number of times a theme was present across the documents was described in this report.

The purpose of the study was to gain a better understanding of the impact of devastating events, such as natural disasters, emergencies and conflict on children. The reports included in the analysis were produced by WV between the years 2005 and 2014 and documented 11 events that occurred in 15 different countries, with four events taking place across multiple countries.³ The events were categorised as geophysical events (e.g., earthquakes, tsunamis) (two out of 11 events), climatological events (e.g. drought) (four out of 11 events), hydrological events (e.g. flood) (one out of 11 events), meteorological (e.g. typhoons) (one out of 11 events), complex humanitarian emergencies (e.g. conflict) (one out of 11 events), and other (e.g. multiple events combined) (two out of 11 events) (see Table I and Appendix S).

Across the documents, different methods were utilised to collect data from participants. However, the most popular method of data collection for youth was focus groups (10 out of 11 events). Other methods were interviews (two out of 11), surveys (two out of 11) and most significant change stories (one out of 11). The total number of children surveyed in all of the reports was approximately 11,390. Table I (on the next page) outlines the number of children that participated in each type of method across events (see also Appendix U).

It should be noted that the way in which the number of participants were reported varied across documents. Most reports noted the number of boys and girls that participated, however, some documents only noted the number of children or the number of children and adults. In addition, many documents did not report the ages of the youth that participated. When age was reported, ages of children ranged from less than five years old to 17 years old. For this reason the researchers reported the number of children that participated in each method in the table and did not separate them by boys and girls.

³ To see a complete list of documents reviewed and number of children's experiences analysed per document, refer to Appendix U.

Table I. Descriptions of documents and events

Event	Disaster or Issue	Year	Countries	Number of documents coded
Pan-Asia 2009-2011	Earthquake, heavy rains and floods, war (Sri Lanka only)	2011	Indonesia, Thailand, Sri Lanka, India	2
Global food crisis 2009	Food insecurity and malnutrition, conflict in Sri Lanka	2009	Bangladesh, Mongolia, Sri Lanka	3
Haiti earthquake 2010	Earthquake, drought, storm, fire, disease	2013	Haiti	2
Asian tsunami 2004	Earthquake followed by a tsunami, conflict in Sri Lanka and Indonesia	2014	Thailand, Sri Lanka, Indonesia, India	6
Kenya drought 2010	Drought	2011	Kenya	1
East Africa drought 2011	Drought	2013	Somalia, Tanzania, Ethiopia, Kenya	2
West Africa drought 2010	Drought	2013	Niger	1
Southern Africa drought 2002	Food insecurity	2005	Zimbabwe	1
Philippines typhoon 2013	Flooding due to typhoon	2014	Philippines	3
Bangladesh flood 2014	Flood due to monsoon	2014	Bangladesh	1
eDRC CHE 2008	Conflict zone, child soldiers, sexual violence and extreme brutality	2008	Democratic Republic of Congo	1

Note: The table above is colour-coded so that rows shaded in yellow show geophysical events (e.g. earthquakes, tsunamis). Climatological events (e.g. drought) are shaded in orange. Hydrological events (e.g. floods) are shaded in green. Meteorological events (e.g. typhoons) are shaded in blue. Complex humanitarian emergency events (e.g. conflict) are shaded in grey. Other events (e.g. multiple events combined) are shaded in white.

When analysing the data, the researchers found nine factors that had the most impact on children's lives: (1) food; (2) economic development and livelihoods; (3) education and play; (4) physical health; (5) mental health; (6) child protection and safety; (7) water, sanitation and hygiene (WASH); (8) infrastructure; and (9) faith. Researchers noted the consequences of the events as they connected to disruptions or limited access to elements associated with each of these nine factors. In addition, researchers reported WV's contribution to alleviating negative impacts of the events and possible solutions to the consequences of the disaster according to children. When possible, researchers also indicated how issues concerning each factor differed based on the event type or cultural context.

Throughout the document researchers reported results at an event level and did not rank-order the consequences of the events, WV contributions or youth solutions by order of importance or severity. Therefore, lists of consequences in the report are not presented in order of the size of their effect because that type of information was often unavailable. Rather, the lists of consequences show all impacts that were reported after an event and are purely descriptive in nature.

In addition, the researchers were aware of their Western perspectives and values throughout the analysis and reporting process. They often discussed different cultural perspectives and offered multiple interpretations of the data in order to provide an inclusive and comprehensive portrayal of findings. Though the researchers both had a Western lens, it was their goal to report themes and children's voices without bias.

Results

The following section provides a description of major issues and themes that were gleaned from a qualitative meta-analysis of 23 World Vision reports. The factors are presented in order from most common to least common. Also presented are WV's contributions to addressing various factors, as well as youth's solutions for how WV could help with future relief efforts. Please note that the relief responses listed below were described by community members, primarily children. Some responses implemented activities that were not listed in the reports. The quotes in the tables within each section are mostly from children with the exception of a few quotes from adults. Certain reports were clearer than others in specifying their respondent, therefore a few of the solutions below may have been provided by adults instead of children.

Food

Across all 11 events (e.g. earthquake, drought, flooding, conflict, food insecurity, etc.), families had difficulty gaining access to food. Food shortages typically also meant less diversity of food and these factors were associated with high rates of malnutrition across countries.

When asked why food was difficult to obtain, many cited high food prices as a major obstacle to affording food. To purchase food, families often took out loans which left them in debt, allocated their household budget towards food purchases rather than investing in their children's education, livelihoods or obtaining healthcare. Alternatively families depended on food assistance from disaster relief organisations. Food was also more difficult to produce following disasters: agricultural (e.g. poor soil quality), environmental (e.g. unpredictable or severe weather) and political (e.g. conflict) conditions often prohibited families' ability to farm or access usable farmland.

Families coped with food shortages by limiting their portions, reducing the number of meals they consumed, eating less preferred or expensive food, borrowing food from their neighbours and gathering unusual types of food (e.g. wild foods, consuming seed stock). Adults also reported eating less to help feed their children. Despite families' best efforts, children often experienced the following negative consequences due to food scarcity, malnutrition and hunger: (1) poor health; (2) physical weakness and weight loss; (3) migration; (4) theft, begging and fighting to obtain food; (4) forced child labour; and (5) poor school performance and attendance (see Table 2).

The impacts of food scarcity were especially felt among the poorest families. In dire instances, families placed their children into servitude (e.g. *restaveks* in Haiti) or married their daughters off as child brides in India, Somalia, Tanzania, Ethiopia, Kenya and Bangladesh. While families engaged in these actions in hopes that their children would have better futures, it is likely that their children's suffering continued or increased.

Table 2. Consequences of food insecurity

Consequences	Explanation
Malnutrition	Lack of food led to less diversity in food, which contributed to increased rates of malnutrition. Rates were especially high in drought-afflicted areas, where 30 to 50% of populations had severe acute malnutrition. “It is such a nice occasion when you have soup with vegetables after many days of having soup only with meat and noodles.” Boy from Mongolia, Global food security.
Hunger	Children experienced hunger as a result of food scarcity. Youth reported that hunger decreased their engagement in recreational activities such as playing and visiting friends, and led to dire consequences such as poor school performance and dropouts, scavenging and eating spoiled foods, begging, stealing and early marriage. “It’s because of hunger our children become street children.” Woman from Eastern DR Congo ⁴ .
Poor health	Lack of food and sufficient nutrition increased children’s susceptibility to illness and led to health problems, sickness and death.
Physical weakness and weight loss	In food insecure communities, children reported that they saw people growing thin and weak due to lack of food and water. “They [children] have small, long and weak bodies. They are timid and stand alone on the playground.” Children from Zimbabwe, C-Safe. “At our home we lost weight because there was no food, and some days we were not eating.” Boy from Tanzania, HARD.
Migration	Due to food scarcity, families are more likely to migrate to find food. In Sri Lanka and Mongolia where migration rates were reported, 20 to 27% of families had a household member (often male) temporarily or permanently migrate in search of work or food.
Theft, begging, and fighting	In food insecure communities, children became more likely to steal, beg or fight to obtain food.
Forced child labour	Continual hunger and food scarcity, which was exacerbated by poverty, forced children out of school and into the labour market so they could help their families earn money for food. Many children worked long hours doing hard labour for small quantities of food. “The people who have the capability to earn money can eat, but those who aren’t able to earn cannot get enough food.” Girl from Bangladesh, Global food security.
Poor school performance and attendance	Children had problems paying attention in school due to food scarcity and hunger. Children also dropped out of school to find employment that would help them earn food or money for food. Furthermore, in areas where a levy was collected to pay school cooks, students whose households could not afford the levy had limited or no access to

⁴ Exemplary quotes were sometimes drawn from adults in instances where adults acutely described children’s experiences or when quotes from children were lacking.

	school meals. In these instances, school feeding programs were reaching only children whose parents could afford to send them to school.
Child slavery and servitude (<i>restaveks</i>)	Some children were placed into servitude in circumstances where parents had insufficient resources to feed their children.
Child marriage	Parents with limited resources to feed their families sometimes married their children, typically daughters, to adults who they believed could better support them.

Note: Consequences are not in ranked order of importance.

WV's contribution

WV combatted food scarcity by providing relief food distributions in countries such as Haiti, Niger, Somalia, Tanzania, Ethiopia, Kenya and the Philippines. As one girl from the Philippines noted, "Mothers and children survived death because WV distributed supplementary food." Often the aim was to help children to eat more regularly and to improve their health status, to help children fall sick less often and to help children gain weight and build strength (see Appendix A).

Solutions from youth

In five out of the 11 events, children provided a variety of ways in which WV could help in the future with food scarcity. One theme pertained to organising and increasing communities' resources, such as: (1) helping with reforestation and planting gardens; (2) helping with community-based preservation and storage of harvests; (3) helping increase the water supply for irrigation in drought-afflicted areas; and (4) helping families start informal savings groups. Children from communities that experienced either an earthquake or drought also expressed interest in school feeding programmes (see Appendix B).

Education-related interventions to increase families' access to regular income and food were also requested by participants. Across countries, children and families requested training in small-scale business development, agricultural technical skills and farming techniques, and in non-agricultural vocations such as sewing or tailoring. People also expressed interest in learning goat and livestock restocking.

Lastly, in the Philippines participants commented on WV's past efforts to help with food scarcity after a typhoon. Families asked that, in the future, World Vision provide more organised food distribution, as well as enough food to serve the needs of those affected.

Economic development and livelihoods

Unemployment or lack of steady employment due to the natural disaster, drought, food insecurity or conflict was a significant trend in all WV event responses (11 out of 11 events). These events challenged families in different ways (see Table 3). In the case of a natural disaster such as an earthquake or a typhoon, individuals lost their livelihood due to the destruction of the disaster (five out of 11 events). For example, necessary equipment for livelihood may have been destroyed (e.g. boats for fisherman) or natural resources that were cultivated for livelihood were damaged (e.g. too much saltwater in the soil for plants certain plants to grow). This made it very difficult for disaster-affected families to regain the necessary resources to start their lives over again. Those that

experienced drought lacked enough water to keep their livestock alive. Nomadic communities searched for land where their livestock could graze but many lost their livestock due to disease. Food insecurity was related to families allocating large portions of their money to food rather than livelihoods, therefore making it very difficult to continue earning money for food. Families in conflict zones (one out of 11 events) that were unable able to have different sources for income had to depend on odd jobs or hard labour for work. These jobs were inconsistent and unpredictable due to the conflict. In each of these cases, most families that participated in WV's assessments did not have enough household income to meet their basic needs or to save funds for the future.

With their basic needs unmet, many families were forced to save money or earn income in other ways. For example, individuals impacted by the Sahel food and nutrition crisis reported that people had to sell their assets in order to buy necessary items (one out of 11 events).

Households also gained funds by taking out loans. However, these loans often left families in debt because they could not earn enough income to pay back the loan (two out of 11 events).

Children also worked to contribute to family income, especially true if the breadwinner had died or a child was an orphan (three out of 11 events). Sometimes gender played a role in the types of jobs boys and girls would take. For example, in the Asian tsunami review, boys reported that they would help their fathers with fishing and rubber tree tapping while girls would help their mothers with domestic chores, pick shells, sew fishnets, sell products, work in hotels and dry fish. Both boys and girls would assist with construction. In some cases, children participated in hard labour or degrading work (one out of 11 events). In extreme cases, children would beg (one out of 11 events), engage in criminal activity (one out of 11 events) or become sex workers to earn resources for their families (one out of 11 events).

With limited household income, families could not pay for their children's education. This meant that children could not attend school regularly, and some children were forced to drop out of school. In some cases parents could only send one child to school, and had to choose which child would be able to access education. In some cultures, parents would invest in their son's education instead of their daughter's education, especially in cultures in which early marriage was widely accepted (three out of 11 events). In addition, in cultures that practise child marriage, girls were married as a response to insufficient household income.

It should be noted that families with diverse forms of income were often more resilient because they were able to have different streams of funds to make up their household income. However, the majority of families did not have diverse sources and so had insufficient income.

Table 3. Consequences of lack of livelihood

Consequences	Explanation
Family members sold assets	Families sold their belongings to purchase items that they needed. "When people have no money, they sell their assets to complete their treatment." Girl from Bangladesh, Global food security.
Parents took out loans	Taking out loans from others in the community left some families deeper in debt. "Many herders are giving their animals to the bank in order to pay back their loans and they are becoming poor." Boy from Mongolia, Global food security.

	<p>“According to my father, the cost of our boat and fishing nets that were damaged is 40,000 pesos. But we have an existing loan so my parents cannot afford to take another loan. We are already in bad debt.” Boy from the Philippines, Haiyan.</p>
Children took on work	<p>Children took on odd jobs. Their work sometimes contributed significantly to their family’s household income.</p> <p>“Lack of cash results in households experiencing food scarcity and children working instead of going to school.” Woman from Mongolia, Global food security.</p> <p>“When you carry a huge amount of water for long distances with your own body your spinal cord starts having problems.” Girl from Ethiopia, HARD.</p> <p>“I know a 13 year old who joined other kids to help local fishermen at sea in exchange for a couple of fish to bring home.” Boy from the Philippines, Haiyan.</p>
Families could not afford school for children	<p>At times, parents were only able to provide tuition for one child or not able to provide tuition at all. This forced children to drop out of school or have interruption in their schooling.</p> <p>“Though I have many dreams, I am poor. I can’t study because of money.” Girl from Bangladesh, learning labs in Cox’s Bazar.</p>
Girls got married early	<p>In cultures that practise child marriage, girls were married as a response to insufficient household income.</p> <p>“Only after the tsunami, there are increasing numbers of girls getting married earlier – two years or so earlier. This is so the families can receive tsunami assistance such as houses and financial assistance.” Girl from India, Asian tsunami.</p>
Children begged for money	<p>Children earned money from begging so that they could contribute to their family’s household income.</p> <p>“It’s because of hunger, our children become street children.” Woman from Eastern DR Congo.</p>
Children participated in crime	<p>Children engaged in criminal activity, such as stealing.</p> <p>“There are people who steal because they do not have money and they have a lot of children to feed. Even if the person doesn’t want to steal he is forced to so he can feed the family.” Girl from the Philippines, Haiyan.</p> <p>“When children aren’t in school... some wander around, some are trouble makers – they fight and rob.” Participant from Haiti, Haiti earthquake.</p>

Children forced into prostitution	<p>Children became sex workers to earn money.</p> <p>“When there is hunger some women write at their door, ‘If you have 50 Fc, come inside.’” Teens from Eastern DR Congo.</p> <p>“We have a classmate who engages in sexual affairs for money. She stopped schooling after she found out that some of us know what she is doing.” Girl from the Philippines, Haiyan.</p>
-----------------------------------	---

Note: Consequences are not in ranked order of importance.

WV’s contribution

WV’s response related to livelihoods varied greatly across the events (see Appendix C). The most commonly reported types of response were providing training for livelihood and distributing livestock (three out of 11 events). Access to transportation, resources for agriculture activities and cash for work were attributed to WV (two out of 11 events). Other ways in which WV responded to events was providing market access and distributing household appliances, capital for land, food for livestock and resources for reforestation (one out of 11 events). It should be noted that for three of the 11 events, it was unclear what WV contributed in terms of livelihood support.

Solutions from youth

Children provided many solutions to improve their family’s livelihood situation (see Appendix D). Across the events, children suggested that they gain access to more money for their households (three out of 11 events). Income-generating activities included working to earn money (two out of 11 events), accessing small business resources (two out of 11 events), begging (two out of 11 events), finding employment opportunities for youth (two out of 11 events), selling wood (one out of 11 events), drying fish (one out of 11 events), taking out loans (one out of 11 events), participating in a savings group (one out of 11 events) or migrating (one out of 11 events). Children mentioned that decision makers at national and community levels should support livelihood recovery and fight crime (one out of 11 events). Children also reported the importance of training in construction, drought resistant plants, drought resistant livestock, business management and additional basic education for those that dropped out of school (one out of 11 events). In addition, reforestation (three out of 11 events) and planting vegetation (two out of 11 events) were also noted as important activities that could improve livelihoods.

Lastly, children reported solutions that were indirectly related to livelihood. For example, children reported the need for free education for all youth and training for adults and parents about the effects of harmful traditions and customs such as early marriage and genital mutilation. Children also recommended solutions that would help their community such as the need for respectful interactions, the opportunity to participate in rebuilding their community and the need to raise awareness about how to respond to future disasters (one out of 11 events). Youth also noted that those that employ children should be reported to the authorities (one out of 11 events).

Education and play

Across all of the events, youth mentioned the importance of school (11 out of 11 events). According to children, the long-term impacts of receiving an education would help them rise above their current situations, care for their families, create financial resilience for their families, access better jobs with leadership positions, increase their knowledge and literacy and become good people. One short-term outcome of education was that it helped youth recover from the events because they were able to socialise, connect with friends and establish a daily routine

(one out of 11 events). Other short-term outcomes were that it allowed them to participate in activities such as singing, debating, sports, play and drawing while improving their talents.

Despite the importance of education for children, the events often initiated an interruption in children's education (see Table 4). High tuition fees were also a major reason why children did not attend school (nine out of 11 events). Children from families that received financial assistance for school tuition mentioned that their families had grown dependent on NGO financial assistance to pay for schooling and could not pay for tuition on their own (one out of 11 events). In addition, families were making less money after the events but fees were increasing (one out of 11 events). For schools that had a feeding program, those that could not pay tuition had limited access to meals and school activities (one out of 11 events).

Other reasons for interruptions in children's education were that families could not meet their children's basic needs or supply resources for school. For example, children did not have consistent access to sufficient amounts of food and were too hungry to attend school or study (three out of 11 events). Access to potable water was also in issue, especially in drought-related events (one out of 11 events). Parental neglect was also cited as a reason for why children did not attend school (three out of 11 events). One way in which parents were neglectful was that they spent money on things that did not meet their child's needs, such as alcohol. It was noted that excessive drinking by parents was linked to less access to food, education and safety for youth.

Children also reported that they lacked school supplies, uniforms or shoes, which were often lost when families were displaced from their homes or from their family's migration to search for work, flee for safety or locate necessary resources (three out of 11 events).

Students also noted reasons outside of their control for not attending school. For example, children lacked transportation (three out of 11 events). This was sometimes due to damaged roadways (three out of 11 events), living a long distance from school (two out of 11 events) or heavy rains or flooding (two out of 11 events). In addition, some parents forced their children to work in order to help support the family (two out of 11 events) and, in the case of conflict zones, some youth were forced to become child soldiers (one out of 11 events).

Youth cited mixed views about teachers, which may also be a contributing factor to their lack of attendance. For example, children reported that they sometimes had limited support from teachers or that they would experience verbal and physical abuse from their teachers if they were tardy or underperforming (one out of 11 events). Cases of abuse were also noted when teachers were not paid (one out of 11 events). Despite these reports, some parents reported that school was a safe place for their children (one out of 11 events).

There were many consequences for youth that resulted from an interruption of their education. Children worried about the interruption of their education, the lack of school supplies and the inability to interact with their peers at school (three out of 11 events). Parents were worried about their inability to provide funding for their children's education. They were also challenged to choose between the short-term gains of children working to contribute to their household income and the long-term gain of children receiving an interrupted education (one out of 11 events).

Other impacts of a lack of access to an education were that children were forced to work, ceased to develop sufficient language skills or knowledge, dropped out of school or participated in criminal activity. Children reported that they would forgo school to work in order to contribute to their family's household income (three out of 11 events). At times this meant that they worked in servitude or were responsible for taking care of others, such as a sick relative or young children (one out of 11 events). Lack of access to schooling also made it difficult for children to learn language skills, reading skills and technology-based skills (two out of 11 events). This meant that youth failed exams in school when they were able to attend and felt less confident and experienced loneliness and sadness (one out of 11 events). Those that did not have access to consistent education dropped-out in order to

pursue work full-time, spend time playing or engage in criminal activity, such as gambling, drugs, theft or fighting (two out of 11 events).

Children noted that the opportunity of gaining access to an education was related to children's gender, their health and whether or not they were disabled. In certain cultures, children reported that girls were unable to have the opportunity to receive an education (two out of 11 events). Some explained that girls had special responsibilities at home that made them late to class or forced them to skip school, such as finding water for the family (one out of 11 events). Girls were also more likely to marry earlier than boys and have children at an early age (two out of 11 events). In some cultures, such as Indian and Kenyan cultures, girls were removed from school earlier than boys when parents could only afford an education for one child (two out of 11 events). Despite having limited access to school, children reported that girls in certain cultures were more motivated than boys to attend school. Specifically, in Sri Lanka, boys reported that they would get into fights with their teachers and did not want to attend school sometimes (one out of 11 events). Boys in some cultures reported that it was shameful for them to eat together with girls and would prefer to have a separate dining area for girls and boys (one out of 11 events).

Play was mentioned in about four of the 11 events. Most of the discussion surrounding play indicated that youth did not have enough places to play or did not have any fun activities to participate in after the event (four out of 11 events).

Table 4. Consequences of lack of education and play

Consequences	Explanation
Children were unable to establish a routine after the event	Children explained that attending school after the event helped them establish a routine. Those that did not attend school could not establish a routine and experienced more stress and anxiety. "I was unable to go to school and as a result, I was mentally upset because my education was affected." Boy, Child well-being review Asia.
Children were less literate and knowledgeable	Children that did not have access to school experienced gaps in their basic education and were less prepared for their use of language and technical skills. "Because the children are not engaged in higher education it is a problem for the community. Ultimately this has an effect on the country." Girl from Bangladesh.
Children worked to support their families	Children reported that they missed school to work to increase the household income for their families. "We don't have money. I will stop going to school and find work even if I haven't finished my studies yet." Girl, Haiyan. "My family does not support me to study. If I get training in hand loom work it would be better for me." Girl from Bangladesh.

Children engaged in criminal activity	Children mentioned that those that did not attend school stole, gambled and used drugs.
Children dropped out of school	Children explained that they dropped out of school to take care of their younger siblings or worked to increase their household income because their family cannot afford tuition. Daughters were often pulled out of school before sons. “Some children would like to go to school but their parents don’t have the means and there is no free school in this community.” Child, Haiti earthquake. “When we finish elementary and intermediate schools we have nothing to do and when we ask our parents to send us to high school, they tell us that they have no money.” Girl, HARD.
Children and parents worried about missing school	Children and parents became anxious and stressed about children not being able to attend school because they wanted them to succeed in life. “When you don’t go to school you are useless; you can’t help your country or your parents.” Girl, Haiti earthquake.
Girls got married early	Parents forced girls to marry in order to reduce their household expenditure. “There is gender discrimination; girls are forced to abandon studies and get married early.” Boy, HARD.

Note: Consequences are not in ranked order of importance.

WV’s contribution

WV contributions toward education and play focused on the construction or repair of school buildings (seven out of seven events), implementation of educational activities (five out of seven events), creation of safe play areas (CFS) (four out of seven events), creation of children’s clubs (two out of seven events), implementation of transportation programs (one out of seven events), development of feeding programs (one out of seven events) and school supplies, such as school kits (three out of seven events), books (two out of seven events) and uniforms (two out of seven events). Children mentioned that WV also provided tuition support (two out of seven events), advocacy to relax tuition requirements (one out of seven events) and encouragement for schools to raise money for their needs (one out of seven events). To improve school processes, WV staff trained teachers on positive forms of discipline in schools (two out of seven events). They also provided programs for adults in communities to encourage parents to value education and raise awareness among adults about potentially harmful traditional

practices, such as genital mutilation and gender roles (one out of seven events). Children explained that WV activities increased their confidence and hope for the future (one out of seven events) (see Appendix E).

Solutions from children

Children offered many solutions on how to improve children's access to education and play opportunities. These solutions focused on increasing household income, providing educational and play activities, ensuring access to school materials, improving the conditions and resources of schools, and changing community attitudes toward child-related issues.. It should be noted that children in seven out of the 11 events provided solutions.

In order to increase household income, children suggested that there should be training for livelihoods for parents and those that have dropped out of school (one out of seven events). They also recommended that children should work in order to contribute to the family income.

To provide educational and play activities, children recommended that clean play areas should be installed in communities and that recreational activities, such as game kits, should be distributed to families (two out of seven events). Youth also requested access to uniforms, school supplies and secure transportation to and from school (two out of seven events). Children also suggested that WV could improve access to educational and play activities by providing free educational activities, cultural events and child friendly spaces for youth (three out of seven events).

Children suggested several ways that schools could be improved. Many recommended constructing new schools, boarding schools or new buildings within schools, such as classrooms, libraries, toilets, computer labs, girl-friendly spaces and gyms (three out of seven events). Children also recommended that schools be built closer to their communities (three out of seven events).

Other suggested improvements to the schools included the installation of solar panels and increased security within schools (two out of seven events). They also requested access to sports equipment, desks, chairs and books. Other improvements to the school involved changes in school processes, such as improvements to school infrastructure, regular school hours and pay for teachers (one out of seven events). Children also mentioned the implementation of school exchange programs, feeding programs and positive systems of discipline. In order to make these improvements, children suggested that schools collect donations for school supplies (one out of seven events), pool community resources to pay for school improvements (one out of seven events) and implement tuition programs, such as scholarships and sponsorships for primary, secondary and college (five out of seven events).

Lastly, children recommended that programs be implemented to change community perceptions of school, gender issues and child-related issues. For example, they suggested the implementation of programs to increase the extent to which adults value school, increase understanding of issues of gender inequality concerning education for girls and raise awareness of child-related issues (two out of seven events) (see Appendix F).

Physical health

Physical health was cited as a major issue following a disaster across the majority of events (10 out of 11 events). Common themes related to health were the spread of illness and disease, poor quality healthcare and lack of access to healthcare. The factors contributing to these themes varied slightly by event type and are explained below.

The first theme, illness and the spread of disease, was cited as an issue among all except the Eastern DR Congo, where conflict occurred (10 out of 11 events). In countries recovering from an earthquake (e.g. Child well-being review Asia, Haiti earthquake, Asian tsunami), the spread of illness was attributed mostly to poor shelter and lack of proper sanitation. In areas where flooding was a major issue (e.g. Haiyan, Bangladesh), illness was due primarily to poor water quality, which led to increases in diarrhoea, dysentery, skin diseases and typhoid. Women and children were especially vulnerable to illness in drought-affected areas (e.g. Kenya rapid assessment, HARD, Sahel food and nutrition crisis) and malnutrition increased children's susceptibility to illness in countries experiencing food insecurity (e.g. C-Safe, Global food security).

The second theme pertained to poor quality healthcare and was mentioned particularly in areas that experienced flooding or conflict (e.g. Eastern DR Congo). Often hospitals lacked adequate supplies for emergencies and specialised care. In areas with flooding, it was also mentioned that medical workers often did not have sufficient or adequate training. All these factors decreased the overall quality of care, which for many was difficult to access in the first place.

Lack of access to healthcare was the third major theme that negatively affected families' health and was especially problematic in areas that experienced an earthquake, drought or conflict. The biggest barrier to healthcare access was cost and inability to pay for treatment. Many families could not afford care and in areas with conflict, participants resorted to borrowing money to pay for medicine and doctor visits. Loans to pay for medical care caused considerable financial burden for families and put many households in debt. Healthcare was also difficult to access due to poor roads and distant hospitals, particularly in areas that experienced an earthquake or flooding.

In an effort to help their sick children, youth were often self-treated by parents through natural medicine or brought to traditional healers. Only in dire instances were children from poor families taken to formal health care providers. Other consequences of having limited access to medical care, as well as limited access to high quality care, include increases in physical ailments and disease, prolonged illnesses and death (see Table 5).

Table 5. Consequences of poor physical health

Consequences	Explanation
Increase in injury, illness and disease	Poor shelter, lack of proper sanitation, poor water quality and malnutrition were some of the main factors that increased the spread of disease, illness and injury. "We caught the flu, cough and fever." Boy from Indonesia, Child well-being review Asia. "We had broken bones and wounds; we saw others were injured, too." Boy from Indonesia, Child well-being review Asia.
Prolonged and chronic illnesses	Without proper treatment, health needs were neglected and led to prolonged or worsening illnesses. "I know a man who has been sick for several months but has not been treated because they [his family] have no money for their transportation to go to the rural health centre in town." Girl from the Philippines, Haiyan.
Self-treatment by parents	Lack of access to medical care led parents to treat their children's illnesses with natural remedies or by taking them to local healers (e.g. traditional healers). These methods were often ineffective or unreliable.

	“The problem sometimes is you use the traditional medicine and it brings you another illness.” Child from Eastern DR Congo.
Financial debt	The inability to afford care and medicine led families to borrow money or take out loans. This caused considerable financial burden for families and put many households in debt. “It is expensive to get sick.” Boy from the Philippines, Haiyan.
Death	Without sufficient or proper medical care, people died from severe or prolonged illness. “Many sick patients died in the camp due to lack of a hospital, and since most of us depend on the mobile clinic provided by NGOs, we cannot afford to pay for medication.” Girl from Somalia, HARD. “Our friends died or were sick.” Boy from Indonesia, Child well-being review Asia.

Note: Consequences are not in ranked order of importance.

WV's contribution

WV provided tailored health interventions and assistance based on the event type and country needs (four out of 11 events). When responding to the Haiti earthquake, for example, health programming was based on a resilience framework. In Niger, which experienced a drought, WV conducted activities to improve children's health and provided mosquito nets. In Somalia, Tanzania, Ethiopia and Kenya where drought also occurred, WV provided immunisations as well as delivery and antenatal care to pregnant mothers. Lastly, WV also focused on helping new mothers and children in the Philippines following the typhoon by establishing 13 Women and Young Child Spaces (WAYCS). These efforts helped improve the health of 1,435 pregnant and lactating women and 1,501 children under five. Breastfeeding kits, infant kits and delivery kits were also provided to these women (see Appendix G).

Solutions from youth

In more than half of the events (six out of 11), youth provided solutions for ways in which WV could help improve their community's health. Most suggestions related to being able to better access and afford healthcare. In Haiti and the Philippines, for instance, the solutions focused on access to medicine and in Niger, youth mentioned they would like assistance with free healthcare. In Somalia, it was suggested that more fully equipped health facilities be constructed, especially to assist women in childbirth.

In Bangladesh where flooding occurred from a monsoon, households suggested the following solutions to address health-related problems: (1) increase household income to afford healthcare costs; (2) increase access to health care facilities by building more of them, adequately training staff and ensuring availability of drugs; (3) reduce costs for care and treatment; and (4) improve the conditions that contribute to poor health such as sanitation, pollution and waste.

In the Eastern DR Congo, the solutions discussed most widely among groups to address healthcare issues were the following: (1) increase household income; (2) government action to improve healthcare systems; and (3) collective community action to support better access for families to healthcare centres and medicine (see Appendix H).

Mental health

Children noted the negative psychological impact of these significant events on their lives and the lives of others. Many children reported feelings of stress (four out of 11 events) and anxiety (three out of 11 events). Other feelings that were mentioned were neglect, loneliness, fear, sadness, distress, despair, helplessness, concern, emotional detachment, idleness and worry about lack of medical attention, food, or water (one to two out of 11 events). It should be noted that youth reported that they lacked sufficient conflict resolution skills or sensitivity towards others (one out of 11 events) (see Table 6).

One cause of these negative emotions may be related to coping with loss or separation of parents and family members (four out of 11 events) or the loss of livestock (one out of 11 events). In addition, many children, especially orphans or those with younger siblings, noted that they were forced to take on greater responsibilities in order to care for their siblings or members in their community (three out of 11 events). Some comforted other children or had to become the main source of income for the family.

Negative emotions may also be related to children's exposure to conflict. Children reported that they witnessed quarrels among adults for resources (three out of 11 events). They also witnessed adults drinking liquor to cope with the effects of the events (two out of 11 events). Children noted that adults drinking alcohol to excess might be related to incidents of abuse and fighting within their families. Those that lost their parents or family members noted that turning to other adults might introduce children to bad influences (one out of 11 events). Children also encountered physical and verbal punishment or abuse in their families and at school (two out of 11 events).

In addition, those in conflict zones reported that the violent or emotionally abusive acts were too aggressive (one out of 11 events). Many children felt insecure and unsafe when they heard guns and bombs in their community (one out of 11 events). Youth in conflict zones were especially vulnerable to abandonment, exploitation, rape, abuse, harassment, violence, theft and robbery that happen on a regular basis (one out of 11 events). Children in these regions explained that they were not sure whom to trust since families support different militia groups (one out of 11 events).

Families that lost their main source of shelter or were forced to move from their homes faced a range of challenges. Children noted the difficulty of adjusting to new living conditions (two out of 11 events). For situations in which families lost everything, youth lost their access to their clothes. These youth mentioned the humiliation and anxiety associated with wearing the same clothes every day. Children whose families lost shelter mentioned that they were at an increased risk of separation from their parents since some adults would migrate to other communities to find work (one out of 11 events).

Some children had different experiences than the majority of those impacted by the events. Children that were orphaned were concerned about finding enough food (one out of 11 events). Youth also reported that child soldiers found it hard to return to society (one out of 11 events). Some children also reported that they felt humiliation from engaging in degrading jobs, such as stealing and sex work (one out of 11 events).

On a positive note, children mentioned that their communities worked together as they coped with their hardships and this strengthened their resilience (one out of 11 events). Children also felt positive emotions when they received affection from their parents or caregivers (one out of 11 events).

Table 6. Consequences of events on the mental health of children

Consequences	Explanation
Children felt a mixture of negative emotions	<p>Children felt stress and anxiety associated with the effects of the event.</p> <p>“Children were stressed because they were afraid that their parents wouldn’t have enough money to pay (School fees)... the flood impacted the whole village because the main income is from agriculture.” Woman from Thailand, child well-being review Asia.</p> <p>“After the tsunami, people have more stress because they have to work harder and don’t have money. So when anyone is teasing or making jokes at them, they will quarrel and then not talk to each other for a long time.” Boy from Thailand, Asian tsunami.</p>
Children worried about lack of access to basic needs	<p>Children worried about lacking access to medical attention, food, and water.</p> <p>“If we ask for something like clothes and food, our parents used to tell us that they have used all that money they had to buy water for us and for the livestock.” Girl from Somalia, HARD.</p>
Children coped with the loss or separation of family	<p>Many children lost family members and parents due to the events or disasters.</p> <p>“This earthquake caused us to lose all our possessions and some relatives.” Participant from Haiti, Haiti earthquake.</p>
Children witnessed adults drinking liquor to cope	<p>Children reported that adults drinking alcohol often escalated to family violence, abuse or quarrels.</p> <p>“My father never asks my ideas because he always has alcohol.” Girl from Sri Lanka, Asian tsunami.</p> <p>“My father is always drunk when he comes home at night. Then one day he burnt my books and notes.” Boy from Sri Lanka, Asian tsunami.</p>
Children had greater personal responsibility	<p>Children, especially those with younger siblings or those that lost their parents, were forced to take on more responsibility, such as watching over their siblings or providing financially for their family.</p> <p>“Children dropped out of school and went looking for work like selling of firewood.” Girl from Ethiopia, HARD.</p>

Children witnessed quarrels among adults	<p>Children reported negative emotions when they witnessed their parents and family members quarrel due to the effects of the events.</p> <p>“When my Papa and Mama quarrelled, I pushed papa because he slapped my Mama.” Girl from Philippines, Haiyan.</p> <p>“My studies are affected because my mother and father always fight. There is no more love.” Boy from Philippines, Haiyan.</p>
Children adjusted to new living conditions	<p>Families often had to move or find alternative shelter due to the effects of the events. This required children to adjust to the new surroundings and instilled them with feelings of anxiety.</p> <p>“We became homeless; the grass which made our house was given to our remaining animals for their survival.” Boy from Ethiopia, HARD.</p>
Children lacked access to clothing	<p>Children reported feelings of insecurity and humiliation due to wearing the same clothes every day.</p> <p>“Children are affected psychologically; that means they can’t even accept themselves, they are afraid of their friends and they have a sad spirit.” Girl from Ethiopia, HARD.</p> <p>“Due to absence of clothes we always wear the same one. There are no additional clothes. We are affected by diseases which come from insects.” Girl from Ethiopia, HARD.</p>
Children experienced increased risk of harm	<p>Children, especially those in conflict zones, experienced rape, harassment, violence, theft and robbery.</p> <p>“My son was beaten. My son’s hands were tied with rope; he was placed under the bed [while I was raped]. This is the reason why my son fled.” Woman from Eastern DR Congo.</p> <p>“Soldiers beat you if you refuse to carry on your head food stolen from your own garden.” Girl from Eastern DR Congo.</p> <p>“For us, there is no guarantee for life; anytime, one can be injured or dead.” Child from Eastern DR Congo.</p> <p>“Many are young children, boys and girls kidnapped and carried into the bush by rebels. Some of them returned. Among those who stay with rebels in the bush, girls play the wife role, and boys are trained as soldiers or simply killed.” Girl from Eastern DR Congo.</p>

Note: Consequences are not in ranked order of importance.

WV's contribution

Psychological support was especially important to youth in order to process the events. However, only five out of 11 events reported WV contributions concerning mental health. Many youth reported that they participated in trauma counselling (four out of five events) and Child Friendly Spaces with WV employees (three out of five events), in which children learned respect, love, and how to communicate politely with others (one out of five events). WV also provided activities that promoted psychosocial and spiritual support for children and homes for families (two out of five events). Other activities that WV hosted for youth were family day, children's congress, youth groups, parent groups, children's fellowship activities, family reunification support, safe play areas, programs for children's rights and WV employee capacity building sessions (one out of five events). These activities allowed youth to become less shy and more confident (one out of five events) (see Appendix I).

Solutions from youth

Children suggested a range of solutions concerning mental health. Youth requested ongoing psychological support, especially for women and children because they are most likely to be abused by relatives (one out of 11 events). This psychological support would also help children concentrate in school and combat social rejection for youth that had to move (one out of 11 events).

Youth suggested that families and communities become cohesive and peaceful (one out of 11 events). In order to accomplish this, children suggested that there be no quarrelling, stronger parental relationships, stronger parental relationships with children, improved trust with those in the community, increased awareness of the rights of children, improved local governance concerning abuse of children and greater security in the streets by increasing access to electricity (one out of 11 events).

In addition to these suggestions, youth mentioned that their communities may be improved by repairing community spaces (one out of 11 events) and providing special programs concerning awareness of early marriage laws and support socialisation and livelihood support for child soldiers (one out of 11 events).

Children suggested many solutions that they could engage in to improve the psychological support for individuals in their community. For example, youth suggested that they could pray, engage in conflict resolution when there are quarrels in their families, continue to be obedient, serve as good role models and perform well in school in order to increase rates of education and literacy (one out of 11 events) (see Appendix J).

Child protection and safety

In more than half of the events (seven out of 11), reports referenced issues related to child protection and safety (see Table 7). These issues were wide-ranging and occurred in rapid-onset, slow-onset and CHE. The following section explains various reasons why children's safety and well-being were compromised during specific events.

Risk of injury from unstable environments

Unpredictable physical environments negatively affected children's safety, particularly following the earthquake and subsequent tsunami in Thailand, Sri Lanka, Indonesia and India. When there was damage to roads, houses and fields, children tended to lack secure shelter, were injured from road accidents and in some instances, were attacked by animals. Parents and children also feared accidents to children working outside, including strong waves that could knock them off boats into deep water and falling materials on construction sites that were cleaning up wreckage. Ultimately, unstable and hazardous environmental conditions increased children's risk to injury.

Engagement in illegal and risky behaviours

Youth faced safety concerns by engaging in illegal and risky behaviour. In areas with food scarcity following an earthquake, flooding or conflict, children resorted to begging and theft as a survival mechanism to obtain food. In the Eastern DR Congo during times of extreme hunger, women and girls engaged in survival sex, or solicited paid sex with soldiers in order to survive. Unstable environments also increased children's likelihood of engaging in risky behaviours such as smoking, pre-marital sex, unrestricted socialising, drug and alcohol abuse, gambling and fighting.

Witnesses to conflict and violence

Children reported witnessing violence, particularly in areas that experienced conflict or an earthquake. In the Eastern DR Congo, for instance, youth observed frequent brutal violence that occurred at all times of the day and night and took place everywhere (homes, fields, schools, roads leading in and between villages). In this area, children witnessed valuable assets being looted (such as household items and livestock), homes and fields being burned and destroyed and villagers – both children and adults – being robbed, brutally beaten and sometimes killed. In Thailand, Sri Lanka, Indonesia and India, youth also observed men abusing alcohol, which often led to quarrels and domestic abuse, as well as gang-related conflicts.

Rape of girls

One of the most commonly mentioned safety threats, particularly among females, was the prevalence of rape. Sexual violence against women occurred across slow-onset, rapid-onset and CHE. In areas where girls were forced to search far from home for water, such as Ethiopia (drought), the Philippines (flooding) and the Eastern DR Congo (conflict), walking long distances increased girls' risk of being attacked, robbed or raped during their journeys. Girls were also raped by their husbands in areas practising child marriage leading to increases in STDs, including HIV. Rape of women and girls was cited as the number one issue in the Eastern DR Congo. In this area girls were not protected by soldiers and police, and often faced violence at the hands of these groups.

Abuse by parents and teachers

Children also faced violence by those closest to them, such as their parents and teachers. Domestic abuse against women and children was common in areas that experienced the earthquake and Asian tsunami, and often occurred due to fathers' abuse of alcohol. Children in these areas also reported being physically or emotionally punished by parents and teachers. When punishment occurred at school, children were hit with rulers, pinched, humiliated and forced to stand in the sun. Children reported that their parents would punish them for getting poor grades by telling them they were stupid, threatening to expel them from their home, hitting them with rattan sticks, pinching them, and twisting their ears. General violence against children was also reported in Bangladesh.

Child marriage and dowries

Children's safety and well-being were also compromised through child marriage, which occurred more frequently than normal in areas recovering from an earthquake (India), drought (Somalia, Tanzania, Ethiopia, Kenya) and flooding (Philippines, Bangladesh). Among the poorest families, parents often gave their daughters away for marriage as early as possible to reduce their household expenditures. After the earthquake and Asian tsunami, for instance, child marriage increased – such that girls as young as eight years old were being married off to cousins or men who lost their wives. In the Philippines, children resorted to early marriage to escape poverty and gain a more secure source of food.

Poor families were also more likely to marry their daughters off at earlier ages to avoid high dowry costs. Daughters' dowries were especially reduced when girls married relatives such as first cousins and uncles. While dowries were originally designed to provide wives with their own source of wealth once they married, the

tradition today rarely benefits girls and carries serious implications for their futures. Dowries place significant financial obligations on girls' families. The dowry tradition perpetuates inequalities between boys and girls such that parents favour sons for the following reasons: (1) daughters require dowries and they will leave their families to live with their in-laws, taking their dowries with them; (2) sons usually have the responsibility to look after their parents as they age; (3) in Hinduism, sons carry out the funeral rites for their parents; and (4) some fathers believe that raising girls requires more money, not only because of the dowries, but also for the cost of jewellery. The consequences of child marriage for young brides are also severe. Child brides are more likely to experience: (1) rape; (2) maternal death; (3) loss in education and upward social mobility; (4) loss of dignity; and (5) loss of voice and ability to defend themselves. On the night before her marriage, girls may also suffer from eve teasing or a range of behaviours perpetrated by males against females, ranging from cat calling to physical groping. Ultimately, daughters, especially those from the poorest families, suffer because of dowries and child marriage.

Child enslavement

In areas where families suffered from extreme poverty, such as Haiti after the earthquake, children were sometimes placed into servitude by their parents (known as *restavecs* in Haiti). This was done to reduce household expenditures and to ensure children had a regular source of food. In the Eastern DR Congo many young girls were also enslaved, however it was typically by means of abduction. Girls were made to act as wives to those in charge and were raped and forced to cook and care for soldiers.

Child soldiers

In the conflict-afflicted Eastern DR Congo, many children report cases of being recruited as child soldiers. Those that were recruited were beaten and "treated like animals." Children were also often forced to carry stolen items for armed soldiers, including goods from houses and crops from looted fields.

Table 7. Consequences of lack of child protection and safety

Consequences	Explanation
Increased risk of injury	Lack of secure shelter and unstable environmental conditions increased children's risk to being injured, including animal attacks. "Just the day before three children were attacked by an elephant and needed to be taken to the hospital immediately." Woman from Sri Lanka, Asian tsunami.
Children, especially girls, deprived of an education	Child marriage often meant the end of education for girls. Because girls were being married off at younger ages following disasters, they were pulled out of school sooner and deprived of an education. Children's education also typically ended once they were placed into servitude or became enslaved. "There is gender discrimination; girls are forced to abandon studies and get married early." Boy from Tanzania, HARD. "Only after the tsunami, there are increasing numbers of girls getting married earlier – two years or so earlier. This is so the families can receive tsunami assistance such as houses and financial assistance." Girl from India, Asian tsunami.
Poor school attendance and performance	Abuse of children had negative implications for children's education, such as decreasing their ability to concentrate in school and lowering their attendance rates. Some children dropped out of school and ran away to escape the abuse.

Increase in STDs	Increases in the rape of women and girls in conflict-afflicted countries as well in areas practicing child marriage led to increases in sexually transmitted diseases, including HIV.
Increased maternal deaths	Child marriage led to sexual activity at an age when girls' bodies were still developing. Pregnancy was dangerous for girls – complications in pregnancy and childbirth led to high maternal mortality rates among child brides. “The eagerness of our guardians is very low. They know the bad effects of early marriage but they do it anyway.” Girl from Bangladesh, learning labs in Cox’s Bazar.
Loss of girls’ dignity and voice to defend themselves	In cultures practising child marriage, girls were expected to obey the wishes of their husband. Girls reported losing their dignity and voice to defend themselves in these situations. “Generation after generation, women respect men in the community all the time without any hesitation; however, men fail to respect women sometimes.” Boy from India, Asian tsunami.
Hunger and malnutrition	Children without parents or guardians were especially vulnerable to hunger and malnutrition. This included child slaves, who were often put into servitude by their parents in hopes that they would have a more secure source of food.
Begging and stealing	Lack of secure shelter, worsened living conditions and greater safety concerns led to increases in begging and stealing among children, primarily to obtain food.
Engagement in risky behaviours such as drug use	There was a perception that after disasters youth were more likely to engage in risky behaviours. The greatest concern for girls was engaging in unrestricted social actions and for boys, primarily drug use. “For the girls, risks are unrestricted social actions. That means pre-marital sex and using drugs. Our teungku (faith leader) said if we do that, there will be another tsunami.” Boy from Indonesia, Asian tsunami. “He is not taking drugs by himself; two or three of his friends are taking drugs with him.” Girl from Bangladesh, learning labs in Cox’s Bazar.
Survival sex among women and girls	Females engaged in sexual intercourse with soldiers in exchange for money and food in conflict-afflicted areas. This was referred to as survival sex.
Punishment and abuse	Children reported that their parents and teachers often severely punished them for misbehaving, earning poor grades, or for no reason at all. Children whose fathers abused alcohol were at greater risk of being abused, and men’s abuse of alcohol was also more prevalent in poorer communities. “People in the community are poorer, they have tension, and then they drink liquor.” Girl from Thailand, Asian tsunami. “When men get drunk, they like to act violently. They hit each other. Sometimes they also hit women when there is no money to use in the family.” Boy from Thailand, Asian

	<p>tsunami.</p> <p>“Parents hardly give importance to children and do not listen to their opinions. Sometimes they scold the children without reason.” Girl from Thailand, Asian tsunami.</p>
--	---

Note: Consequences are not in ranked order of importance.

WV’s contribution

In three out of 11 events (Haiti earthquake, Haiyan and learning labs in Cox’s Bazar), reports mentioned how WV contributed to helping with child protection and safety. In the Philippines and Bangladesh relief efforts focused on house construction and rebuilding homes. In Bangladesh where child marriage was prevalent, WV also organised awareness campaigns regarding drugs, HIV/AIDS and the effects of early marriage (see Appendix K).

In Haiti following the earthquake, WV used a resilience framework to deliver programming focused on disaster risk reduction, children in emergencies, protection, and advocacy.

Solutions from youth

In four out of 11 events, children offered ideas for additional support they would like to gain from WV and other NGOs. Themes centred on securing safe shelter and child rights education campaigns. In areas that experienced environmental destruction due to an earthquake or flooding (Haiti, the Philippines and Bangladesh), children were especially likely to mention they would like to receive more construction materials and more help to rebuild homes. Homes without stairs and away from bodies of water were expressly requested.

In Tanzania and Bangladesh or areas where child marriage is prevalent, youth recommended child rights education for parents and teachers, and protection from abuse and rape. As expressed by a Tanzania girl, “Parents as well as children need to be educated on the importance of children’s rights, so that may stop the excessive punishment toward us.” In Bangladesh specifically, boys and girls offered a thoughtful range of solutions, including family planning and awareness campaigns aimed at those who were not fulfilling their roles as protectors as well as those whose rights were violated. Children also asked WV to arrange a seminar about early marriage (see Appendix L).

Water, sanitation and hygiene (WASH)

Water, sanitation and hygiene (WASH) issues were mentioned in seven out of 11 events. Issues varied slightly by event type, and focused primarily on three themes: (1) few quality and quantity potable water sources; (2) difficulties accessing potable water; and (3) sanitation issues.

Lack of potable water sources was especially problematic in communities affected by an earthquake (Haiti earthquake) or drought (Kenya rapid assessment, HARD, Sahel food and nutrition crisis). Without water, people suffered from thirst and also experienced difficulties with personal hygiene, specifically bathing and washing clothes. In Haiti, lack of potable water sources also affected families’ ability to cook and prepare food. Unusable water also led to challenges taking care of livestock – many animals died due to lack of or poor quality water. This then had consequences on families’ income and ability to afford food, and in many cases children left school to work so that they could support their families.

In addition to lacking a sufficient number of usable water sources, families also experienced difficulties accessing existing water sources. This issue was especially problematic in areas that had an earthquake, flooding or conflict

(Eastern DR Congo). Water sources were typically far away, which made collecting water time-consuming. Water collection areas were often unsafe because waves resulted in drownings and steep, muddy hillsides caused accidents and injuries. Furthermore, in most areas women and girls were responsible for collecting water and the long journeys were often perilous and dangerous for them. Many girls reported being attacked, robbed or raped on their way to obtain water, particularly in areas experiencing conflict.

Lastly, sanitation issues resulted from insufficient and poor quality water. In the Philippines sanitation facilities suffered – toilets were damaged and latrines were dirty, overcrowded, unsafe or lacking privacy. There was also a lack of toilet facilities in Haiti after the earthquake. As a result, residents in both these communities turned to defecating in open spaces and fields. This led to health issues such as infections and diarrhoea, environmental pollution such as the contamination of water sources, bad smell and insects and flies. Sanitation in these areas also suffered from improper collection or drainage of excrement, garbage and waste. Together, these issues negatively affected household health and cleanliness (see Table 8).

Table 8. Consequences of poor WASH

Consequences	Explanation
Thirst	Children were often thirsty due to lack of potable water. “If wells dried, we passed a day without water and sometimes we got only one bucket.” Girl from Niger, Sahel food and nutrition crisis.
Poor health	Contaminated water led to increases in illnesses, specifically diarrhoea, skin diseases, stomach problems, infections, typhoid, and dysentery. “The flood has infected our wells and brought sickness to many of the people.” Boy from Niger, Sahel food and nutrition crisis.
Poor hygiene	Personal hygiene suffered due to unusable or limited water for bathing regularly and washing clothes. Clothes were damaged when washed in salt water. “When a child wears dirty clothes, some children refuse to play with him.” Child from Haiti, Haiti earthquake.
Reduced household cleanliness and damage to household goods	Poor sanitation, specifically the improper collection and drainage of excrement, garbage and waste, led to decreases in household cleanliness. Flooding and poor water quality also damaged furniture.
Loss of livestock	Lack of potable water made it difficult to take care of livestock, and often animals died due to lack of water. This then affected families’ access to resources, nutrition, income and livelihood. “Our means of transporting water from long distances is camels; however, they died because of the drought; then we could not get water.” Boy from Ethiopia, HARD.
Poor nutrition	Families suffered from hunger and malnutrition due to losses in livestock as well as the inability to prepare food with unusable water.

Forced child labour	With losses in livestock and income due to insufficient potable water, children were often forced to work to help support their families. For many, this also meant an end to their formal education.
Susceptibility to injury, attack and rape	Children were injured, attacked, robbed or raped for water collection and latrine usage, particularly in the Philippines and Eastern DR Congo. “Especially girls travel long distances to fetch water. By the time they walk back home it is night. That is how girls are affected by rape.” Girl from Ethiopia, HARD.
Increase in environmental pollution	Poor sanitation facilities led to residents defecating in open spaces and fields. This, along with the improper collection and drainage of excrement, garbage, and waste, caused water contamination and greater environmental pollution.

Note: Consequences are not in ranked order of importance.

WV's contribution

World Vision provided a variety of tailored WASH interventions in five out of 11 events. In Haiti following the earthquake, for instance, WV used a resilience framework to design WASH programming. Water and sanitation programs were also a focus in Bangladesh.

More detailed information about WASH programming was provided for areas that suffered from drought (for instance Somalia, Tanzania, Ethiopia and Kenya (HARD)). These relief efforts targeted public institutions such as schools and health posts, integrated resilience-building objectives and combined WASH with interventions in health, nutrition, livelihoods and agriculture. WV's WASH projects in Kenya focused on water trucking and bathing, washing of hands, training on hygiene and sanitation and support in digging of latrines. Furthermore, in Niger where drought also occurred (Sahel food and nutrition crisis), WV helped add water pipes in schools, which improved the cleanliness of bodies and clothes. Ultimately, lack of water was effectively addressed by WV so it became less of an issue over time in these communities and access to food took greater precedence.

WASH interventions were also a top priority in the Philippines after the typhoon (Haiyan). In the first 90 days of the emergency response, the WASH sector rehabilitated Level 1 and 2 community water supply systems, distributed water purification and hygiene kits, and conducted hygiene promotion activities that helped 74,590 families. WV also supported rehabilitation of WASH facilities such as those in schools, training and capacity building among local leaders and Barangay Health Workers, distribution of latrine kits in conjunction with shelter, creating drainage areas using cash for work (CFW), community-led total sanitation (CLTS), personal hygiene and sanitation education (PHASE), and participatory hygiene and sanitation transformation (PHAST) trainings (see Appendix M).

Solutions from youth

Although WV was helpful in addressing WASH issues, youth from three out of 11 communities offered a range of ways in which WV could be of further assistance. Throughout drought-affected Somalia, Tanzania, Ethiopia and Kenya (HARD), it was suggested that the government and NGOs drill more boreholes and provide water treatment. Children across these communities also suggested support for more water sources close to home and school, as well as training to help communities do a better job of managing the scarce resource. In Tanzania specifically, children suggested environmental conservation activities to thwart climate change. The Somali

community also suggested providing a truck to collect garbage, training town dwellers on proper sanitation and hygiene, constructing more latrines, providing sanitation materials for girls and hiring teachers who could teach children about WASH issues. In Niger, which was also affected by drought (Sahel food and nutrition crisis), children asked for WV to build more wells.

In Bangladesh children suggested the following: (1) build a sea wall to prevent flooding; (2) provide water source tests for arsenic; (3) increase the depth of tube wells; (4) use water purification tablets and boil water to reduce contamination; and (5) advocate for better WASH resources with local authorities (see Appendix N).

Infrastructure

Poor infrastructure often slowed progress and economic development. Participants in just over half of the events reported issues associated with infrastructure (six out of 11 events). The most common infrastructure issue was related to roads and transportation (five out of 11 events). In case of natural disasters and flooding, it was necessary for roads and bridges to be repaired due to damage after these events (four out of 11 events). Lack of dependable roads, bridges and other means of transportation hindered the ability of people in these communities to access supplies (medicine, home construction) needed to improve their circumstances or for youth to get to school. Children also reported poor roads from the drought that occurred in the areas of Somalia, Tanzania, Ethiopia and Kenya.

Another common issue was lack of electricity (four out of 11 events). For many communities, lack of electricity impaired youth and families' ability to feel safe at night, to work, to study for school and to leave their homes in the evening. It should be noted that reports for lack of electricity came from events associated with conflict zones, drought, tsunami and earthquakes.

Concerns for infrastructure also included the need to improve plumbing and pipes (three out of 11 events). This was more of concern in natural disasters that involved flooding or large influxes of saltwater, such as a tsunami (two out of 11 events). In these cases, the saltwater damaged the pipes and they needed to be repaired in order for individuals in those communities to receive potable water. Plumbing was also a concern in Somalia, Tanzania, Ethiopia and Kenya for the use of toilets and the elimination of waste (one out of 11 events) (see Table 9 on the next page).

Table 9. Consequences of lack of infrastructure

Consequences	Explanation
Community lacked sufficient roads or bridges	<p>Poor roads or damaged bridges hindered vital resources from entering the community (e.g. medicine and home repair supplies). In addition, without sufficient roads, youth that had to travel long distances to school could not regularly get to school safely.</p> <p>“Because the road is so poor, when I went to the market my donkey cart fell. It damaged the cart, and I got injured.” Boy from Ethiopia, HARD.</p> <p>“In those days we used to live in the town, which was close to my school and tutoring classes. Now we can’t go to school alone, because it’s too far away. There are no buses</p>

	and it gets dark so my mother comes with me.” Girl from Sri Lanka, Asian tsunami.
Community lacked electricity	<p>A lack of electricity decreased families’ perceptions of safety at night, families’ ability to work, children’s ability to study for school and families’ willingness to leave their homes in the evening.</p> <p>“Due to lack of electricity we cannot study our lessons and cannot follow different medias. And we have no mill services nearby.” Boy from Ethiopia, HARD.</p> <p>“Without electricity, during our spare time we cannot work extra hours or do technical work, so we cannot improve our living standard.” Boy from Ethiopia, HARD.</p>
Community lacked functional plumbing	<p>Plumbing was noted as vital for having access to potable water and for eliminating human waste from their communities.</p> <p>“The toilet that was provided by World Vision filled up. Now we are worried about where to defecate; the smell of the toilet makes us get sick.” Boy from Ethiopia, HARD.</p> <p>“I wish all houses could have a water supply.” Woman from Ethiopia, HARD.</p>

WV contributions

In terms of infrastructure, WV constructed roads and repaired homes (three out of 11 events). In addition, WV constructed or repaired playgrounds, wells and public buildings (one out of 11 events). WV improved infrastructure in these communities by installing electricity, water systems for schools and warning systems for disasters (one out of 11 events). It should be noted that for three of the 11 events, it was unclear what WV contributed in terms of infrastructure (see Appendix O).

Solutions from youth

Infrastructure solutions suggested by youth included constructing roads and bridges (two out of 11 events) and building homes, schools, wells, drainage systems, canals, playgrounds and factories (one out of 11 events). Access to electricity was also mentioned as an important solution to infrastructure issues (two out of 11 events) (see Appendix P).

Faith

Issues of faith were evident in six out of 11 WV responses. These responses took place in the following countries: Indonesia, Haiti, Philippines, Kenya and Eastern DR Congo. In all countries listed, children noted the importance of faith and strengthening of faith, hope and gratitude as a response to their current situation (six out of 11 events). In Indonesia, youth reported that they were able to bond based on their inability to attend services in the mosque (one out of 11 events) (see Table 10).

Youth from the Philippines, Kenya and Haiti reported that they turned to God through prayer in order to improve their situation (three out of 11 events). Youth in Haiti prayed for an end to earthquakes and for the occurrence of rain to end the drought (one out of 11 events). Those in the Philippines prayed for solutions concerning school, household income, home construction and an end to family conflict (one out of 11 events). Children in Kenya, where drought occurred, prayed to God for rain (one out of 11 events).

Table 10. Consequences of faith

Consequences	Explanation
Children prayed	Children prayed to God in order to improve their situations concerning school, household income, home construction, family conflict and natural disasters. “We are confident of believing in God who will give solutions to our difficulties and for us to be helped by others.” Boy from Eastern DR Congo.
Children’s faith was strengthened	Children felt hope and gratitude for being alive and surviving the events. This strengthened their faith in God. “We believe in Jesus because without Jesus we cannot do anything.” Boy from Eastern DR Congo.

Note: Consequences are not in ranked order of importance

WV contributions

It was unclear how WV contributed to the issue of faith (see Appendix R).

Solutions from youth

Youth provided minimal solutions for issues concerning faith (see Appendix Q).

Conclusion

The significant events documented in the 23 reports changed the lives of children, their families and their communities. The most common factors that disrupted children's lives pertained to food insecurity, poor economic development and livelihood, and lack of access to education and play. Other powerful factors were poor physical health, diminished mental health as a result of coping with disasters, negative consequences regarding child protection and safety, poor water, sanitation and health (WASH), and damaged, insufficient or unsafe infrastructure for accessing necessary resources.

In reviewing relationships among the nine factors discussed in this report (i.e. WASH, food, economic development, infrastructure, physical health, mental health, child protection and safety, education and play, faith), a chain of events was detected where impact in one factor area appeared to lead to impacts among other factors (see Figure 1)⁵. The key factors that led to impact in other areas were the following: (1) lack of food; (2) lack of potable water, sanitation, and hygiene; (3) diminished protection and safety; (4) insufficient economic development and livelihood; and (5) low-quality infrastructure. When one of these five factors was disrupted, children typically experienced outcomes in at least one of the other eight factors. For example, when families experienced food insecurity (i.e. lack of food), the majority of the household income became dedicated to obtaining food (insufficient economic development and livelihood). In dire circumstances, children became malnourished, physically weak and ill, and sometimes died (i.e. poor physical health). In an attempt to reduce hunger, children often left school so they could work and earn money to support their families (i.e. interrupted education and play). In certain cultural contexts, parents arranged child marriages for their daughters or placed their offspring into servitude so their children could receive more regular food by living with others (i.e. diminished protection and safety). Parents also made these decisions so that their own household expenditure could be reduced. Therefore, lack of food could have negative consequences on children's education, physical health and their protection and safety (see Appendix S for a larger version).

The following themes were also noted across all reports and events:

- **Poverty exacerbated all issues**
To afford food and medical care, families often took out loans from others, which put them in greater financial debt. They also sold their personal belongings and assets to obtain money for basic needs.
- **Children and families understood the long-term benefits of education**
However, financial hardships and an inability to meet their immediate basic needs often required children to miss school in order to work and increase their household income.
- **When communities became unstable in the wake of disasters and tragedies, gender disparities for girls became more pronounced**
In areas of Asia and Africa, such as India, Somalia, Tanzania, Ethiopia, Kenya and Bangladesh, the age of child marriage decreased by nearly two years after disasters so that girls as young as eight were married to older men. Girls were also more likely than boys to be pulled out of school, either because families lacked financial resources to send both their sons and daughters to school or because girls' education ended due to child marriage. Girls were also more likely to experience severe safety concerns such as being attacked and raped, particularly when fetching water in high-conflict areas.
- **Poor infrastructure slowed progress and economic development across all regions**
In addition, it also led to safety concerns for children, exposing them to greater risk of injury and attack from debris, people and wild animals.

⁵ Outcomes in white text represent societal-level disruptions, and outcomes in black text represent individual- or family-level disruptions.

- **The most vulnerable children tended to be those without a secure home base, such as those in transit, those living in camps, child soldiers, or orphans**
These children were especially at greater risk for safety-related concerns and mentioned difficulties related to obtaining food.
- **Children requested further psychological support**
The request for support included during and after events to process family loss, lack of basic resources and changes in environmental and social circumstances.

Figure 1. Disruptions in children’s lives after events or disasters



Across all countries and event types, WV excelled at providing tailored, multi-sectoral interventions to address community-specific issues. WV also worked with all members within communities to provide services, such as school staff, local leaders and health workers. To make the most of the relief efforts, WV interventions often focused on addressing multiple issues at once. For example, WASH interventions were often combined with those also focused on improving health, nutrition and livelihoods.

WV's interventions tended to focus on the four themes: (1) providing tangible resources; (2) providing training and education; (3) providing services and conducting activities with children; and (4) building community resources. With regard to the first theme, tangible resources included food, livestock, child friendly spaces (CFS), mosquito nets and immunisations. Children and their families also benefitted from WV educational services such as livelihood training as well as awareness campaigns regarding drugs, HIV/AIDS and the effects of early marriage. Common activities conducted with children were educational activities and activities to improve children's health, and many children received post-disaster trauma counselling services from WV staff. Lastly, WV constructed and repaired a variety of resources for community members such as roads, homes, schools, playgrounds, wells, public buildings and warning systems for disasters. Altogether, these services and interventions were well-received and appreciated by children and their families.

While WV's services were helpful, children also provided suggestions for future relief efforts. Solutions suggested by youth varied greatly across contexts and events. However, some common themes were present across the documents. For example, many of the solutions related to families gaining access to more household income in order to meet their basic needs (food, water, shelter), physical and mental health needs, educational needs and WASH needs. Children suggested that WV provide programs to help increase their family's household income, such as livelihood trainings. Other trainings that youth suggested would raise awareness of harmful cultural traditions, issues related to children's rights, the importance of school, gender inequality issues, WASH issues, socialisation for child soldiers and environmental conservation activities. Youth also recommended that their community or government should provide certain resources such as free education, health care facilities, and improvements to sanitation. Suggestions from children also included improvements to infrastructure such as access to electricity and construction of roads, bridges, sea walls, boreholes, homes, schools, wells, latrines, drainage systems, canals, playgrounds and factories. Youth mentioned that they could help their families and communities by practicing conflict resolution, succeeding in school, being obedient and being role models for others.

Appendices

Appendix A. WV's food response

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Unclear what services were provided concerning food relief.</i>
<i>Haiti earthquake</i> Haiti	Based on a resilience framework, the areas of programming designed for La Gonâve, Nord, Plateau Central and Sud included: livelihood recovery, food security , disaster risk reduction, children in emergencies, WASH, health, protection and advocacy, and education.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Unclear what services were provided concerning food relief.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Unclear what services were provided concerning food relief.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<i>Unclear what services were provided concerning food relief.</i>
<i>Sahel food and nutrition crisis</i> Niger	WV provided food assistance with millet, maize, oil and beans. <ul style="list-style-type: none"> ● Impact: Food helped the children to eat and their health status has improved, children fall sick less often, children have gained weight and built strength.
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning food relief.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Unclear what services were provided concerning food relief.</i>

Haiyan Philippines	Provided relief food distributions.
Learning labs in Cox's Bazar Bangladesh	<i>Unclear what services were provided concerning food relief.</i>
Eastern DR Congo Democratic Republic of Congo	<i>Unclear what services were provided concerning food relief.</i>

Appendix B. Food-related solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Suggestions not reported/provided by children.</i>
<i>Haiti earthquake</i> Haiti	Children suggested that solutions should focus on reforestation to reduce flooding, planting vegetation and gardens , improvement in construction of homes (away from bodies of water, without stairs), increased knowledge of construction, building of big schools, building of roads and bridges, building of wells, drainage, canals/irrigation, prayer for no earthquakes and for rain to end the drought, and access to medicines. Children requested diversified meals from school management who in turn requested their parents to contribute funds to purchase additional cooking ingredients such as spices. Some parents were unable to meet this request, which caused tension in some schools.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Suggestions not reported/provided by children.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	Solutions (not sure who proposed these) would include community-based preserving and storage of harvests, school-feeding programmes by the government or NGOs and continued food distribution. In Somalia, children suggested that solutions to these issues included increased food assistance, increased water supply for irrigation so that more crops could be grown and re-stocking activities for goats and other livestock.
<i>Sahel food and nutrition crisis</i> Niger	Food (solutions, in general) <ul style="list-style-type: none"> ● Eat wild foods, cultivate gardens. Work: sell wood, labour to earn money, try to start small business, start informal savings groups, migrate, beg.
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Suggestions not reported/provided by children.</i>

<p><i>Global food security</i></p> <p>Bangladesh, Mongolia, Sri Lanka</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Haiyan</i></p> <p>Philippines</p>	<p>Food distributions were not enough to serve all the needs of those affected and were described as “poorly planned.” Provide more support such as medicine, food, shelter construction materials, livelihood assistance.</p>
<p><i>Learning labs in Cox's Bazar</i></p> <p>Bangladesh</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Eastern DR Congo</i></p> <p>Democratic Republic of Congo</p>	<p>The vast majority of groups are adamant that self-sufficiency is key to resolving hunger – they must increase family income through livelihoods. They would like to return to traditional agricultural-based livelihoods, but need training to build their technical skills and farming techniques. They also suggested being trained in other vocations such as sewing/tailoring, and small-scale business development.</p>

Appendix C. WV's economic development and livelihood response

Document and countries	WV's contribution
<p><i>Child well-being review Asia</i></p> <p>Indonesia, Thailand, Sri Lanka, India</p>	<p>Thailand 1,300 sets of agricultural tools/seed.</p> <p>Sri Lanka Variation based on region. Helped with agricultural recovery.</p>
<p><i>Haiti earthquake</i></p> <p>Haiti</p>	<p>Based on a resilience framework, the areas of programming designed for La Gonâve, Nord, Plateau Central and Sud included livelihood recovery.</p>
<p><i>Asian tsunami</i></p> <p>Thailand, Sri Lanka, Indonesia, India</p>	<p>Thailand Provision of land and capital for livelihood.</p> <p>Sri Lanka Economic recovery, bicycle distribution which provided transportation to livelihood activities.</p> <p>Indonesia Provided household appliances and livelihood assets, money, skill development training.</p> <p>India Assisted with livelihoods equipment and resources, livelihoods capital, supplemental income sources.</p>
<p><i>Kenya rapid assessment</i></p> <p>Kenya</p>	<p>WV provided goats.</p>
<p><i>HARD</i></p> <p>Somalia, Tanzania, Ethiopia, Kenya</p>	<p>WV distributed goats and sheep in some communities and children also found provision of animal feed and vaccinations to be useful support. WV also distributed various seeds and seedlings. They also provided life skills and livelihood skills trainings. These trainings and assistance concerned farming, animal husbandry, rangeland management, bee keeping and irrigation schemes. It should be noted that livelihoods and agriculture interventions were limited in scale and impact.</p>
<p><i>Sahel food and nutrition crisis</i></p> <p>Niger</p>	<p>Parents pay for clothes for their children and give them money for recreation.</p>
<p><i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i></p>	<p><i>Unclear what services were provided concerning livelihood.</i></p>

Zimbabwe	
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Unclear what services were provided concerning livelihood.</i>
<i>Haiyan</i> Philippines	Cash for work: plant vegetables, repair damaged houses, clear roads and drainage (see FGD quote).
<i>Learning labs in Cox's Bazar</i> Bangladesh	Training, livestock, disaster relief, reforestation.
<i>Eastern DR Congo</i> Democratic Republic of Congo	<i>Unclear what services were provided concerning livelihood.</i>

Appendix D. Economic development and livelihood solutions from children

Document and countries	Solutions to address issues
<p><i>Child well-being review Asia</i></p> <p>Indonesia, Thailand, Sri Lanka, India</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Haiti earthquake</i></p> <p>Haiti</p>	<p>Children suggested that solutions should focus on reforestation to reduce flooding, planting vegetation and gardens, increased knowledge of construction.</p>
<p><i>Asian tsunami</i></p> <p>Thailand, Sri Lanka, Indonesia, India</p>	<p>Thailand Children want more developed community facilities.</p> <p>Sri Lanka <i>Suggestions not reported/provided by children.</i></p> <p>Indonesia Children would like enough money for household needs. When families are lacking money, the children stressed the need for respectful interactions.</p> <p>India Reforestation is an ongoing solution. Women and children are especially involved with planting trees to conserve the environment and prevent disaster.</p> <p>10-year follow-up Youth would like to help prepare for a disaster by assisting with educational and awareness efforts. Following a disaster, youth would like to rescue others and help rebuild their community by acting as intermediaries between community members and aid.</p>
<p><i>Kenya rapid assessment</i></p> <p>Kenya</p>	<p>In terms of livelihood, children suggest the adults should be trained in drought resistant crops, resistant livestock breeds, and tree planting. They also suggest vaccines for the animals. Children also reported parents should provide them their basic needs. On the issue of child labour, youth mentioned that those that employ children should be reported to the authorities. Some youth also suggested that the government and NGOs develop employment opportunities that empower youth for self-employment.</p>
<p><i>HARD</i></p> <p>Somalia, Tanzania, Ethiopia, Kenya</p>	<p>Cultivate gardens, sell wood, labour to earn money, training on business management, try to start small business, start informal savings groups, migrate, and beg.</p>

<p><i>Sahel food and nutrition crisis</i></p> <p>Niger</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i></p> <p>Zimbabwe</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Global food security</i></p> <p>Bangladesh, Mongolia, Sri Lanka</p>	<p><i>Suggestions not reported/provided by children.</i></p> <p>Bangladesh Evaluators suggest WV provide tailored interventions for community food insecurity due to inability to purchase food, so families would benefit from learning alternative income generating activities.</p> <p>Mongolia Evaluators suggest WV help households with micro-farming at high altitudes, micro-credit and informal savings groups, solar heating and electricity panels and micro-enterprise development (e.g., identify the goods that are imported but could be produced locally), create diverse income streams.</p> <p>Sri Lanka Evaluators suggest WV help with improving farming practices and helping with micro-credit and informal savings groups.</p>
<p><i>Haiyan</i></p> <p>Philippines</p>	<p>Steps that are currently being taken by youth are: (1) to study hard to finish school and get a better paying job; (2) children apply for working student programs (cleaning classrooms or other duties) that can be done before or after school; and (3) children engage in family livelihood or other work. Children mentioned that parents must increase their household incomes without having to spend their whole day doing hard labour just to earn minimal funds. Some of the suggested occupations include carpenter, house helper, artist and tailor. Children also mentioned that they could take on jobs during summer.</p> <p>Children urge government, NGOs, council members, the president and other decision makers to support livelihood recovery and fight crime. Youth identified that WV could help by working with the government and NGOs to provide support to re-establish lost livelihoods by creating programs such as cash for work, summer jobs (Barangay Council) and asking rich people for assistance.</p>
<p><i>Learning labs in Cox's Bazar</i></p> <p>Bangladesh</p>	<p>Provide vocational training in order for families to generate income. This could be extended to adults and also include education about the awareness of harmful traditional practices and the enforcement of early marriage laws.</p> <p>Solutions proposed by youth include the following: Programs that target income generation, access to business loans, government policy of free education to all</p>

	children, vocational training (agriculture, sewing, computer) for those who have dropped out of school, expand the fish drying village, build factories, opportunities for loans and credits, increased self-reliance through agriculture and incremental business donation and improve economic health for the poor and distressed.
<i>Eastern DR Congo</i> Democratic Republic of Congo	Researchers did not note other solutions because it was unclear if the solutions reported came from youth.

Appendix E. WV's contribution to education and play

Document and countries	WV's contribution
<p><i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India</p>	<p>Indonesia Provided school kits, books and the repair of school buildings (temporary & permanent).</p> <p>Thailand 1,500 student kits, social support through two child friendly spaces and two pilot projects for child-focused disaster risk reduction, school repair.</p> <p>Sri Lanka Variation based on region. Received educational materials and safe play areas WV built a playground.</p>
<p><i>Haiti earthquake</i> Haiti</p>	<p>Based on a resilience framework, the areas of programming designed for La Gonâve, Nord, Plateau Central and Sud included education.</p>
<p><i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India</p>	<p>Thailand Provided educational materials and activities.</p> <p>Sri Lanka Provided book distributions, children's clubs, and bicycle distribution for school children, which provided them with transportation to school, uniforms, tuition.</p> <p>Indonesia Rehabilitation and construction of educational facilities, provision of educational materials, teacher training on creative methods and problem solving, support for teacher working groups and school committees, policies in school about no physical punishment for children at school. Parents are more involved in education of their children.</p> <p>India Raised awareness about the importance of education for boys and girls but particularly for girls. This provided youth with hope for a better future and gratitude for the support that they have received (tuition and school supplies). Parents have noted that children are more enthusiastic about school and encourage them to continue.</p>
<p><i>Kenya rapid assessment</i> Kenya</p>	<p>WV contributed to their learning by providing school uniforms. Children also reported that WV trained them on the importance of learning and disadvantages of bad cultural practices such as female genital mutilation. WV and other NGOs also constructed classrooms, dormitories and a health facility, and an administration block in a school.</p>

<p><i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya</p>	<p>WV implemented child-friendly spaces (CFS) Primary education and vocational training and strengthened of child protection (CP) structures. The education needs were also addressed for the most vulnerable children, particularly in displaced and refugee households. Children can afford to attend school because of good medication and mobile clinics to treat illness. Parents are able to afford the fees for teacher salaries – therefore education has improved. WV constructed classrooms and a primary school and gave books, which motivated children to join schools and to study. According to the reports, “children have more confidence in school; school performance has improved; children started to study at night due to solar power; children can eat at school; and children’s futures have more promise because they are attending school.”</p>
<p><i>Sahel food and nutrition crisis</i> Niger</p>	<p>Classrooms protect the children from winds during cold and raining season.</p>
<p><i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe</p>	<p>C-SAFE consulted with District Officers and head teachers to remove the levies or soften the requirements, and at the same time raised some resources for the provision of inputs to most needy schools.</p>
<p><i>Global food security</i> Bangladesh, Mongolia, Sri Lanka</p>	<p><i>Unclear what services were provided concerning education and play.</i></p>
<p><i>Haiyan</i> Philippines</p>	<p>Pre-typhoon or ongoing activities: children’s congress where children play and socialise with others, children’s fellowship activity, sponsored child activities Post-typhoon activities for children: CFS – children learned respect, love, how to communicate politely, sports.</p>
<p><i>Learning labs in Cox's Bazar</i> Bangladesh</p>	<p>Education program for children.</p>
<p><i>Eastern DR Congo</i> Democratic Republic of Congo</p>	<p><i>Unclear what services were provided concerning education and play.</i></p>

Appendix F. Education and play solutions from children

Document and countries	Solutions to address issues
<p><i>Child well-being review Asia</i></p> <p>Indonesia, Thailand, Sri Lanka, India</p>	<p>Sri Lanka</p> <p>Children would like clean play areas, recreational activities and cultural events.</p>
<p><i>Haiti earthquake</i></p> <p>Haiti</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Asian tsunami</i></p> <p>Thailand, Sri Lanka, Indonesia, India</p>	<p>Thailand</p> <p>Would like more protection when traveling to school. Long distance from school, no transportation, dangerous to travel at night. Wild elephants especially pose danger to children.</p> <p>Sri Lanka</p> <p>Children would like more educational support. Children would improve their schools by making them closer to home, having new buildings, More attractive building and grounds, playground, new desks, chairs, computer lab, library, sports equipment, science lab. Better security, better, more positive system for discipline.</p> <p>Indonesia</p> <p>Children envision communities with transport and educational facilities. They suggest that educational needs could especially be improved.</p> <p>Both boys and girls have dreams that depend on their access to affordable education. Lack of money is the biggest barrier to children attending school. Girls still had dreams even if they had dropped out of school to return to school.</p> <p>India</p> <p>Many parents would like to be able to afford to send their daughters to school for as long as their daughters want to go. This suggests that girls have similar aspirations as boys, but fewer opportunities to achieve them.</p> <p>10-year follow-up</p> <p>Youth suggested that World Vision could have provided more resources for sports and entertainment, spaces for community activities, quicker disaster relief for children, educational assistance and activities.</p>
<p><i>Kenya rapid assessment</i></p> <p>Kenya</p>	<p>They asked that WV and other NGOs construct toilets for schools. Youth suggest that good classrooms and boarding schools should be constructed. Adults should also encourage children to attend school and not force them to drop out. Ways to help them continue their education would be to support education through providing funding for school through government and NGO-based scholarships and</p>

	<p>sponsorships for students from poor families. They also suggested the provision of games kits and textbooks, conducting of regular school visits, installation of solar panels, and organisation of school exchange programs.</p>
<p><i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya</p>	<p>Solutions for education issues include improving school infrastructure, training parents to value school, increase efforts to pay teachers, request for donations for school supplies (books, uniforms and recreational equipment) and school infrastructure improvements (primary and secondary schools), food be provided at school to encourage retention and provide proper nutrition, work harder to pay for school costs, employment of higher qualified staff members. Children suggested girl-friendly spaces be built where girls could eat separately and have privacy for personal needs.</p>
<p><i>Sahel food and nutrition crisis</i> Niger</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Global food security</i> Bangladesh, Mongolia, Sri Lanka</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Haiyan</i> Philippines</p>	<p>Children's ideas to resolve their education issues primarily involve increasing household income and focusing on school despite having to work or to go to school without food. Schools can also help by holding regular school hours. Children note that parents could play a role in improving educational outcomes. For example, parents should have better work hours so that they can pay closer attention to youth. In addition, parents should value education and encourage students to finish their schooling.</p> <p>Other solutions concerning NGOs, council members, the president and other decision makers are to: (1) replace uniforms and books (as well as schools) lost in the typhoon; (2) provide scholarships for education at all levels; and (3) create back-to-school programs for drop-outs. According to youth, measures toward improving education and livelihood will result in (1) children will staying with their families and finish school; (2) crime and gang activity decreasing, leading fewer children to engage in delinquent behaviour; (3) families recovering from the typhoon, and; (4) increased peace.</p>

<p><i>Learning labs in Cox's Bazar</i> Bangladesh</p>	<p>Solutions for education include increasing access for education to children (such as the education program provided by WV) by providing free education and educational support for college students (supplies, tuition fees) and school construction. Parents, community leaders, and other adults could form a child forum to increase awareness of education issues for children. WV could provide children with education, books, school buildings, supplies, sports equipment, cultural programs and recreational and sports activities for children.</p>
<p><i>Eastern DR Congo</i> Democratic Republic of Congo</p>	<p>For improving education and access to education, youth suggested having livelihood training for parents so that they could have funds to go to school. Other fundraising ideas included having children work when they can, selling livestock and pooling resources at the community level to pay for schooling and school supplies. Children also mentioned that the government could build proper school and offer to pay for education. Other solutions are to develop a student association to help the poorest children and coming together as a community to have their voices heard from people in authority.</p>

Appendix G. WV's contribution to physical health

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Unclear what services were provided concerning physical health.</i>
<i>Haiti earthquake</i> Haiti	Based on a resilience framework, the areas of programming designed for La Gonâve, Nord, Plateau Central and Sud included: livelihood recovery, food security, disaster risk reduction, children in emergencies, WASH, health, protection and advocacy and education.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Unclear what services were provided concerning physical health.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Unclear what services were provided concerning physical health.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	WV provided delivery and antenatal care to pregnant mothers. WV provided immunisations to targeted children in Kenya, but in Somalia there is a need to increase awareness of immunisations.
<i>Sahel food and nutrition crisis</i> Niger	To help improve health, WV provided mosquito nets. ● Impact: This plus other WV activities (food and health) helped improve children's overall health.
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning physical health.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Unclear what services were provided concerning physical health.</i>
<i>Haiyan</i> Philippines	In the first 90 days of the emergency response, the health activity involved establishing 13 Women and Young Child Spaces (WAYCS) benefiting 1,435 pregnant

	and lactating women and 1,501 children under five years old, along with the provision of breastfeeding kits, infant kits and delivery kits.
<i>Learning labs in Cox's Bazar</i> Bangladesh	<i>Unclear what services were provided concerning physical health.</i>
<i>Eastern DR Congo</i> Democratic Republic of Congo	<i>Unclear what services were provided concerning physical health.</i>

Appendix H. Physical health solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Suggestions not reported/provided by children.</i>
<i>Haiti earthquake</i> Haiti	Children suggested that solutions should focus on reforestation to reduce flooding, planting vegetation and gardens, improvement in construction of homes (away from bodies of water, without stairs), increased knowledge of construction, building of big schools, building of roads and bridges, building of wells, drainage, canals/irrigation, prayer for no earthquakes and for rain to end the drought, and access to medicines .
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Suggestions not reported/provided by children.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	In Somalia, it was suggested that more health facilities be made that were fully equipped, especially for helping women give birth. Not sure who suggested this, though.
<i>Sahel food and nutrition crisis</i> Niger	Health (solutions, in general). <ul style="list-style-type: none"> ● Need assistance with free healthcare.
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Suggestions not reported/provided by children.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Suggestions not reported/provided by children.</i>
<i>Haiyan</i> Philippines	Provide more support such as medicine, food, shelter construction materials, livelihood assistance.

<p><i>Learning labs in Cox's Bazar</i> Bangladesh</p>	<p>The solutions suggested by House Holds (<i>children's solutions not separated from this list</i>) to address their problems related to health are mainly around: (1) increasing HH income to afford health care costs; (2) increasing access to health care facilities by building more of them, adequately training staff and ensuring availability of drugs; (3) reducing costs for care and treatment; and (4) improving the conditions that contribute to poor health such as sanitation, pollution and waste.</p>
<p><i>Eastern DR Congo</i> Democratic Republic of Congo</p>	<p>The three solutions discussed most widely among groups to address health care issues include increased household income, government action to improve health care systems and collective community action to support better access for families to health care centres and medicines.</p>

Appendix I. WV's contribution to mental health

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<p>Thailand Social support through two child friendly spaces and two pilot projects for child-focused disaster risk reduction.</p> <p>Sri Lanka Variation based on region. Received counselling. Provided protection through safe play areas and distress monitoring. Built a playground.</p>
<i>Haiti earthquake</i> Haiti	WV implemented programs related to providing shelter and family reunification. Children mentioned that they were less shy and more confident thanks to their interactions with WV. They were also able to assist with creating positive change in their community.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<p>Thailand Mental health and trauma counselling.</p> <p>Sri Lanka and Indonesia Provided child protection: Conduct CFS activities, form youth groups and provide them with capacity-building, conduct child rights training and campaigns, form parental clubs, conduct capacity building sessions for WV ITR child protection staff.</p> <p>India Children's camps to help with psychosocial recovery, child rights awareness activities.</p>
<i>Kenya rapid assessment</i> Kenya	<i>Unclear what services were provided concerning mental health.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	WV provided homes in the camps. Child protection needs were also addressed for the most vulnerable children, particularly in displaced and refugee households.
<i>Sahel food and nutrition crisis</i> Niger	<i>Unclear what services were provided concerning mental health.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning mental health.</i>

<p><i>Global food security</i></p> <p>Bangladesh, Mongolia, Sri Lanka</p>	<p><i>Unclear what services were provided concerning mental health.</i></p>
<p><i>Haiyan</i></p> <p>Philippines</p>	<p>Family Day for psychological debriefing, trauma counselling, psychosocial and spiritual support to children.</p> <p>Pre-typhoon or ongoing activities: children's congress where children play and socialise with others, children's fellowship activity, sponsored child activities.</p> <p>Post-typhoon activities for children: CFS – children learned respect, love, how to communicate politely, trauma counselling.</p>
<p><i>Learning labs in Cox's Bazar</i></p> <p>Bangladesh</p>	<p><i>Unclear what services were provided concerning mental health.</i></p>
<p><i>Eastern DR Congo</i></p> <p>Democratic Republic of Congo</p>	<p><i>Unclear what services were provided concerning mental health.</i></p>

Appendix J. Mental health solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<p>Thailand Ongoing psychosocial support.</p> <p>Sri Lanka Women and girls especially believed WV could do more to support children who lost their family, particularly because it was reported that many of these children were abused by their relatives once they went to live with them.</p>
<i>Haiti earthquake</i> Haiti	<i>Suggestions not reported/provided by children.</i>
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<p>Thailand Want more psychosocial support since many have lingering sadness from the tsunami and find it difficult to concentrate in schools. Others experienced social rejection from new neighbours who demeaned resettled families.</p> <p>Want conflict-resolution support for their families as well as drug-abuse treatment for their family members.</p> <p>Indonesia Children envision peaceful families that are caring and supportive, communities that are more cohesive. They suggest that psychosocial support could especially be improved.</p> <p>Children have a desire for harmonious, peaceful, prosperous families. They would like families where members do not quarrel and there is enough money for household needs. When families are lacking money, the children stressed the need for respectful interactions.</p>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	The children suggest stronger parental relationships, local governance regarding abuse, and trainings on child rights for all parents and children.
<i>Sahel food and nutrition crisis</i> Niger	<i>Suggestions not reported/provided by children.</i>

<p><i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Global food security</i> Bangladesh, Mongolia, Sri Lanka</p>	<p><i>Suggestions not reported/provided by children.</i></p>
<p><i>Haiyan</i> Philippines</p>	<p>Youth suggest the following solutions to resolve family issues: (1) when parents quarrel, children step in to help them reconcile and restore unity; (2) parents must behave more like caring parents, take better responsibility for their families; (3) children should be obedient and listen to the advice of parents; (4) children should make themselves good role models; (5) children should do well in school so that parents do not argue; and (6) prayer.</p> <p>Repairing community spaces, such as the Barangay Hall, would help community come together.</p>
<p><i>Learning labs in Cox's Bazar</i> Bangladesh</p>	<p>For young girls, some proposed solutions are to increase education and literacy rates for girls. Other solutions are to provide family planning programs and increase awareness of problems with early marriage in targeted programs for adults, parents and lawmakers. In addition, early marriage laws should be enforced.</p>
<p><i>Eastern DR Congo</i> Democratic Republic of Congo</p>	<p>To help child soldiers, youth suggest comprehensive support services for child soldiers and livelihood opportunities. In order to increase security, children mentioned that groups should patrol the streets at night and for their town to work on getting electricity to improve visibility. Families within their communities should also improve trust with each other and should work with rebel groups to increase dialogue. In addition, politicians should stop fuelling the war that plagues their communities.</p>

Appendix K. WV's contribution to child protection and safety

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>Haiti earthquake</i> Haiti	Based on a resilience framework, the areas of programming designed for La Gonâve, Nord, Plateau Central and Sud included: livelihood recovery, food security, disaster risk reduction, children in emergencies, WASH, health, protection and advocacy and education.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>Sahel food and nutrition crisis</i> Niger	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Unclear what services were provided concerning child protection and safety.</i>
<i>Haiyan</i> Philippines	Rebuilt homes.

<i>Learning labs in Cox's Bazar</i> Bangladesh	House construction. Organised awareness and campaigns re: drugs, HIV/AIDS, early marriage.
<i>Eastern DR Congo</i> Democratic Republic of Congo	<i>Unclear what services were provided concerning child protection and safety.</i>

Appendix L. Child protection and safety solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Suggestions not reported/provided by children.</i>
<i>Haiti earthquake</i> Haiti	Children suggested that solutions should focus on reforestation to reduce flooding, planting vegetation and gardens, improvement in construction of homes (away from bodies of water, without stairs) , increased knowledge of construction, building of big schools, building of roads and bridges, building of wells, drainage, canals/irrigation, prayer for no earthquakes and for rain to end the drought, and access to medicines.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Suggestions not reported/provided by children.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	In Tanzania, children's priority problems (food and water) during the drought have shown improvement, with the current concern shifting to school (adequate education/infrastructure). Other problems that have arisen since the drought include health and child protection (such as early marriage). In Tanzania, children recommend child rights education for parents and teachers and protection from abuse and rape.
<i>Sahel food and nutrition crisis</i> Niger	<i>Suggestions not reported/provided by children.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Suggestions not reported/provided by children.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Suggestions not reported/provided by children.</i>

<p><i>Haiyan</i> Philippines</p>	<p>Some children believe that they can solve the issue of lacking shelter through working to buy materials to fix homes, recycling materials from damaged goods, locating inexpensive building materials like bamboo, saving money specifically for building materials. Others look to adults in their community (parents, neighbours, relatives) to solve the issue of rebuilding. Youth also mentioned seeking out assistance from the government and external supporters (Local Government Units, churches, NGOs, wealthy, foreigners) to rebuild. Another solution mentioned was to seek assistance from God.</p>
<p><i>Learning labs in Cox's Bazar</i> Bangladesh</p>	<p>Boys and girls offered a thoughtful range of solutions, including improved education, family planning and awareness campaigns aimed at those whose rights are violated and those who are not fulfilling their roles as protectors. Other solutions from children include: increase education and literacy rates, family planning, awareness program for adult population, raise awareness of parents and law makers, community leaders/women, appropriate use of the law, WV arrange a seminar about early marriage.</p> <p>Provide more support such as medicine, food, shelter construction materials, livelihood assistance.</p>
<p><i>Eastern DR Congo</i> Democratic Republic of Congo</p>	<p><i>Suggestions not reported/provided by children.</i></p>

Appendix M. WV's contribution to WASH

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Unclear what services were provided concerning WASH relief.</i>
<i>Haiti earthquake</i> Haiti	Based on a resilience framework, the areas of programming designed for La Gonâve, Nord, Plateau Central and Sud included: livelihood recovery, food security, disaster risk reduction, children in emergencies, WASH, health, protection and advocacy and education.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Unclear what services were provided concerning WASH relief.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Unclear what services were provided concerning WASH relief.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<p>Conflict over resources for WASH led to most of the interventions.</p> <p>Factors that increased the effectiveness of WASH interventions included targeting public institutions such as schools and health posts, integrating resilience-building objectives and combining WASH with interventions in health and nutrition, livelihoods and agriculture.</p> <p>Lack of water was effectively addressed by WV so it became less of an issue over time with access to food taking greater precedence.</p> <p>WV's projects in Kenya focused on water trucking and bathing, washing of hands and training on hygiene and sanitation, support in digging of latrines, and good hygiene practices.</p>
<i>Sahel food and nutrition crisis</i> Niger	To help improve WASH issues, WV helped add water pipes in schools. <ul style="list-style-type: none"> ● Impact: Water pumps improved the cleanliness of bodies and clothes.
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning WASH relief.</i>
<i>Global food security</i>	<i>Unclear what services were provided concerning WASH relief.</i>

Bangladesh, Mongolia, Sri Lanka	
<i>Haiyan</i> Philippines	<p>During the first 90 days of the emergency response, the WASH sector rehabilitated Level 1 and 2 community water supply systems, distributed water purification and hygiene kits and conducted hygiene promotion activities benefiting 74,590 families.</p> <p>WASH is a top priority sector for the Recovery Phase with planned household and community-level support including: rehabilitation of WASH facilities such as those in schools, training and capacity building among local leaders and Barangay Health Workers, distribution of latrine kits in conjunction with shelter, community CLTS and PHAST trainings and clearing drainage areas using CFW.</p>
<i>Learning labs in Cox's Bazar</i> Bangladesh	Works on water and sanitation programs.
<i>Eastern DR Congo</i> Democratic Republic of Congo	<i>Unclear what services were provided concerning WASH relief.</i>

Appendix N. WASH solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Suggestions not reported/provided by children.</i>
<i>Haiti earthquake</i> Haiti	<i>Suggestions not reported/provided by children.</i>
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Suggestions not reported/provided by children.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<p>To address lack of clean water reaching households, it was suggested (not sure by whom) that the community respond by digging wells and the government and NGOs should drill more boreholes and provide water treatment.</p> <p>Children suggest support for more water sources close to home and school and suggest training to help communities do a better job of managing the scarce resource. In Tanzania, children also suggest environmental conservation activities to thwart climate change.</p> <p>Several proposed solutions were suggested by the Somalian community. These included providing a truck to collect garbage, training town dwellers on proper sanitation and hygiene, and hiring teachers to teach children about these things. They also suggested constructing more latrines and providing sanitation materials for girls.</p>
<i>Sahel food and nutrition crisis</i> Niger	<p>WASH (solutions, in general).</p> <ul style="list-style-type: none"> ● Care for trees and plant more, pray, build wells.
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Suggestions not reported/provided by children.</i>
<i>Global food security</i>	<i>Suggestions not reported/provided by children.</i>

Bangladesh, Mongolia, Sri Lanka	
Haiyan Philippines	<i>Suggestions not reported/provided by children.</i>
<i>Learning labs in Cox's Bazar</i> Bangladesh	Children suggest building sea wall to prevent flood, arsenic-free water/water source test for arsenic, increase deep tube wells, use water purify tablet/boiled water, advocate with local authorities.
<i>Eastern DR Congo</i> Democratic Republic of Congo	<i>Suggestions not reported/provided by children.</i>

Appendix O. WV's contribution to infrastructure

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	Thailand Road repair, school repair. Sri Lanka Built a playground.
<i>Haiti earthquake</i> Haiti	<i>Unclear what services were provided concerning infrastructure.</i>
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	Thailand Electricity, built roads, wells for water. Sri Lanka Recovery of infrastructure. Indonesia Construction of public buildings. India Infrastructure, electricity.
<i>Kenya rapid assessment</i> Kenya	WV helped increase the supply of water to schools through boreholes and water tanks.
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	WV strengthened early warning systems and disaster risk reduction mechanisms. They also provided a means of transport and market access.
<i>Sahel food and nutrition crisis</i> Niger	<i>Unclear what services were provided concerning infrastructure.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning infrastructure.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Unclear what services were provided concerning infrastructure.</i>

<i>Haiyan</i> Philippines	Repair damaged house, clear roads and drainage (see FGD quote).
<i>Learning labs in Cox's Bazar</i> Bangladesh	Road constructions, house construction, disaster relief.
<i>Eastern DR Congo</i> Democratic Republic of Congo	<i>Unclear what services were provided concerning infrastructure.</i>

Appendix P. Infrastructure solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	Thailand Children prioritised basic infrastructure such as roads and electrical lines.
<i>Haiti earthquake</i> Haiti	Children suggested improvement in construction of homes (away from bodies of water, without stairs), increased knowledge of construction, building of big schools, building of roads and bridges, building of wells, drainage, canals/irrigation.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	Thailand Children want more developed community facilities. Sri Lanka Children would improve their schools by making them closer to home, having new buildings that are more attractive and have playgrounds. Indonesia <i>Suggestions not reported/provided by children.</i> India <i>Suggestions not reported/provided by children.</i> 10-year follow-up <i>Suggestions not reported/provided by children.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<i>Suggestions not reported/provided by children.</i>
<i>Sahel food and nutrition crisis</i> Niger	<i>Suggestions not reported/provided by children.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Suggestions not reported/provided by children.</i>
<i>Global food security</i>	Bangladesh

Bangladesh, Mongolia, Sri Lanka	Evaluators suggest WV provide improvements in infrastructure for better roads are needed. Mongolia <i>Suggestions not reported/provided by children.</i> Sri Lanka <i>Suggestions not reported/provided by children.</i>
<i>Haiyan</i> Philippines	<i>Suggestions not reported/provided by children.</i>
<i>Learning labs in Cox's Bazar</i> Bangladesh	Solutions proposed by youth included building factories.
<i>Eastern DR Congo</i> Democratic Republic of Congo	Families should work on getting electricity to improve visibility at night. Researchers did not note other solutions because it was unclear if the solutions reported came from youth.

Appendix Q. WV's contribution to faith

Document and countries	WV's contribution
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Unclear what services were provided concerning faith.</i>
<i>Haiti earthquake</i> Haiti	<i>Unclear what services were provided concerning faith.</i>
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Unclear what services were provided concerning faith.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Unclear what services were provided concerning faith.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<i>Unclear what services were provided concerning faith.</i>
<i>Sahel food and nutrition crisis</i> Niger	<i>Unclear what services were provided concerning faith.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Unclear what services were provided concerning faith.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Unclear what services were provided concerning faith.</i>
<i>Haiyan</i> Philippines	<i>Unclear what services were provided concerning faith.</i>
<i>Learning labs in Cox's Bazar</i> Bangladesh	<i>Unclear what services were provided concerning faith.</i>

<p>Eastern DR Congo Democratic Republic of Congo</p>	<p><i>Unclear what services were provided concerning faith.</i></p>
--	---

Appendix R. Faith solutions from children

Document and countries	Solutions to address issues
<i>Child well-being review Asia</i> Indonesia, Thailand, Sri Lanka, India	<i>Suggestions not reported/provided by children.</i>
<i>Haiti earthquake</i> Haiti	Children suggested that solutions should focus on prayer for no earthquakes and for rain to end the drought.
<i>Asian tsunami</i> Thailand, Sri Lanka, Indonesia, India	<i>Suggestions not reported/provided by children.</i>
<i>Kenya rapid assessment</i> Kenya	<i>Suggestions not reported/provided by children.</i>
<i>HARD</i> Somalia, Tanzania, Ethiopia, Kenya	<i>Suggestions not reported/provided by children.</i>
<i>Sahel food and nutrition crisis</i> Niger	<i>Suggestions not reported/provided by children.</i>
<i>Consortium for Southern Africa Food Security Emergency (C-Safe)</i> Zimbabwe	<i>Suggestions not reported/provided by children.</i>
<i>Global food security</i> Bangladesh, Mongolia, Sri Lanka	<i>Suggestions not reported/provided by children.</i>
<i>Haiyan</i> Philippines	Youth mentioned that they turn to God for many different solutions concerning school, income, rebuilding their homes and family conflict.
<i>Learning labs in Cox's Bazar</i> Bangladesh	<i>Suggestions not reported/provided by children.</i>

<p>Eastern DR Congo Democratic Republic of Congo</p>	<p><i>Suggestions not reported/provided by children.</i></p>
--	--

Appendix S. Presence of factors that disrupted children's well-being, by event

Event	Factors									TOTAL number of factors (N = 9)
	WASH	Food	Eco dev & livelihood	Infrastru cture	Phys health	Child protect & safety	Edu & play	Mental health	Faith	
Pan-Asia 2009-2011		X	X	X	X	X	X	X	X	8
Global food crisis 2009		X	X			X	X			4
Haiti earthquake 2010	X	X	X	X	X	X	X	X	X	9
Asian tsunami 2004		X	X	X		X	X	X	X	7
Kenya drought 2010	X	X	X		X		X	X	X	7
East Africa drought 2011	X	X	X	X	X	X	X	X		8
West Africa drought 2010	X	X	X		X		X	X		6
Southern Africa drought 2002		X	X		X		X			4
Philippines typhoon 2013	X	X	X		X	X	X	X	X	8
Bangladesh 2014	X	X	X	X	X	X	X	X		8

eDRC CHE 2008	X	X	X	X	X	X	X	X	X	9
TOTAL Number of Themes (N = 11)	7	11	11	6	10	7	11	9	6	

Note: The table above is colour-coded so that rows shaded in yellow show geophysical events (e.g. earthquakes, tsunamis). Climatological events (e.g. drought) are shaded in orange. Hydrological events (e.g. floods) are shaded in green. Meteorological events (e.g. typhoons) are shaded in blue. Complex Humanitarian Emergency events (e.g. conflict) are shaded in grey. Other events (e.g. multiple events combined) are shaded in white.

Appendix T. List of reviewed documents

Response/Initiative	Document title	Type of data collected from children	Number of boys consulted	Number of girls consulted
Pan-Asia 2009-2011 (N = 215 children)	APR-CWB Report - Dec Final2011 Thailand rapid assessment report	14 FGD with approx 215 boys and girls	110	105
Global food crisis (N = 174 children)	GFSI Bangladesh rapid assessment report Bangladesh fact sheet final	4 FGD with 56 boys and girls	30	26
	GFSI Mongolia rapid assessment report Mongolia fact sheet final	4 FGD with 64 boys and girls	34	30
	GFSI Sri Lanka rapid assessment report Lanka fact sheet final	4 FGD with 54 boys and girls	26	28
Haiti earthquake 2010 (N = 474 children)	Haiti baseline report final	20 FGD with 298 boys and girls	136	162
	HERO final evaluation report HERO final evaluation fact sheet	12 FGD with 176 children total	83	93
Asia tsunami 2004 (N = 3177 children)	Final report baseline data collection for tsunami response programme	12 FGD with 120 children total (60 boys and 60 girls)	60	60
	India TRT qualitative evaluation report	24 FGD with 143 girls and 154 boys	154	143
	ITR baseline qualitative report	20 FGD with 122 girls and 120 boys	120	122
	Indonesia TRT evaluation qualitative report	18 FGD with 170 children	85	85

	WV LRT BLS - qualitative report	28 FGD with 318 boys and girls	152	166
	Lanka TRT qualitative evaluation report	32 FGD with 203 boys and 198 girls	203	198
	Lanka TRT bicycle qualitative report	4 FGD with 45 boys and girls	25	20
	Lanka final bicycle report	Quantitative survey of 801 students	438	363
	Qualitative report doc	20 FGD with 284 boys and girls	142	142
	TTRT qual report final	20 FGD with 248 boys and girls	135	113
	Asia tsunami review final	233 FGD participants 18 interviews	135	116
Kenya drought 2010 (N = 108 children)	Kenya rapid assessment final report	8 FGD with 108 boys and girls	54	54
East Africa drought 2011 (N = 751 children)	HARD HARD evaluation fact sheet final	52 FGD with 751 children	368	383
West Africa drought 2010 (N = 102 children)	SFNC Niger evaluation report - final	6 FGD with 102 children total	47	55
Southern Africa drought 2002 (N = 5000 children)	Top 10 C-SAFE initiatives in monitoring and evaluation	Interviews and FGD with a total of 5,000 children. This was done through a monthly	NA	NA

		monitoring process.		
Philippines typhoon 2013 (N = 963 children)	WV Haiyan BL report 4 June	16 FGD with 253 children	126	127
		EM-DAP	290	306
	MIRA child report	124 children FGD (body map)	62	52
Bangladesh 2014 (N = 119 children)	Assessment Report, Cox's Bazar	FGD	59	60
eDRC CHE 2008 (N = 307 children, including those with unspecified gender)	WV Eastern DR Congo Comprehensive Assessment Report	18 FGD with youth 7-11, 10 FGD with youth 12-16	86	82

World Vision International Offices

Executive Office

Waterview House,
1 Roundwood Avenue
Stockley Park
Uxbridge, Middlesex
UB11 1FG, UK

United Nations Liaison Office

919 2nd Avenue, 2nd Floor
New York, NY 10017
USA

International Liaison Office

Chemin de Balexert 7-9
Case Postale 545
CH-1219 Châtelaine
Switzerland

World Vision Brussels & EU Representation

18, Square de Meeûs
1st floor, Box 2
B-1050, Brussels
Belgium

Web: wvi.org/disaster-management

Twitter: [@wv_humanitarian](https://twitter.com/wv_humanitarian)

Email: beinfo@wvi.org

© World Vision International 2016