



Report on
ACTION E.1

Evaluation of existing material of special needs of young people
in case of emergencies and disasters

RAISING YOUNG PEOPLE' S AWARENESS ON PREPAREDNESS AND SELF
PROTECTION – YAPS

**EUROPEAN COMMISSION - DIRECTORATE-GENERAL HUMANITARIAN AID
AND CIVIL PROTECTION - ECHO/SUB/2015/721166/PREP12**



This project is funded
by the European Union

Content

1	Problem Description.....	3
1.1	Research Questions.....	3
1.2	Defining the object of research.....	3
2	Literature Review.....	6
2.1	Methodology.....	6
2.1.1	Data collection.....	6
2.1.2	Sources.....	6
2.1.3	Search terms.....	6
2.1.4	Inclusion Criteria.....	6
3	Findings.....	7
3.1	Key elements for strengthening young people against emergencies and disasters 7	
3.2	Challenges and Risks.....	9
3.3	Benefits.....	9
3.4	Needs.....	10
3.5	Good practices.....	13
3.5.1	El Salvador/ Children and Youth at the Centre of Disaster Risk Reduction .	13
3.5.2	Philippines.....	14
3.6	Current Programs.....	14
3.7	Proposed methodologies and strategies.....	19
3.7.1	Informal and formal education.....	19
3.7.2	The programme's theory of change.....	23
3.7.3	Developing the capacities of children and young people.....	23
4	Bibliography.....	25

1 Problem Description

In most of the European countries the knowledge regarding measures taken in self-help and protection is very poor. Strengthening the self-help competencies of the population is therefore the primary objective we need to achieve. Critical information about recognizing and dealing with possible hazards and risks must be offered to citizens by effective education and communication in a bid to avoid injury and life-threatening situations. Therefore, an effective and proactive education program has to be provided across all levels of the population. Young people will require a special approach, as they have to be engaged in a different manner to adults. Information must not terrify them; in fact, the fear of accidents and disasters has to be removed. To keep clear mind in an emergency is hard enough for adults; and therefore even more so for young people.

To make the young people's environment safer is a first step, however it is more important and useful to raise their awareness towards possible dangers in everyday life. In doing so, they will learn very fast how to protect themselves against potential threats. Most accidents can be avoided by prevention through effective education. There are many measures, which can be taken to improve one's situation in an emergency, as well as to protect others. Preparation with the confidence and ability to help are essential. In the first minutes after an accident or disaster, before professional help arrives, the knowledge of facts and specific interventions should ensure that no further harm occurs.

1.1 Research Questions

Considering the previous limitations the following research questions can be defined:

1. What are the special needs of young people in emergencies and disasters?
2. What are the existing methodologies and good practices used for the strengthening of young people against emergencies and disasters?
3. What are the psychological and pedagogical needs of young people in emergencies and disasters?

1.2 Defining the object of research

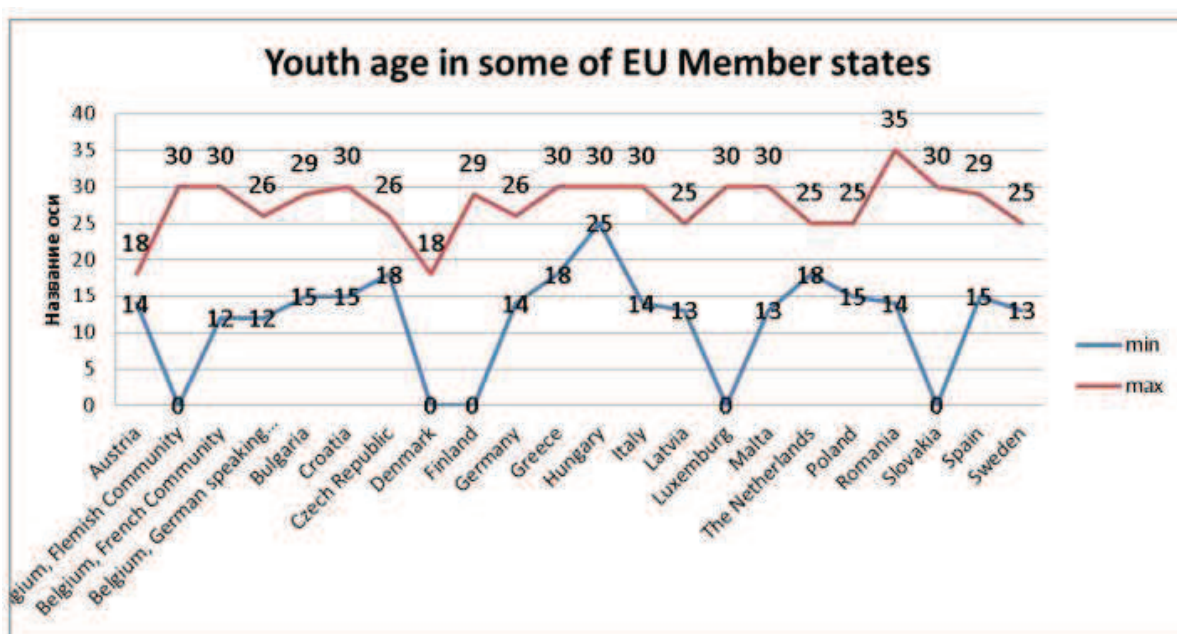
Young people is a term which was open to misinterpretation since several categories or meanings can be found during the literature review ; for that reason is important to define the object of research to setup the scope of the findings in the present report.

Adolescents, youth, children, are just a few examples that show how young people can be found in the literature. United Nations Secretariat uses the terms youth and young people interchangeable to mean age 15-24 with the understanding that member states and other entities use different definitions. [1]

A child is anyone younger than 18 (CRC Committee on the Rights of the Child).

However, UNICEF defines young adolescents those aged 10-14 [2] while WHO delineate young people between 10-19 years [3], similarly the convention on the Rights of the child states that child are every human being below 18 [4]

In the same way, under the scope of the EU, exists differences; Eurostat¹ categorized children those individuals from 0 to 14 and young people from 15-29 [5], but there is not a standardized value among European Union member States.



Source: Eastern Partnership Regional Youth Unit

EPYRU² National Seminar, Odessa, 2015

According to UNICEF [7], children aged 9-12 years have done:

- Providing first aid
- Playing and supporting children who lost family members
- Talking with and supporting friends who were sad
- Collecting food and rations for old people
- Helping prepare food
- Helping to clean IDP camps
- Making representation to adults

¹ Eurostat is the statistical office of the European Union. Its task is to provide the European Union with statistics at European level that enable comparisons between countries and regions.

² EPYRU : EU-financed project "The Eastern Partnership Youth Regional Unit"

Important note: In the document the reader could find the word children but is because of the source and reference used according to the different age-range classifications described above (see paragraphs 2 and 3 , section 1.2).

As agreed among the project consortium members, the target group (Young people) are those individuals aged 7-12 and the results of the present report are focused to this age range.

2 Literature Review

2.1 Methodology

2.1.1 Data collection

For the present report a qualitative analysis was done, reviewing literature and considering relevant case studies to identify the nature and extend of the issue under investigation.

2.1.2 Sources

Sources included in the literature review were: articles in (peer-reviewed) journals, reports, papers and existing systems descriptions using the experiences of different kind of institutions such as governmental agencies, NGO's and other non-profit institutions

2.1.3 Search terms

The results from data search were obtained using a set of key terms, indicated as follows:

Key terms: young people in emergencies, needs of young people in disasters, youthful in disaster, young people and emergencies, disaster and young people needs, rising awareness of young people in disasters, building family resilience Germany, Romania young people disaster, young people, children participation, special needs of young people in disasters.

2.1.4 Inclusion Criteria

The selection of references obtained through above key words for further review was based on the following inclusion criteria derived from the research questions:

- Key elements for strengthening young people in emergencies and disasters
- Challenges
- Benefits and risks
- Needs
- Good practices proposed methodologies
- Open access for review

3 Findings

3.1 Key elements for strengthening young people against emergencies and disasters

- Level of participation

Hart [8] states how could be the level of participation of children and young people in constructive process, this levels (also known as degrees of participation) was named by Hart as “The ladder of child and youth participation”

Manipulation	Children and young people do or say what adults suggest they do, but have no real understanding of the issues, or are asked what they think. Adults use some of their ideas but do not tell them what influence they have had on the final decision.
Decoration	Children and young people take part in an event, e.g. by singing, dancing or wearing t-shirts with logos on, but they do not really understand the issue
Tokenism	Children and young people are asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express
Assigned but informed	Adults decided on the project and children and young people volunteer for it. Adults respect their views.
Consulted but informed	The project is designed and run by adults but children and young people are consulted. They have a full understanding of the process and their opinions are taken seriously.
Adult-initiated shared decisions with children	Adults have the initial idea but children and young people are involved in every step of the planning and implementation. Not only are their views considered, but they are also involved in taking the decisions.
Children and young people are directed	Children and young people have the initial idea and decide how the project is carried out. Adults are available but do not take charge.
(Top) Children and young people initiated, shared decision with adults	Children and young people have the ideas, set up the project, and invite adults to join with them in making decisions.

- Multi approach

Plan International [9] address 4 main areas to work with, in the development of children-based disaster risk reduction. It applies strategies such as awareness raising, capacity building, group formation, institutional development, research and influencing and advocacy across a range of arenas.



Source: Child- Centred disaster risk reduction, Plan International [9]

- Consistency and standard messaging

Standard messaging is considered to be an urgent goal in disaster reduction education, and is particularly important when it comes to scaling up efforts to create a culture of safety. These messages must be standard and consistent in order to have credibility, legitimacy and strong impact. They must also be backed by a consensus of key stakeholders, and based on the best scientific and local knowledge available. [10]

- Legitimacy and credibility

Legitimacy, in general, is the quality of conforming to one's principles. Credibility is the quality of being trusted or believed in. [10]

- Scalability

Scalability refers to the extent to which it is possible to “do more” by rolling out activities to a larger number of people. Whatever strategies, approaches and tools are selected, one of the underlying challenges is whether these can be applied at a sufficiently large scale that the disasters and suffering being faced can be reduced. [10]

- Sustainability

Sustainability refers to continuing public awareness and public education intervention efforts over a long enough period of time to achieve a shift to culture of safety. [10]

3.2 Challenges and Risks

One of the challenges could be the existing gap between stated positions and the practice of humanitarian agencies on applying adult participation in itself; with most agency representatives dismissing child participation as impractical and marginal compared to other DRR stakeholders. [11]

Similarly, Sebayos [12] states that the realization of the potential of young people is a process that can be perceived as guided and supported, however when parents are excluded from the processes of awareness raising, action and empowerment, they may be less likely to support the motivation or activities of their household members or the facilitating agency

3.3 Benefits

Young people must be seen as part of the solution to the problems posed by disasters so that risk awareness grows into and throughout a community. This can ensure the long-term success of community interventions. For example, the Iranian government's investment in educating children about earthquakes has dramatically cut mortality (of all ages) in earthquakes over the past ten years [13]

Plan International [9] numerates the advantages arguing that children can positively contribute To DRR through the following roles:

- As analysers of risk and risk reduction activities;
- As designers and implementers of DRR interventions at community level;
- As communicators of risks and risk management options (especially communications with parents, adults or those outside the community);
- As mobilisers of resources and action for community based resilience;
- As constructors of social networks and capital;
- As monitors of progress in implementing disaster reduction activities in line with the Hyogo Framework for Action.

In the other hand, UNICEF [7] emphasize the importance of children participation while:

- Disseminated news of events in emergencies;
- Traced people;
- Interviewed people;
- Made and disseminated newsletters;
- Created radio stations and transmitted news and warnings;
- Spread health and hygiene information;
- Been informed and prepared for emergencies through classes and manuals;
- Researched and analysed information about local hazards.

3.4 Needs

Protection

- Young people in shelters are potential victims (violence, drugs, sexual abuse). As well are subject to intra-family violence, especially in unfamiliar, stressful situations. The separation from family is the least desirable outcome. [14]
- Young people and persons with disabilities are frequently coerced into sexually abusive situations [15]
- Young people safety in a disaster and their individual recovery is dependent on the preparedness, response and recovery capabilities and resources of a network of institutions, including schools, child care providers and other congregate care settings. [16]

Health

- Health, Climate change, and the severe natural disasters associated with it, is already affecting the spread and intensity of disease, especially those diseases that affect children [13].
- Health status of children and young people is most precarious in emergencies. For instance, acute respiratory infections and diarrhoeal disease are the chief threats. Similarly psychosocial needs increase for children and parents; response should emphasize family and community rather than individual [14]
- Young people require different dosages of medications and different forms of medical and mental health interventions than those used by adults. [16]

Water and sanitation

- Children and young people are particularly threatened by the oral-faecal cycle of water-borne diseases since very often the location of water points and latrines are often inconvenient for children. [14]
- People affected by disasters are generally much more susceptible to illness and death from disease, which to a large extent are related to inadequate sanitation, inadequate water supplies and inability to maintain good hygiene [15]

Food and nutrition

- Normally balanced diets are interrupted during disasters and the lack of proper alimentation can provide insufficient caloric intake that would be the cause of malnutrition and disease. [14]
- Access to food and the maintenance of an adequate nutritional status are critical determinants of people's survival in a disaster [15]

Shelter

- Exposure to elements causes health problems. [14]
- Lack of privacy for young women and families poses dangers. [14]
- Provide child-friendly spaces for children to play, learn, socialise and develop

Education

- Education, the school infrastructure may have been destroyed completely and textbooks buried deep under rubble. Even if the school structure has survived, teachers may have fled, or their salaries may have been cut off because of failing financial services. [13]
- Education, a basic right, is interrupted by disasters since the schools are often used as shelters, undermining education. For that reason, the lack of functioning schools contributes to the destabilized condition of a community. [14]
- Children's developmental and cognitive levels may impede their ability to escape danger, evacuate and self-identify. [16]

Recreation

- Provide child-friendly spaces for children and young people to play, learn, socialise and develop [15]

Information [7]

- What local hazards exist and what can happen;
- Where to go in an emergency;
- Who to link up with in emergency.
- Basic health care, water and sanitation care;
- How to protect themselves;
- Basic first aid;
- Who to talk to about problems or concerns.
- What organizations do?
- What will happen to school?
- What their family will do;
- What the relief agencies are doing.
- Where children can go to help;
- How children can be involved in relief and recovery efforts;
- What relief agencies will work with them on?
- Where and when assessments will take place;
- Who to meet and talk to about helping.

Psychological support

- Children may experience increased psychological effects as they may have difficulty comprehending disasters within the context of normal every day events. This may leave children unable to cope long after disasters and result in later consequences including depression, lack of focus and poor school performance [16]
- Children's developmental and cognitive levels may impede their ability to escape danger, evacuate and self-identify. [16]

Another needs addressed by Save the Children [17] are:

Communication and identification Young children may not be able to verbally identify themselves or family members. Older children may not know who their emergency contacts are or how to reach them. The approximately 68 million children in U.S. schools or child care are separated from their family many hours a day, so all caregivers need to be equipped with the correct ID information for each child. This is critical to ensuring quick family reunification following a disaster.

Safety and protection Items that adults use every day can harm children. Medications, cleaning supplies, knives, plastic bags, coins, batteries and other small objects are unsafe for unattended children to be around. In the chaos of an emergency, it's important to have enough adults to care for children and also provide them with the supplies that they need. This rule also applies in disaster shelters, where planners and shelter managers should consider how the shelter setup can best protect children.

Physical needs Children's bodies are smaller and less developed, putting them at greater risk of illness or harm during an emergency. For example, because children have thinner skin, take more breaths per minute, and are closer to the ground than adults, they are more susceptible to harmful chemicals or carbon monoxide poisoning from fire smoke or chemical leaks. Children also require age and size appropriate doses of medication, which should be included in disaster supplies kits.

Emotional needs Children, no matter what age, are deeply affected by experiences of death, destruction, terror and the absence of powerlessness of their parents or guardians during a disaster. Their caregivers' reactions and responses can often add an additional layer of stress. Children process these events with limited understanding, and require specialized support to develop the knowledge and healthy coping skills needed to heal and recover.

Developmental needs a disaster may disrupt the school year or participation in child care. Children may also fall behind when they struggle with long-term physiological or psychological issues following a disaster. These setbacks, without the appropriate intervention can cause children to lag behind their peers educationally and developmentally, potentially changing the course of their lives and ability to thrive.

3.5 Good practices

3.5.1 El Salvador/ Children and Youth at the Centre of Disaster Risk Reduction

In 2006, Plan International³ had developed a 4 years project to increase the awareness of children against emergencies and disasters providing them the opportunity to be directly involved in the DRR activities.

The project comprises 12 municipalities from 3 regions involving 56 youth groups (1120 girls and boys) the children and youth have worked with their communities in developing risk maps, designing community emergency plans, setting up early warning systems, and implementing response, mitigation and risk reduction plans, among other activities. [11]

During the duration of the programme, the following lessons learned from this practice include:

- Not only do children and youth have unique needs in disasters, they also offer a potential role as a resource or receiver of information.
- Young people can act as informants within unofficial communication networks which evolve within a community setting as the need arises, and thus have an important role in information dissemination.
- In all community and household settings, there is a need to promote greater awareness of the value of listening to children. In many societies, neither parents nor teachers believe that children have a useful role or have relevant things to say.
- Children are able to convey messages with a meaning shared by their families and friends, and they are generally trusted by message recipients. As the child is embedded within the family structure, this relationship means risk information and mitigation actions may be continually reaffirmed, whereas external messages rely on small windows of opportunity to convey information and influence action.
- Risk maps carried out with youth groups' show that children understand and can respond constructively to and communicate effectively about the risks they recognize.
- Children recognize the wider nature of risk reduction (e.g. how seemingly unrelated external factors such as abuse and lack of love can greatly influence their vulnerability). This points to the need for a holistic approach to DRR - addressing vulnerabilities related to health, environment, education, religion, household economic security and other sectors, which impact together on a community and individual's wellbeing.
- Children offer immense creativity and the will to reduce risk. When given the resources and the opportunity to take action, children can become catalysts of simple yet significant strategies to make their communities safer.
- Children are able to participate beyond a disaster preparedness role, into taking action in risk reduction and even disaster prevention work. This includes taking charge of their risk environment, acting to control it, and through their actions obliging not only their parents and peers to take notice but also promoting changes in local government policies

³ Plan International is a child rights organization working with communities in many countries to alleviate child poverty so that children can realize their full potential.

- Direct involvement in disaster management work gives children a better sense of community and civic consciousness while they are still young. [11]

3.5.2 Philippines

In the Philippines, young people learned how to reduce their vulnerability to disasters through education and training in early warning systems. They gained knowledge on the use of rain gauges, disaster simulation and drills as well as learning first aid, swimming and water safety. Children shared their new knowledge through theatre and music performances, thus delivering information to their communities about potential hazards and practical solutions to minimise risks. These efforts saved lives. In 2006, after three days of continuous rain in Liloan and San Francisco villages, children and adults used the knowledge they had gained to evacuate before landslides covered their homes. [9]

3.6 Current Programs

Following there are some examples of the current programmes worldwide, which includes disaster risk awareness targeted to children and young people:

Alabama: Be Ready Camp (Ages 11-12)

<http://www.bereadycamp.org>

Be Ready Camp was created to teach Alabama's 6th graders about disaster preparedness and response. Topics range from fire safety to light search and rescue. The camp culminates with a mock disaster, where the campers work side by side with first responders to respond to a simulated plane crash. Using the skills learned during the week, such as medical triage and light search and rescue, the 6th graders are able to triage and prioritize disaster victims and move them out of harm's way. In addition, the campers are able to plan out their response by working together as a team by efficiently delegating tasks to the suitable person and maintaining strong communication with each other.

American Red Cross: Masters of Disaster (Ages 5-14)

<http://www.redcross.org/disaster/masters/>

The American Red Cross *Masters of Disaster*® curriculum is centred on a series of ready-to-go lesson plans that help organizations educate youth about important disaster safety and preparedness information. *Masters of Disaster* contains lessons, activities, and demonstrations on disaster-related topics that organizations can incorporate into daily or thematic programming. The curriculum is non-sequential, allowing organizers to choose the lesson plans that best fit into their programming.

Delaware School Disaster Preparedness Program (Ages 11-18)

<http://www.delawarecitizencorps.org/schools>

The Delaware Disaster Preparedness Program was developed by Delaware Citizen Corps, American Red Cross of the Delmarva Peninsula, Public Health Preparedness, Retired Senior Volunteer Program, and Delaware Emergency Management. The goal of the program is to present students with a common message about the importance of preparing for all hazards. The program is delivered in schools by the Delaware State Police's School Resource Officers and Youth Aid Officers. The initiative was first implemented in 2009 at the beginning of the school year, during National Preparedness Month. Currently, the program is composed of a series of five videos, classroom discussion guide, and covers a variety of topics, including —Developing a Family Plan, —Making a Disaster Kit, —Shelter-in-Place, and —Evacuation Resources.

Discovery Education: Ready Classroom (Ages 5-14)

<http://readyclassroom.discoveryeducation.com/#/map>

In 2009, Discovery Education launched *Ready Classroom*, an online educational curriculum program. The program provides K-8 teachers with resources to integrate natural disaster preparedness information into their curriculum. The online resource, www.discoveryeducation.com/readyclassroom, offers teachers activities, lesson plans and multimedia tools that teach students how natural disasters develop and inspires them to build their own emergency preparedness plans with their families.

Extension Disaster Education Network (Ages 6-11)

<http://news.uns.purdue.edu/html3month/2004/041104.Cain.disasterdave.html>

The Extension Disaster Education Network (EDEN) links Extension educators from across the U.S. and various disciplines, enabling them to use and share resources to reduce the impact of disasters. From food safety to field safety, from physical to psychological, and from government to community development, EDEN has resources you can use.

One resource developed by EDEN member Purdue University Extension is "Disaster Dave's Misadventures," an educational computer activity. The focus of the program is to teach disaster-readiness skills in a fun and entertaining fashion. This is done through Disaster Dave, whom students help navigate through a variety of natural and other disasters. From blizzards to tornadoes, from hazardous materials spills to national security emergencies, Disaster Dave's fictional community is either destroyed or spared, depending upon the skills and knowledge of the player.

FEMA for Kids (Ages 5-12)

<http://www.fema.gov/kids/>

The FEMA for Kids website features disaster-related games, quizzes, stories, photos, and cartoons, and provides children with the opportunity to earn a Disaster Action Kid certification. The site also offers information for children, parents, and teachers on preparing for disasters and coping with the aftermath, including guidance on how to create a supply kit and disaster plan. The site offers access to an email server which regularly provides disaster news and information. Kids are also able to get information on ongoing disasters all

over the country via an interactive map. Specific information is provided on preparing for and reacting to hurricanes, tornadoes, earthquakes, volcanoes, floods, tsunamis, thunderstorms, wildfires, winter storms, and terrorism.

FEMA: Ready Kids Ages 8–12

<http://www.ready.gov/kids/home.html>

Ready Kids is a component of the Department of Homeland Security Ready.gov initiative and provides guidance on creating an emergency preparedness kit and plan, as well as specific information on tornadoes, earthquakes, fire emergencies, flooding, tsunamis, and hurricanes, and general information on terrorism. Kids are able to earn a certification from Readiness U, and are offered disaster-related games, quizzes, and comic strips. The site also features information for parents and teachers targeted towards emergency planning and coping with disaster and its aftermath.

FEMA: Student Tools for Emergency Planning (Ages 9-11)

<http://www.riema.ri.gov/step/>

Student Tools for Emergency Planning (STEP) is designed to teach 5th graders what to do in emergency situations, and how to create emergency kits and develop family communication plans. STEP requires only 1 hour of instructional time during the school year, but offers up to 15 hours of optional materials that align with national and state standards. Instructional materials for teachers include student handouts, instructional booklets, and —The Adventures of the Disaster Dudesll video. This video shows students playing a game based on disaster preparedness and is accompanied by discussion points for teachers to cover after showing the video. The website includes links for teachers (e.g., to sample letters to families and discussion topics), and students (e.g., a list of emergency kit contents and family communication plan cards). There are links to supplemental materials, as well, including emergency role play scenarios and a student reading list.

Girl Scouts: Be Prepared!!! Emergency Preparedness Patch (Ages 5-18)

<http://www.gscnc.org/dhs.html>

Developed in conjunction with FEMA’s Citizen Corps, the Girl Scout Council of the Nation’s Capital created the —Be Prepared!!! Emergency Preparedness Patch program to equip Girl Scouts with skills to protect their families, friends and communities when disaster strikes. The patch program prepares Girl Scouts of all ages to identify local risks and potential emergencies, connect with local community service agencies, understand hazards and appropriate protective actions, learn local alerts and warning systems, prepare themselves and their family, deal with emotional responses to an emergency, discover how to get trained and become involved in community emergency planning, and explore additional resources.

Michigan: American Red Cross Storm - Safe On My Own Ages 9-11

<http://www.redcrossgr.org/get-trained/youth-classes/safe-on-my-own>

This course is designed for preteens who are too old for a —babysitterll, but still need to build safety skills before staying home alone. —Safe on My Ownll teaches youth how to stay safe without constant adult supervision. Included are tips on how to hide the house key, call for help during an emergency, home safety skills, and internet safety skills, how to interact with strangers, how to answer the door safely, and how to handle non-emergency phone calls. In addition the course, teaches basic first aid skills, how to respond to a fire or burglar, and what to do until help arrives.

National Fire Protection Association: Risk Watch—Natural Disasters (Ages 4-14)

<http://www.nfpa.org/catalog/product.asp?pid=RWNDSET>

Risk Watch: Natural Disasters teaches children in Preschool through Grade 8 and their families how to recognize, plan for, and respond to a variety of disasters so they can reduce the fear, anxiety, and losses that accompany those events. Students acquire practical life-saving skills relating to general preparedness, earthquakes, floods, hurricanes, tornadoes, wildfires, and severe winter storms. The curriculum is divided into five modules (pre-school, grades 1-2, grades 3-4, grades 5-6, and grades 7-8), and each module each module includes lesson cards, a lesson plan, classroom activities, evaluation instruments and other teacher module materials

New Zealand Ministry of Civil Defence: What's the Plan, Stan? Ages 7–12

<http://www.whatstheplanstan.govt.nz/>

What's the Plan Stan? is New Zealand's disaster preparedness resource for schools and was developed in 2006 by the Ministry of Civil Defence & Emergency Management with invaluable input from teachers around the country. It is sent out free to all primary and intermediate schools, and focuses on schoolchildren aged 7-12. It has been written specifically for primary and intermediate school students to involve them in an educational program that focuses on disasters to help them to prepare, and gives them the skills to act in a safe manner. The Ministry of Civil Defence provides a handbook for teachers, including unit plans, templates and activities, a CD-ROM for teachers and students, including stories, interactive games, research material, tips for teachers and resources that can be incorporated into teaching unit plans, an interactive website, and teacher professional development workshops.

Save the Children: Resilient and Ready Program (Ages 5-12)

<http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/resilient-ready-communities-2010.pdf>

Save the Children's Resilient and Ready Communities initiative aims to help communities in at-risk regions meet new national standards and integrate best practices for supporting children's safety and well-being through preparedness planning and programs. Building on current resources in the communities, Save the Children uses its expertise to: develop and/or supplement emergency preparedness plans that address communities' needs as well as local, state and federal standards; deliver training to emergency managers, shelter

managers and the childcare community; and implement disaster risk reduction programs directly with children to create Resilient and Ready Communities.

The Resilient & Ready Program is an hour long workshop designed to educate children and build resiliency when faced with various forms of disasters, including earthquakes, hurricanes, floods and wildfires. The workshop combines cooperative games with disaster education to provide a fun, educational way for children to learn about preparedness.

American Red Cross and FEMA: Ready...Set...Prepare Activity Book

http://books.google.com/books?id=oGs7i5pSK5QC&printsec=frontcover&source=gs_ge_summary_r&hl=en&output=reader#v=onepage&q&f=false and **<http://bereadyutah.gov/family/documents/ReadySetPrepare02.pdf>**

This guide contains two activity books that can be used at school, home, or anywhere developed to encourage children and their families to work together to prepare for disasters through activities and games. The first book is geared towards children ages 4-7 and an adult supervisor, while the second book is geared towards children 8-11. The books have age-appropriate characters that tell children about emergency-related vocabulary they need to know; how to prepare for a disaster, how to make a disaster supply kit, and how to prevent fires. There is also information on floods, thunderstorms, tornadoes, hurricanes, winter storms, and earthquakes. More information can also be obtained from your local Red Cross chapter.

United Nations International Strategy for Disaster Reduction: Stop Disasters!

<http://www.stopdisastersgame.org/en/home.html>

This on-line game aims at teaching children how to build safer villages and cities against disasters. Children will learn playing how the location and the construction materials of houses can make a difference when disasters strike and how early warning systems, evacuation plans and education can save lives. Children are the future architects, mayors, doctors, and parents of the world of tomorrow, if they know what to do to reduce the impact of disasters, they will create a safer world.

3.7 Proposed methodologies and strategies

Turnbull [18], suggest some strategies to work with young people and children to promote their awareness for disasters and emergency

Box 2.1: Examples of disaster risk reduction and climate change adaptation programming with a child-centered approach

- Training and resources for institutions responsible for disaster risk reduction and climate change adaptation to involve children and young people in program design and implementation, impact monitoring, and policy-making.
- School-feeding programs during and after cyclical hazards, to prevent malnutrition and provide incentives for families to keep children in school.
- Social protection/cash transfer measures for families to reduce existing vulnerabilities.
- Engagement of youth clubs and children's groups in participatory risk assessments.
- Facilitation of children's involvement in the design and development of national policies for disaster management, child welfare and climate change adaptation.
- Structural strengthening of schools in relation to known hazards and the projected local effects of climate change.
- Contingency plans for education and service provision in relation to known hazards and the projected local effects of climate change.
- Child-focused theatre, comic books and other visual media to explain the causes and effects of disaster and climate change risk.
- Murals depicting risk reduction and adaptation practices, such as evacuation procedures, water conservation and treatment, hygiene, protection of livestock, etc.
- Age-appropriate participation of children and young people in local projects to build resilience, such as maintaining coastal mangroves, cleaning water pans in drought-prone areas, planting saplings on exposed hillsides, etc.
- The use of participatory video as a way to engage children in disaster risk reduction and climate change adaptation activities.

Source: A Guide to Disaster Risk Reduction and Climate Change Adaptation, Marilise Turnbull [18],

3.7.1 Informal and formal education

In the International conference on school safety in Islamabad, RED⁴ [19] had prepared a summary of formal and informal education strategies to use in disaster risk reduction, as follows:

⁴ RED is a institution with the purpose to increase the effectiveness and impact of disaster risk reduction education

Informal Education:

Dissemination of written materials, uses of posters and signage are important ways to share disaster risk reduction messages.

Creative educational materials, whether toys and games, documentary and short videos, storybooks, comic books, puzzles, and computer games also can be creative ways to transmit awareness and knowledge.

Cultural and performing arts, whether music, song, poetry, dance, puppetry, magic, street theatre, improvisation, pantomime, or artwork are appealing, engaging and creative ways to introduce disaster risk reduction messages.

After school “safety clubs”, scouting badges, and project activities can develop interest and leadership among children. These provide an opportunity to develop awareness materials and displays, plan games and engage in performances and art projects to communicate with others. Small-scale models including, for example, shake table demonstrations are also powerful hands-on tools.

Projects that bring students into contact with local community and local government

These practical efforts help to develop students’ analytic and problem-solving skills, as they research and identify hazards, tap into indigenous knowledge, oral history, public information, and scientific research and expertise to assess risks and identify solutions.

Competitions, awards and commendations generate parent, community and mass media interest and develop enthusiasm for the messages. Voluntary **drawing and writing competitions** engage many children. DRR Knowledge Tournaments can involve many schools and radio or television broadcast can be used to share knowledge and competencies more widely.

Sports Day activities are an excellent time for drills and demonstrations, as well as for competitive games that introduce cooperative response skills (e.g. water bucket brigade competition, fire extinguisher target practice, injury transport relays, and knowledge games).

Involving parents and local community through regular parent, parent-teacher association or school welfare committee meetings, wider community fairs and “open house” are all important opportunities for informal education. Exhibitions and displays of student-created risk and capacity maps, models, art work and essays personalize this interest and make it more powerful.

Disaster drills often form the cornerstone of informal education because they are school-wide rather than single-course events. Simple drills include response to any early warnings, practice for what to do during fire, earthquake, and other hazards faced. Simulation drills include development and practice of response skills such as fire suppression, first aid,

transport of injured, mass casualty non-medical triage, damage assessment, and light search and rescue.

Similar to this approach, the IFRC has developed a guide [10] about increasing the public awareness and public education for DRR, suggesting the following tools to be used in informal education:

- **Publications** – posters, guidelines, flyers, brochures, booklets, activity books, paper models, comic books, story books, colouring books, assembly kits and teacher resources
- **Curricula**, modules and presentations – teacher briefings and community training
- **E-learning** – self-study curricula
- **Performing and cultural arts** – plays, dances, poems, songs, street theatre, puppet theatre
- **Games and competitions** – card games, board games, cooperative, activities role play, drawing competitions, writing competitions, tournaments, radio quizzes
- **Audio and video materials** – short videos, radio programmes, television programmes
- **Web pages and activities** – web sites, online games, online quizzes
- **Social media and telecommunications** – SMS, early warning.

Formal Education

Curriculum integration refers to an approach that makes use of specially developed units, modules or chapters concentrating on disaster risk reduction. Ideally these are designed to fit into several specific course curricula, at specific grade levels, for a specific duration. This has clear advantages that the topic has a reserved place in the curriculum where it can be sustained and its richness and local content developed over time. Development and introduction of this curriculum can take place rapidly because it does not require the labour-intensive audit of every course at every grade level. This must be supported with teacher training to develop both competence and efficacy. However, for many countries, there seems nothing that could be squeezed out in order to squeeze in these special modules.

Extra-curricular integration is a compromise where needed content is slipped in to the school day. “What’s the Plan, Stan?” for example, developed in New Zealand, uses an appealing marketing campaign and mascot to implement required extracurricular content. Links to community-wide public awareness campaign, and limited teacher training helps to strengthen the program

Curriculum infusion is a more comprehensive approach that distributes disaster risk reduction content throughout the curriculum, using lessons, readings, activities and problems, enriching the existing curriculum rather than displacing it. The process requires a consultative, multi-stakeholder approach that begins before the curriculum adoption cycle:

1. Elaborate the full scope and sequence of knowledge, competencies and skills desired for disaster risk reduction.

2. Conduct a complete audit of the existing curriculum seeking the places where the disaster risk reduction content can be integrated into lesson plans.
3. Develop and adapt educational materials and tools for infusion.
4. Train faculty of teacher-training institutes.
5. Provide in-service training and distance learning tools for working teachers.
6. Evaluate impact and adjust and support accordingly.

Normally this process would take just a little longer than the full curriculum adoption cycle, a 5-10 year effort. It requires high-level policy guidance, dedicated resources and intensive collaboration between curriculum specialists and disaster risk reduction experts.

A broad range of courses can be integrated or infused with disaster risk reduction: In most countries general education on natural hazards can be found somewhere in the natural science or geography curriculum. This may be an ideal place to begin to familiarize children with the hazards and risks affecting their own communities. Disaster risk reduction content can and should also be appropriately be infused into social studies, physical health and safety education, language arts such as literature and composition, civics, and mathematics. The content distributed in this way, needs to be linked in order to be complementary and to make sense. Care should be taken that this is not one-time content but rather that it be built upon systematically throughout the school years

Increasingly as environmental education, citizenship, and environmental stewardship are all introduced into curricula, disaster risk reduction education provides a natural fit, enriching these subjects in personal and compelling ways.

Stand-alone courses refer to specialized course curricula focused on disaster risk reduction. In some countries where curriculum permits, these courses may supplement the existing curriculum at specific grade levels. This has been successfully introduced in India. In other countries they may be especially useful in high school where special elective courses can play imparting important in-depth knowledge in subjects such as disaster-resilient construction and disaster management. However, since they will reach only a tiny number of students, these become most meaningful in a context in which the entire school-age population is exposed to a strong foundation in disaster risk reduction.

Curriculum resource materials guidance and lesson plans to be used on a voluntary basis by teachers, for integration into existing curriculum is a strategy that has been used in California and throughout the U.S. (American Red Cross 2008, Team Safe-T 2008). These may work where teachers are permitted flexibility to select materials, where wide access is facilitated through internet delivery and where a large pool of volunteers make themselves available to support lessons and projects in schools.

3.7.2 The programme's theory of change

Young people have the right to participate in the decisions that affect their lives and thus they have the right to participate in the governance of DRR 'services'. Their participation results in better decisions, higher quality services, and greater access to those services, and better development outcomes as a result of those services. [9]

- Working with children and youth groups to build awareness about risks and develop their capacities through participatory Hazard, Vulnerability and Capacity Assessments (HVCAs), risk mapping and training on disaster preparedness, prevention and mitigation;
- Reducing vulnerabilities by providing small grants to children's groups to support children's awareness raising, and small scale risk reduction interventions
- Engaging young people in producing videos, radio programmes and street theatre performances to raise community awareness of risks and influence local duty bearers to prioritise risk reduction;
- Raising the awareness and strengthening the capacities of adults, education practitioners, communities, media and local government for better management of DRR, risk management and child-centred contingency planning and disaster preparedness;
- Developing DRR curricula and teacher training modules on DRR;
- Working with Ministries of Education and national DRR agencies to develop school safety manuals;
- Influencing government to include children's participation in DRR governance structures and decision making processes;
- Creating opportunities at national and global levels for young people to express their views and concerns on DRR and climate change adaptation;
- Contributing to networks and alliances on DRR, Climate Change Adaptation, Education in Emergencies and Child Rights;
- Building partnerships with research institutions to document Child-centred DRR practices and impact.

3.7.3 Developing the capacities of children and young people

Considering the potential of children and young people in emergencies, UNICEF [7] has developed some bullet points to build capacities of children to respond to emergencies:

Preparation by staff: A basic competence for staff and agencies in participation and working with children and young people underpins the work to develop and support their capacities; Organizations should prepare staff capable of training and working with children.

Diversity and a positive environment: During preparations for disasters and especially during emergency responses, agencies need to be mindful of the diversity of children. Older children can be involved in relief work as much as adults, given the minimal age differences; their involvement is more to do with attitudes they feel do not value their capacities. Relief agencies need to demonstrate that they value children's contributions and ensure that

children are included. Building children's capacities requires a positive environment in which they and their contributions are taken seriously.

Partnership approaches to involving children and young people: These include allocating roles and responsibilities and deciding appropriate training and capacity building. The nature of partnerships will vary according to whether there has been emergency preparation work in the location or if the agency has just arrived.

Preparation: In places where disaster emergencies occur regularly, part of the planning process should include building children's capacities to collaborate with agencies on relief work. Preparation work might include initiating and supporting children's associations and building partnerships with children beforehand. The nature of training and capacity building programmes with children is part of the planning for emergency and partnership processes.

Deciding roles and training: Part of the emergency response and engaging children and building partnerships with them must be to explain what agencies can and will do and how children can be involved. The allocating of roles and responsibilities is done jointly by adults and children and with everyone's consent and recognition of each person's capacities to ensure there is no overburdening or exploitation. An important part of allocating roles and responsibilities is deciding and providing appropriate training and capacity building. This is to enable children to take action, fulfil roles and responsibilities and to strengthen their own self-protection and confidence.

Workshops to engage with children, to consult them on what they want to be involved with and subsequent skills training are fundamental parts of providing relief and recovery. Engaging with children in this way will benefit and help them, and children will be able to undertake a range of tasks more efficiently than external workers. Investment in children's capacities at the outset is worthwhile over the longer term.

Training packages and information for children on what happens in emergencies and what relief agencies do can be prepared in various formats. Basic training materials and methods in health care, first aid and other key areas (such as surveying) can also be prepared beforehand.

Participatory training methods will support the processes for longer-term participation. Other methods for disseminating accurate information, knowledge and understanding include peer education, child-to-child work and the development of children's groups. Taking on roles and responsibilities is a means of educating and protecting children.

Training children as trainers will also help them in acting as teachers for younger children

4 Bibliography

- [1] United Nations, «www.un.org,» United Nations Department of Economic and Social Affairs (UNDESA), [En línea]. Available: www.un.org. [Último acceso: 20 04 2016].
- [2] UNICEF, «UNICEF,» 5 1 2016. [En línea]. Available: <http://www.unicef.org/adolescence/>. [Último acceso: 20 04 2016].
- [3] World Health Organization, «WHO,» [En línea]. Available: http://www.who.int/topics/adolescent_health/en/. [Último acceso: 20 04 2016].
- [4] Office of the High Commissioner for Human Rights., «Convention on the rights of the child,» 1989.
- [5] Eurostat, «Eurostat,» 16 04 2015. [En línea]. Available: <http://ec.europa.eu/eurostat/documents/2995521/6783798/1-16042015-AP-EN.pdf/5d120b02-c8df-4181-9b27-2fe9ca3c9b6b>. [Último acceso: 20 04 2016].
- [6] EPYRU, «Eastern Partnership Youth Regional Unit,» 13 07 2015. [En línea]. Available: http://eap youth.eu/sites/default/files/documents/request_4_age_limit.pdf. [Último acceso: 20 04 2016].
- [7] UNICEF, The Participation of Children and young people in emergencies, Bangkok: UNICEF EAPRO, 2007.
- [8] R. Hart, Children's Participation, London: Earthscan, UNICEF, 1997.
- [9] Plan International, Child-Centred Disaster Risk Reduction, London: Plan UK, 2010.
- [10] IFRC, Public awareness and public education for disaster risk reduction, Geneva: International Federation of Red Cross and Red Crescent Societies, 2011.
- [11] UN Development Programme, «Children and Youth at the Centre,» de *Building Disaster*, Geneva, Global Network of NGOs, 2007, pp. 12-16.
- [12] T. T. T. M. G. J. Seballos F., Children and Disasters: Understanding Impact and Enabling Agency, Brighton, 2011.
- [13] Save the Children, In the Face of Disaster: Children and Climate Change, London: International Save the Children Alliance, 2008.
- [14] M. Edwards, «Disaster Risk Reduction and Vulnerable Populations in Jamaica,» *Children, Youth and Environments*, vol. 18, nº 1, pp. 389-407, 2008.
- [15] United Nations, Sphere Handbook, Geneva: United Nations, 2011.

- [16] U.S. DEPARTMENT OF HOMELAND SECURITY, «www.fema.org,» 2012. [En línea]. Available: https://www.fema.gov/pdf/government/grant/2012/fy12_hsgp_children.pdf. [Último acceso: 24 04 2016].
- [17] Save the Children, «Save the children,» [En línea]. Available: <http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/UNIQUENEEDSOFCILDRENINEMERGENCIES.PDF>. [Último acceso: 24 04 2016].
- [18] M. Turnbull, A Guide to Disaster Risk Reduction and climate change adaptation, Warwickshire: Practical Action Publishing, 2013.
- [19] RED, «Formal and Informal Education for Disaster Risk Reduction,» de *International Conference on School Safety*, Islamabad, 2008.
- [20] E. A. d. Heide, «The Importance of Evidence-Based Disaster Planning,» *Annals of Emergency Medicine*, vol. 47, nº 1, pp. 34-49, 2006.