

# Building Youth Leadership in Disaster Risk Reduction



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# Building Youth Leadership in DRR

Disasters are destructive and delay development but can offer opportunities to build back better, and safer. Community development has to include a risk management component for adequate and sustainable development. There is a need to integrate DRR into higher education for this task to be achieved. The central aim of the rural camp was to build DRR education in university students. Education does not mean only class room study but students are encouraged to put these lessons into practice in the field supplemented by additional resource material. All India Disaster Mitigation Institute (AIDMI) has found that investments in DRR with and for the CBOs of the poor are more sustainable and increase safety thus, it is necessary to invest more on DRR education, especially in subjects which directly relate to community development.

The need for effective DRR education which prepares DRR practitioners is even greater and more immediate than ever before. The number and magnitude of disasters are currently increasing. Since 1975, the number of disasters has risen from around 75 to more than 400 a year. This increase in disasters is almost entirely related to weather-related disasters: over the last three years hydro meteorological disasters increased by more than 100% from about 100 in 2004 to more than 200 in 2006. This reality clearly emphasizes the need to promote actions for risk reduction which are hindered without building DRR education in youth.

We also know that the most significant loss of lives and livelihoods occur in the least developed areas. Some of these have long-standing community development projects in progress and are covering more and more vulnerable areas with huge investments. It is widely agreed that education for DRR and for global

climate change must become an integral part of any educational strategy aimed at promoting and creating thriving and sustainable societies. Educated youth involved in development work are a resource that can be utilized in this field.

70 university students with 3 faculties from the social work department of S. P. University participated in a Rural Camp at Radhanpur. The objective of the rural camp was to build understanding of risk and risk reduction in a rural context approached through social work. The rural camp was organized by AIDMI in partnership with the Department of Social Work, Sardar Patel University on December 1-7, 2009 in Radhanpur block of Patan, district of Gujarat. For the practical exercise and interaction with community, field visits to rural areas and local institutes were organized. Institutes that were visited included agriculture farms, cattle sheds, schools, milk federations, NGO's and a hospital. People were invited from different fields which included agriculture, industry, NGO, health, milk mandli, government offices and education sectors to share their experiences as they are run by and for the rural community at the local level. AIDMI's long-term recovery experience in rural areas was also shared with the university students.

The rural camp was organized in Radhanpur due to its susceptibility to multiple hazards. Involved youth is community of interest to learn in depth about community perspectives on DRR with focus on rural context. Students had the opportunity to see the impacts of past disasters and the recovery efforts by agencies plus current issues regarding community development related to human securities like food, livelihood, shelter, water and health. Radhanpur has faced drought, a malaria

epidemic, earthquakes and flood incidents in the last fifteen years but has seen several successful development projects carried out by agencies with local communities. SEWA and Bhansali Trust are two large organizations who are well established in the area and have a long experience with local communities. During rural camp, students had the opportunity to meet and discuss in detail with officials from both agencies.

The design of rural camp was run in a way which encouraged participation and struck a balance between class room study and field study. Village visits were organized to have direct interaction with the community. Villages visited include Fangli, Moti pipdi, Shergadh, Charanka, Eval, Anternesh, and Lodra. Each of these villages have different backgrounds but are mostly well-known for their artisan communities. Fangli village was more affected by earthquakes than other neighboring villages in Radhanpur; Moti pipdi has some good examples of drought mitigation measures at the family level; Shergadh village is prone to flooding; the community from Charanka have developed effective drought mitigation measures for their agriculture; the community of Eval village have different development issues as the village is located on the boarder; Anternesh village has a unique geography as it is surrounded by the river Banash and during heavy rain the local community having no transport connection with the outside, the village is also known for its gum collection work. Each of these villages have different backgrounds that create opportunities for students to understand a wide range of community development aspects during the rural camp. Background information of the villages were provided to students before they initiated community interaction.

For effective learning in the field, class room study was also conducted simultaneously day by day during a seven-day programme. The class room sessions included various aspects related to DRR such as field work ethics; history of disasters in Gujarat; concept of CBDRR; disaster response experience and lessons learnt in earthquakes, floods and droughts; safer education and micro insurance. All 70 students were divided into different groups for example flood management, livelihood restoration, school safety, micro insurance, drought mitigation, earthquake impact and recovery.

Subject material on each topic was provided to participants' day-by-day. At the end of each day, students share the learning and community interaction with each other. At the end of each village visit, groups also share their learning and outcomes of the community surveys with local community leaders and panchayat members. This sharing experience provides useful interaction as community leaders and panchayat members are also members of the village disaster response committee.

On the last day of programme, students were presented with a

certificate for their active participation and a platform was created for sharing experiences, lessons and feedback. As a follow up, students organized a photo exhibition in their department level to share the experience with other university students. Each group will analyze the collected data and document the community research. This practical experience encouraged students to study with in broader community development aspects and with integration of risk reduction approach. ■

- Mehul Pandya and  
Juliet Anderson

#### EVENT

## Youth Seminar on Safer Schools

Smt. S. J. Patel and Smt. K. K. Patel Department of social work, Sardar Patel University, Vallabh Vidyanagar organized a one day state level seminar on "Safer Schools" in collaboration with All India Disaster Mitigation Institute (AIDMI), Ahmedabad. Shri V. M. Parghi, IPS Inspector General of Police. Armed Units & Add CEO, Gujarat State Disaster Management Authority (GSDMA) Gandhinagar, Dr. R. C. Desai, Director, H. M. Patel Career Development Centre.

Prof Dr. Amrapali Merchant, Head Department of Sociology and Mr. Mehul Pandya, Co-ordinator, AIDMI, Ahmedabad were the guests of honour in the inaugural session. The seminar attended by 250 youth from different universities of Gujarat state.

Dr. Bigi Thomas, I/C director, Department of Social work, welcomed the guest of honour, Speakers and delegates from Gujarat State. She introduced the theme of the seminar, and focused on the verdict of the supreme court in 2009, stating that students have a fundamental right for education in a safer school and buildings should be in accordance with the National Building Code of India. The school curriculum has not included the



Shri Mehul Pandya, TLC Co-ordinator with Shri V. M. Parghi, Add CEO, GSDMA, during inaugural session of seminar.

mitigation measures to be taken while handling disasters.

The objectives of the seminar were explained by Ms. Sadhana Adhikary, Placement Coordinator, where the main objectives was to create knowledge and sensitize the participants to develop clear understanding about safer school with reference to disaster mitigation and management.

Shri V. M. Parghi, remarked that this was the first seminar undertaken by any of the universities and congratulated the organizers for taking the lead. He further emphasized the dire need and relevance of the seminar in the current era.

Dr. R. C. Desai highlighted the importance of networking between educational institutes, government and NGO's to make sure safer schools for children. Prof Amrapali Merchant briefed the audience about the importance of the safe environment in schools and the ways and means by which we can have safer schools.

Mr. Mehul Pandya explained about the safer school programme, an initiative of AIDMI Ahmedabad, and various collaborations they have with others for the fulfillment of this objective. The technical session was "Gujarat school safety programme-experience and steps ahead" conducted by Mr. Jignesh Jadhav, Sector Manager, GSDMA. "Child's right to safer school campaign" by Mr. Vishal Pathak, co-ordinator AIDMI, Ahmedabad. "NGO-support & co-ordination in disaster management" by Dr. D. S. Parmar, Associate Professor, Indian Institute of Management, Ahmedabad; and "Seismic resistance Design of Building, Structure, overview of building & design: Safety and Security of School Children" by Shri S. K. Patel, Ex-engineer, R & B Gandhinagar. ■

- Aparna Shah

## Flood Impact and Recovery in Rural Areas

During the rural camp, a community survey was carried out by students to understand community involvement; the role and support of agencies; and disaster preparedness and response plans at village level. These were undertaken in the worst affected villages that have been subject to extensive flooding. The members of the study group have a particular interest in understanding flood impacts and recovery.

During class room study students were briefed on Search and rescue; evacuation; health; shelter; sanitation; disaster risk assessment and livelihoods. This enabled them to prepare the tools that help them to understand a community's preparedness for floods; the economic status of the affected community; health care after the flood and to understand the social systems specifically for risk reduction.

The key findings of the students were that the main occupation is in agriculture and animal husbandry which had been highly affected by flood. Most had lost their property during the unpredictable flooding. Health issues in particular malaria and typhoid were evident during and after the flooding. The Patan district is a drought prone area, this can create negligence to respond flood which is limited to several villages or short term intervention. There were limited effective communication tools and strategy which led to the involved communities not being able to perform effective relief operations and also affect negatively long term recovery efforts. However, the villagers did mention the good efforts done by several humanitarian agencies. This has allowed them to develop their own efforts for recovery. It was also found that local communities were main players for search and rescue, and shifting to a safer place during flooding. The socioeconomic impact of a flood is not short term as due to failure of crops people have to migrate to other areas, failure in seed investment, and affect on livelihood. Secondary impact can be seen in childrens education, high debts, and more investment in agriculture in the winter or next season. ■

- Komal Kantariya

## Youth Experiences of Rural Camp

"I am grateful for the camp and felt have developed my skills further ready for any situation. The camp builds my understanding about risk context in rural areas and the ability to face emergency situations of rural community".

- Sakil Vohra



Built my capacity to work in a group, and now have a better understanding about coordination issues while working with many people and agencies. I have deepened his knowledge about DRR and community development with a practical aspect.

- Jitsinh Darbar

Key aspects such as importance of community based approach, community ownership, good coordination between development agencies, and timely dissemination of knowledge at grass root level are well understood through the exercises and interaction with communities and agencies during camp.

- Aditi Karulkar



Learnt about rural management issues, deeper knowledge about the natural resources in village, and community situation during disaster. The importance of the communities perspective in development aspects was also important learning for me.

- Carol Christian

During camp we had an opportunity to apply theoretical knowledge of social work in the field and that was a very important point for creating better understanding of social work ethics. Field work increase our skills in planning, field values, documentation, decision making processes and leadership.

- Parthiv Darji



**Radhanpur** is one of the blocks of Patan district of Gujarat state. It comprises of 76 villages and Radhanpur town whose communities' main source of livelihood is agriculture and animal husbandry. The area has been subject to rapid industrial growth over the past few years. The

142 km long Banas River passes through the villages of Radhanpur. The area is prone to multiple hazards such as earthquakes, cyclones, droughts, floods, wind storms and cyclones. It was affected by the earthquake in 2001; flood in 2005; faces drought one in every three years and in the summer seasons Radhanpur also witnesses several small-scale wind storms and cyclones.

# Community Resilience and DRR: Role of Social Workers

The social work profession aims at improving the functionality of individuals and communities to resolve their problems (Rwomire and Raditlhokwa, 1996). The problems that affect individuals and communities vary by nature and magnitude. In this case, social work not only assists even those who are afflicted by disasters but must lead in the mediation of factors that make people vulnerable to disasters. Rwomire and Raditlhokwa state that the “overriding aim of social work is to promote people’s well-being and to help them realize their capabilities to the fullest, so that they may live reasonably satisfying lives, comfortable within themselves and in society”.

The International Association of Schools of Social Work (IASSW), the International Council on Social Welfare (ICSW) and International Federation of Social Workers (IFSW) initiated a discussion to develop a Global Agenda for social work and social development in Hong Kong, China in June 2010 and come out with four areas as a framework for the first draft of the Global Agenda on October 2010. These four areas are, Social and economic inequalities within countries and between regions; dignity and worth of the person; environmental sustainability; and importance of human relationships. Each of this area is actively linked with the disaster response and emphasis on community resilience. Social workers who engage in DRR should give special attention to environmental sustainability, as it focus on disasters of natural and human origin, management and

prevention; involvement of local communities in developing responses; implications for sustainable social development; protecting the physical environment; and proactive engagement with social, human and ecological development.

Bottom up approach which seeks to appreciate and promote local initiatives in development. It has been realized that dependency on external players does not build resilience of communities but rather increases vulnerability. Local people know the hazards they are prone to, areas of high risk, and have knowledge on what has to be done. However, they might need technical assistance to plan and use locally available resources for risk reduction. Here our long disaster response experience taught us that outside agencies and professionals can turn relief and rehabilitation efforts into an opportunity for sustainable human security and poverty alleviation by supporting the poor and excluded.

Our work with community reveals that stand-alone reduction measure can not work for longer period. It must be backed up by other mitigation measures. Dealing with poverty and risk separately will result into failure at grass root level. To succeed, both poverty and risk must be reduced. Effective grass root level DRR programme must be characterized by the following which must be promoted by DRR practitioners:

- People’s participation: community members must be the main actors and propellers; they also directly share in the

benefits of DRR and development.

- Priority for the most vulnerable groups, families, and the people in the community; in rural areas, these are the subsistence farmers, indigenous people, the elderly, people with disabilities, children and women.
- Risk reduction measures are community specific and are identified after an analysis of the community’s disaster risk assessment
- DRR links with development and addresses vulnerable conditions and causes of vulnerabilities
- Outsiders have supporting and facilitating roles

It has been established that social work and disaster risk reduction cannot be divorced from one another. Social work seeks to promote the good of vulnerable communities, groups, and individuals. Disasters have been increasing every ten years and are expected to replicate due to climate change or variation in the coming years. There is a need for strategies and incorporation of risk reduction in all developmental work for sustainability and community resilience. Lessons must be drawn from nations that have suffered from massive disasters and social workers could not provide services because of unpreparedness or ignorance. It must not be assumed that situations will take care of themselves but a deliberate effort must be made to change the status to be proactive rather than being reactive. ■

– Vishal Pathak and  
Juliet Anderson

# Action by Youth for Safer Schools in Rural Areas

The school safety audit project was undertaken in six villages of Radhanpur block. The objectives was to understand the development of a culture of safety against disasters by carrying out activities that seek to improve awareness and understanding amongst school communities. The findings from the camp will be used to inform policy decisions, develop school safety measures and to spread awareness to a broad audience of agencies and stakeholders.

A school safety audit was undertaken to access the current status using such factors such as Safety of building; staff and student capacity building; and level of community involvement. Youths with a special interest in child and school safety subject participated in the study.

Students were involved and trained in data collection for the school safety audit and their key findings fell into five themes.

1. Safety of the school building:  
Through assessment it was identified that existing building of schools was well taken care of but continuous efforts are needed to build capacity for mitigating risk. Capacity building of using an audit and implementing several steps especially in non-structural mitigation measures and awareness generation with school community could be an important step towards safer education.
2. Staff and Student Capacity:  
Staff and students were not aware of activities such as mock drills and building disaster resilience. Capacity building exercises are crucial to implementing these. It was



Students collecting information from school stakeholders' regarding current school safety situation and past tragic incidents in school and in village.

- found that school staff have an interest to conduct capacity building activities with students, but do not have enough information and resources to build capacity in risk reduction and child safety subjects.
3. Level of Community Involvement:  
People were aware of the types of disasters but not about the skills to mitigate them. Activities should involve all concerned parties - staff, students, parents, community and the Government. Direct and indirect impacts of existing risk and disaster events also affect the community involvement in child education in rural areas. Migrations, child labor, low level of education in parents are affects in community involvement.
4. Role and Support from Government and NGOs:  
School staff mentioned several
- good initiatives after the 2001 earthquake like construction of new school buildings, better infrastructure in schools, and teachers skill development programmes. However the maintenance of school buildings and continuous efforts in skill development with follow up activities is needed.
5. Disaster Preparedness and Disaster Response Plan:  
This was found to be weak in the school. Schools were not found with any disaster response plan however staff have a good understanding about the local hazardous and safer areas. During monsoon staff members used to informed students about basic do's and don'ts in heavy rain and flood situation. Schools should be provided with the resources to create formal plans against local risks. ■  
- Sadhana Adhikari and  
Dr. Bigi Thomas

# Social Work and Disaster Risk Reduction

The following ethical principles are based on social work's core values, which also connect with commitment towards making communities disaster resilient. These principles set forth ideals to which all social workers should aspire.

**Value:** Service

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service based on the need of community not based on self interest. Social workers draw on their knowledge, values and skills to help people in need.

**Value:** Social Justice

**Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and exploited individuals and groups of people. Their primary focus should be on build the capacity of vulnerable community. Social workers' CBDRR efforts are focused primarily on issues of reducing poverty, sustainable livelihood, and socio-economic development activities without discrimination in long term disaster recovery phase. Social workers strive to ensure meaningful participation in decision making for all people.

**Value:** Importance of Human Relationships

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people in CBDRR activities as partners in the whole process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well being of individuals, families, social groups, organizations, and communities involved in risk reduction.

**Value:** Competence

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase DRR knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

**Value:** Integrity

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them.

**Value:** Dignity and Worth of the Person

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity in all phases of disaster response cycle. Social workers seek to enhance capacity and opportunity to change and to address communities own needs. Social workers should aware about their dual responsibility to affected-community and to the broader society.

**Characteristics of effective services:** Certain characteristics of service are crucial for survivors of disaster and are important for survivor satisfaction. For social workers and DRR practitioners, attention to these service characteristics is recommended as an optimal, ethical strategy for meeting survivors' needs. Disaster affected community shared their views regarding how services could be valuable for them. Service programme should address these needs. These characteristics reflect values and morals that a service programme should integrate to address survivors' concerns and needs. These characters are information; appropriateness and clarity of procedures; appropriately timed service delivery; service cooperation; and sustainability. ■

– Vishal Pathak and Nisha Sangwan

## On Leh Flash Floods



*Youth from local community in leh flash floods affected areas leading and contributing in their own recovery.*

AIDMI facilitated a young team of local partners for situation and needs assessment in 10 rural (Busgo, Choglamsar, Igoo, Nimmu, Pheyang, Saboo, Sakti, Shey, Taru and Uamala) locations as well as Leh town within days after the cloudburst on August 6, 2010. On the basis of needs that came out of assessments AIDMI helped local partners and local communities in identifying the most affected and needy community among the assessed. Local communities have selected 5 of the most affected members from 4 villages for pilot shelters construction. Village leader, young community members and youth team of local partners coordinated this initiative of early recovery. Beneficiaries are contributing in their own shelter reconstruction by labour, material, and money where possible. Young members from the family of these beneficiaries are helping them in the construction of shelter as severe winter sets in and young team of local partners along with a local engineer are helping them with technical inputs, monitoring and coordination.

Apart from shelters, construction of irrigation canal in Pheyang village for agriculture recovery is also made possible as the village administration, farmers and youth among community members contribute through planning, material, purchase, and build structures. This canal construction will directly benefit 61 small farmers apart from several farm labours and make source of irrigation water ready before the next season for farming begins in summer.

AIDMI will conduct a series of three trainings on 'Community Led Sustainable Recovery' for youth leaders in the community, local NGOs, and government officials to develop common understanding for planning of their own recovery. Youth in Leh is educated, dedicated, and ready to reduce risk face-to-face. They have big designs for Leh and await big deals from Government of India and civil society. ■

- Sanchit Oza

### ROUNDTABLE

## National Roundtable on Safer Schools: Role of Youth

AIDMI organized a National Roundtable on 'Safer Schools' in Puducherry on September 26, 2010. It was attended by 17 participants including a senior member from National Disaster Management Authority (NDMA); youth teammembers from leading NGOs of Andaman and Nicobar Islands, New Delhi, and Tamil Nadu; and representatives of international organisations.

Local education authority representatives and educators from the tsunami 2004 affected schools also attended and shared their experiences on various initiatives taken for making schools safer. The objective of roundtable was to building common understanding for the young humanitarian sector professionals on School-based DRR and come out with an action plan for joint efforts on school safety. Action plan, aim at more direct and active role of youth.



Brig. B. K. Khanna from NDMA shared initiatives taken by national authorities and what kind of practical role stakeholders, especially youth, can play for school safety. The roundtable was organized in support to UNISDR's campaign on one million safer schools and safer hospitals. The roundtable provided an opportunity to youth teachers to remind practitioners about current needs on youths taking a lead role for making schools safer and prepare actions based on the same for resilience so that children get safer built environment for education. ■

- Sanchit Oza



## Efforts for Making Schools Safer by Youth



250 Youth attended the seminar on Safer Schools.



Prof. Sadhanaben Adhikary presented the objectives of Seminar.



Dr. Amrapali Marchant emphasized the role of youth in DRR activities.



Experts from GSDMA, S.P. University, IIM, Road and Building Authorities took the sessions during the seminar.



Chief Guest and facilitator discussing on structure of seminar and exchanging session information for proper management of the seminar.



Youth from all over Gujarat and from different streams shared interest in safer education.

## Building Understanding of Youth on Rural Risk Setting



Discussion on women empowerment in rural areas with Mumtazben and Kokilaben from SEWA.



Students interacting with a rural community on existing risk and socio-economic conditions.



Rashidkhan explaining the local context and risk in Radhanpur block.



Students at 'Hansiba' to understand the traditional livelihood sources for women - 'handicraft.'



In field, understanding the process and current challenges of salt farmers.

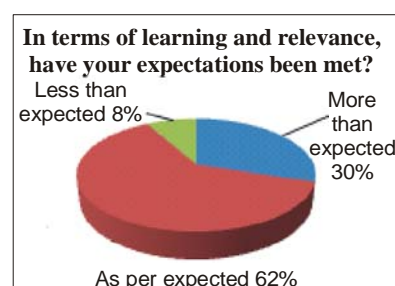
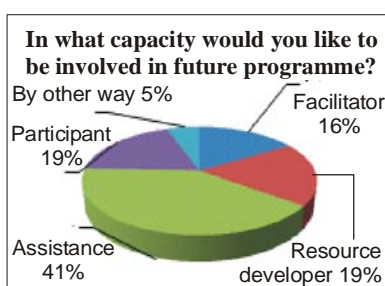
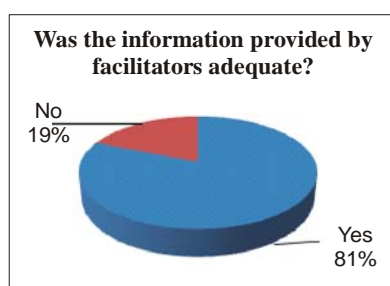
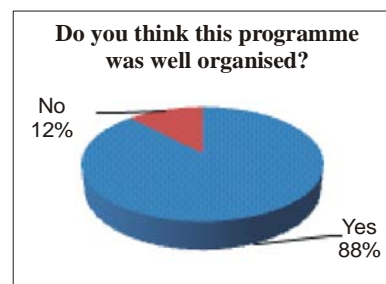
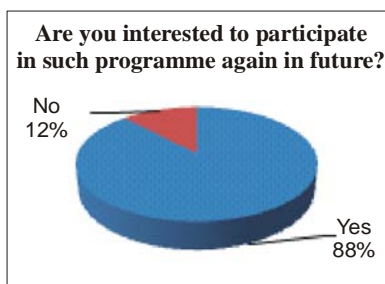
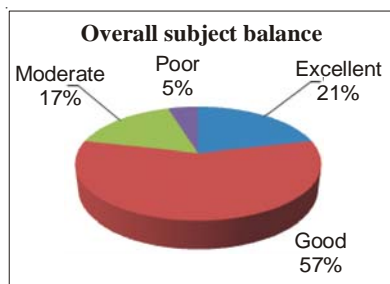


Collecting information about local institutions to aware of its impact on rural development.

- Saiyad Nagori

# Evaluating Rural Youth Camp

A spot evaluation was carried out on the last day of the rural camp. The responses from students and faculty members are summarized below. Overall, the feedback collected was positive and provided useful suggestions for future events.



## Additional Comments:

### Learning tools

- It was a good experience, as the learning from rural communities helped us to understand rural settings. Team work was built on by group exercises in the field as well as in classroom.
- Interaction with village communities was really useful to understand community perspectives and its linkages with social work aspects.
- The rural camp was like learning without constraint. There was freedom to learn from each others approach.

### For farther improvement

- Some basic theoretical and practical information in advance would have helped to understand the context and recovery efforts more easily.
- Recommendation, there is a chance for more proper logistic arrangements in food and accommodation.
- Rural camp also should be linked with industrial areas located near to rural areas and its linkages with rural development.

### Follow up

- It provided opportunities to link our theoretical areas located near to rural areas and its linkages with rural development.
- Students should be involved in such programmes as a participants or supporters in the future.

## Participants' Expectation:

- Knowledge about existing risk and its long term impact on major sectors like agriculture, education, livelihood, and animal husbandry in village areas
- Concept of DRR, AIDMI's disaster response experience, and community perspectives
- Role of social institutions in villages during disaster response cycle, special focus on PRIs role; also structure of disaster management from village to state level
- Community risk assessment tools and community level structural and non-structural mitigation measures and initiatives taken by communities
- Work done by development agencies (GO and NGOs) after disaster
- Impacts of drought in short and long term and challenges related to migration and gender issues in drought situation
- Health issues of children in rural areas and their safety against disasters

- Rashidkhan Baloch

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## List of Youth Trained in DRR

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### Drought

1. Chaitali Gandhi
2. Devangkumar Patel
3. Devanshi Kapadia
4. Dhara Desai
5. Dhawalkumar Joshi
6. Dipen Dodiya
7. Divya Panicker
8. Hardik Kathwadia
9. Hardipsinh Gharia

### Earthquake Recovery

1. Aditi Karulkar
2. Anamika Patel
3. Ankitkumar Patel
4. Ashish Mandaviya
5. Ashok Parmar
6. Avinash Rohit
7. Bhavna Joshi
8. Bhupendra Rana
9. Caroll Christian

### Milk Cooperative

1. Debolina Basak
2. Sunil Fulmali
3. Tejashkumar Purani
4. Urvi Khamar
5. Vikas Rana
6. Vikramsinh Vaghela
7. Vinodkumar Tadvi
8. Vishal Nikumbh
9. Yogeshkumar Gohil

### Gum Collection

1. Mujmil Shaikh
2. Mukesh Chaudhari
3. Nilesh Dadhich
4. Nilesh Talpada
5. Nirmmitaben Parmar
6. Nitin Chaudhari
7. Palak Trivedi

### Micro Finance

1. Parthivkumar Darji
2. Piyushkumar Patel
3. Prashant Chaudhari
4. Radhika Maniar
5. Rajendrasinh Parmar
6. Rakesh Chaudhari
7. Ravi Mehta
8. Ravi Ruparel
9. Ravindra Desai
10. Rupal Salunke
11. Sandip Chaudhari

### Flood Recovery

1. Hetal Patel
2. Hitesh Patel
3. Jaimit Rana
4. Jalpa Sewak
5. Jaypalsinh Chauhan
6. Jinal Patel
7. Jitendra Chauhan
8. Jitsinh Darbar
9. Kalpesh Patel
10. Komal Mehta

### Livelihood

1. Hetal Vasava
2. Krunalkumar Macwan
3. Mahesh Malushare
4. Manvendrasinh Zala
5. Mauliben Joshi
6. Mayankkumar Joshi
7. Mayur Tadavi
8. Mehul Dhone
9. Mehulkumar Chaudhari
10. Mehulkumar Solanki

### School Safety

1. Abhay Shah
2. Divakar Gadhavi
3. Nilesh Bharpoda
4. Nilesh Parmar
5. Sakil Vohra,
6. Yagnik Patel

### MSW Faculty

1. Sadhana Adhikary
2. Nisha Sangwan
3. Komal Kantariya

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## REVIEW

### Youth is Future

I admire the AIDMI team who have put this issue on youth together, and want to congratulate them on such a useful and professionally produced publication. The theme issue looks good, the content is right on target as it meets such a vital need of South Asia and of the wider International Disaster Risk Reduction Sector. Given that in so many countries in South Asia over half the population are under 20 years old, it is logical and vital that authorities, (in fact the whole of civil society), focuses energy and resources on creating and maintaining safe schools, safety education in schools and colleges and mobilizing youth to play key roles on practical community

based actions for Disaster Risk Reduction and Climate Change Adaptation.

It is our younger generation who will find solutions to the risks that have been created over the past two centuries. But for this to happen we must invest our trust, ideas and resources in our youth. Often we fail to do this, but AIDMI has taken up this task, as we read in this issue, with considerable success. It is particularly impressive to see the number of centers of higher education in South Asia who are now running courses in Disaster Risk Management and the role AIDMI is playing in supporting these centres in their growth and

focus on the poor is encouraging. If such efforts are encouraged by national governments, donors, and the United Nations, a coherent and consistent framework for role of youth in Disaster Risk Reduction can easily evolve that is socially satisfying and environmentally sustainable. I see a need for what may be called "New DRR" and I see it emerge from thousands of such direct actions with our youth, working at the grassroots. ■

- Professor Ian Davis

Senior Professor in Disaster Risk Management for Sustainable Development, Lund University Sweden and Visiting Professor in Cranfield, Oxford Brookes and Kyoto Universities

## AIDMI, DRR and Youth

AIDMI encourages youth involvement in its DRR activity at grass root level. Mainstreaming DRR in all development activities is not possible without active involvement of youth. For concrete example, during disaster response AIDMI builds task force of young people who lead each development activity at area or village level affected by disaster. These taskforce bring positive energy in our work with community. These young groups build their capacity from identifying hazards to minimizing the impact of potential risk. They are best source of not only local knowledge but also engines of effective implementation. In Bihar, after AIDMI's action-oriented capacity building actions with local communities of 2007 flood-affected areas, the local youth have been good resources for spreading awareness about risk reduction. Youth bring fresh ideas to ongoing activities.

Another interesting example could be AIDMI's internship programme, where so far 88 youths from 28 countries participated in lateral learning experience. Young students and practitioners come from different culture, level of education, family background, to contribute to the field work and also learn from AIDMI team and from community. The interns are AIDMI's fountain of life at work. They remind us that most beautiful things in our work is our ability to make a difference.

Department of Social Work, S. P. University showed a good example by taking various steps where youth could be involved not only in building their knowledge but also taking actions in DRR field. It's a ripple in comparison to the ocean of youth of India, but ripples to a long way. Some ripples become legendary.

Schools located in disaster-affected areas after small but timely and audience specific actions encouraged many young teachers and students to lead actions for making schools safer.

Safer Schools Campaign's trained teachers are putting continuous efforts to spread DRR education in young students. It is impressive that teachers with little inputs started to take important steps at school level and showed example to other neighborhood schools in tsunami-affected schools, and in flood-affected interior villages of Bihar. The most important point is, though often schools are running without basic facilities, they do not hesitate to take action to make schools safer with the help of youth.

Development agencies must emphasize more on active involvement of youth in DRR actions; integrating DRR in higher education; and most important involvement of young women in DRR actions. Creating platform for youth to learn, share and take action in DRR is highly needed in educational institutes as well in civil society. May AIDMI one day soon provide such a platform. ■

- **Hasmukh Sadhu**, Director,  
All India Disaster Mitigation Institute

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