



CHILDREN AND YOUNG PEOPLE RESPONDING TO THE TSUNAMI

Report of the Forum and Fair

“Child and Youth Participation in Tsunami Response”
12-16 November 2005, Phuket, Thailand

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Forum and Fair

- 16 November 2005, Phuket, Thailand



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“We would like to take part in community development because our opinions would bring about the best development.”

– Letter from a youth participant

CONTENTS

FOREWORD	i
CHILD AND YOUTH PARTICIPATION FORUM, 12-13 NOVEMBER 2005	1
Introduction	3
The roles of young people in tsunami response	3
The impact of the tsunami on young people and their communities	5
What is child and youth participation?	8
Why should child and youth participation be promoted?	10
What prevents and enables child and youth participation?	12
Letters from young people to youth, their communities and to government	14
CHILD AND YOUTH PARTICIPATION FAIR, 14-16 NOVEMBER 2005	15
Introduction	17
Welcome	18
Exhibition	19
Voices of the youth participants	20
Cultural Evening	21
Workshop 1: Child Resilience and Community-Based Recovery in Disaster Situations	22
Workshop 2: Community Research: Children’s Role in Emergencies	25
Workshop 3: Education: Promoting Children’s Rights in Disaster Situations	28
Workshop 4: Promotion of Health and Hygiene in Emergency Situations: Children as Peer Educators	31
Workshop 5: Children and the Media in Disaster Situations	34
Workshop 6: Children’s Role in the Reconstruction of the Physical Environment	37
Workshop 7: Mitigating Risk: Children’s Role in Emergency Preparedness	41
Workshop 8: Monitoring and Evaluation of Child and Youth Participation in Disaster Response	44
Workshop 9: The Role of Theatre and Drama in Community Rehabilitation	46
Workshop 10: Capacity Building in Emergency Situations	49
Workshop 11: Mainstreaming Child and Youth Participation in Emergency Situations	52
CONCLUSION	55
FAIR AGENDA	59
LIST OF PARTICIPANTS	62

“Children have goals and need to be given the freedom and room to do their best to reach those goals.”

– Youth participant from Thailand

FOREWORD

In the immediate aftermath of a disaster, such as the devastating Indian Ocean tsunami of 26th December 2004, the overwhelming and instinctive concern is to protect children and young people from physical harm, to ensure their basic survival needs are met and to minimize the psychological trauma they suffer.

During the tsunami response, decisions regarding the emergency relief effort and community reconstruction needed to be made urgently. One of the consequences of rapid community reconstruction, precipitated in this case by the arrival of an unprecedented number of relief agencies, is that children's role in the decision making processes of even the most inclusive family or community may be especially eroded.

Therefore, six months after the tsunami, UNICEF East Asia Pacific Regional Office initiated a review of the participation of children and young people in the response to the emergency. Following a process of documentation and a cursory assessment of their experiences, it became evident that young people had, in fact, been playing a significant role in the disaster response since the very first day. UNICEF held a two-day meeting in Bangkok to consult with other child rights agencies. Other agencies had similar findings, yet concern was raised that opportunities to involve children were being missed.

In order to further explore and capture the significance of young people's role, a 'Child and Youth Participation Forum and Fair' was organized in Phuket, Thailand from 12-16 November 2005. The two-day Forum brought together over 20 young people from five tsunami-affected countries to share their experiences of participation in the emergency response. These young people presented their reflections and recommendations in the three-day Fair that followed the children-only Forum. This latter event provided an opportunity to assemble 80 adults from local and international NGOs, representatives from government as well as children directly affected by the tsunami. It was hoped to highlight the opportunities for children's participation in disaster response as well as to identify the existing barriers. A series of workshops was organized to consider children's role in the various stages of disaster response, including relief, reconstruction, rehabilitation and emergency preparedness. Specialists from the region and beyond shared experiences of involving young people in all aspects of response, citing examples from Bangladesh, Iran, Nepal and the Philippines, among others.


This report of the Forum and Fair demonstrates that, contrary to popular belief, children and young people have the natural resilience, resolve and, most importantly, the keen desire to play an active role in the post-disaster reconstruction process.

In this report, young people tell how, on 26 December and in the immediate days following the tsunami, they spontaneously supported the relief efforts. They physically rescued others, they distributed relief and medical aid and they cared for separated children. In the ensuing weeks, when many of the adults were unable to cope or were occupied rebuilding, young people self-mobilized in many communities, forming committees and projects to support the financial, physical and social reconstruction of their communities.

However, their efforts have often been thwarted for several reasons. Firstly, many communities and emergency relief agencies did not approach the response from a child rights perspective and, given the inherent urgency of the situation, excluded young people from decision-making processes – unfortunately, in a period of great turmoil when children most needed to regain a sense of control over their lives. Secondly, many efforts by young people simply went unrecognized, regarded as of secondary importance to ‘adult business’. This has led to great frustration among young people, many of whom now feel alienated from the process of community redevelopment.

This report shows that, whether in the aftermath of earthquakes, flooding, tsunami or armed conflict, both children and communities benefit from involving young people in disaster response. A brief analysis reveals that where a child-friendly environment exists, and where young people are provided with opportunities and encouraged to lead by their communities, their personal development and recovery from trauma is greatly enhanced. And where child rights-focused organizations have encouraged and supported initiatives, young people have channelled their innate abilities and commitment, thereby strengthening their social and political awareness, preparing themselves to be the next generation of leaders.

This report highlights the disparity in the different levels of participation that children have experienced in tsunami response. It shows that the imbalance will only be resolved once a consistent, child rights-based approach to disaster response is understood, elaborated and implemented. As young people themselves state, this involves not only a practical change in relief and reconstruction efforts but a radical shift in the mindset of all actors involved. It is only when government, relief agencies, the NGO community, UN agencies, and local communities acknowledge the fundamental right of children to be involved in disaster response that their role can be made appropriate and meaningful.



Guy Thompstone
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Child and Youth Participation in Tsunami Response
UNICEF EAPRO



CHAPTER 1

Child and Youth Participation Forum

12th - 13th November 2005

“We know we are the future, so we would like to be part of what’s happening now.”

– Youth participants from Sri Lanka

I. INTRODUCTION

The Child and Youth Participation Forum brought together 21 young people, aged between 13 and 19 years, from five tsunami-affected countries, providing them the opportunity to share their experiences, exchange ideas and develop a mutual understanding of what it means to “participate” in an emergency situation.

All of the young people were directly affected by the tsunami and were involved in actions and activities both during and after the tsunami. Some had rescued others and delivered first aid to the injured during the frenzied moments of panic and desperation that followed the unprecedented waves. After the tsunami, many of the young participants joined relief and rebuilding activities, intent on playing their part in the long recovery process.

The tsunami forever altered their lives by destroying their homes and villages, robbing them of family members, friends and mentors, and disrupting familiar, daily routines. But almost all the youth participants said the tsunami also allowed them to assume more meaningful roles in their families and communities. During the Forum, they spoke with pride of their contributions in rebuilding their villages and mending their communities’ spirits. Despite their achievements, the youth participants still voiced frustration about not being allowed to do more. Throughout the Forum’s workshops, they spoke not only of their accomplishments, but also of the barriers they encountered and of the greater roles they envisioned for themselves in future emergencies.

Finally, while their comments reflect a range of interpretations of child and youth participation and different cultures, the youth participants were unanimous in their wish to be more included in community affairs and to be given responsibilities in both disaster planning and response. The message was clear – children and young people have a strong sense of civic duty, view themselves as valuable members of the wider community and want to help. As one participant explained, “In hard times, we all have to pitch in.”

II. THE ROLES OF YOUNG PEOPLE IN TSUNAMI RESPONSE

At the opening of the Forum, the participants – who had travelled from Indonesia, India, Thailand, the Maldives and Sri Lanka – taught each other the traditional greetings of their native countries and explained what was considered safe and appropriate physical contact in their cultures. The Lead Facilitator, Lakan Bunyi, then taught the participants a song used in Filipino rituals to give thanks to friends.

Later, the participants expressed their expectations of the Forum. The young people stated that they: wanted to hear about and learn from other people’s tsunami experiences and cultures; hoped to discuss child and youth participation and devise ways of motivating other young people to become active in their communities and local disaster planning; wanted to share their knowledge and skills, but through fun, interactive ways rather than didactic methods; sought to create an atmosphere of friendship, respect and cooperation; and, finally, aspired to be united in their dream to fulfil children’s rights.

At the start of the Forum, the participants were asked to sculpt clay figures to depict the actions that they or other young people had undertaken during and after the tsunami. This exercise demonstrated the wide array of activities, much of which remains undocumented and unrecognized.

Relief

The sculptures showed images of young people physically saving lives by rescuing others from the swirling waters, by taking children inland and by providing first aid.

In the first few chaotic weeks immediately after the tsunami, young people were involved in many relief activities to ensure that people had their basic survival needs met. For example, they collected, packed and delivered emergency items, set up tents and helped maintain temporary



(Above and right)

Forum participants depict the valuable roles they played during the tsunami response by sculpting their actions in clay.

camps. Some young people worked to ensure that a sanitary environment was created by clearing away debris left scattered by the tsunami and, as in the Maldives, by chlorinating wells contaminated by seawater.

Reconstruction

Through their sculptures, the participants showed how children and youth joined adults in long-term community reconstruction efforts. Recognizing the importance of physical protection, young people in Thailand replanted and reinforced mangroves to protect the battered shoreline and village. Others formed nature conservation groups to prevent further degradation along the coast.

In Indonesia, young people worked side by side with adults in the rebuilding of their homes and launched campaigns to encourage others to return to school. They also built recreational centres and planted surrounding gardens.

Afterwards, the young people in Aceh kept up the maintenance of these centres.

As many communities lost their livelihoods, young people raised funds for the rebuilding of their communities. For example, the youth participants from the Maldives organized a sponsored walk to solicit donations. Other young people helped their families earn income by fishing and making traditional handicrafts like Indonesian batik cloth.

Children have started initiatives to spread information about land rights issues, reconstruction efforts and community activities. For example, young people in India have worked at community radio stations while those in Aceh have written articles for magazines.

Psychosocial rehabilitation

Over the past year, young people have played a crucial role in uniting their families and communities. As the sculptures revealed, they

looked after young children, entertaining and distracting them from the discomfort of camp life by teaching them games. In India, representatives from children's parliaments started peer-counselling sessions and others in Indonesia tutored younger children at camps. They have consoled their parents and have buoyed spirits in their devastated communities by staging music and dance performances. As their communities struggled with the effects of the disaster, many young people carried out religious rituals, helping to preserve traditions.



III. THE IMPACT OF THE TSUNAMI ON YOUNG PEOPLE AND THEIR COMMUNITIES

Sense of community and identity

As a first step in finding ways to deepen their participation in rehabilitation and disaster planning, the participants were asked to identify how the tsunami changed their communities. Asked to collect natural objects to represent the situation before, during and after the disaster, the young people collected various items from the garden, including blooming flowers, desiccated stalks and bare branches. Divided into country groups, they then used the objects to create symbolic pictures of their communities before, during and after the disaster.



Youth participants assemble natural objects to symbolize their communities before, during and after the tsunami.

Most of the groups assembled idyllic pictures of the past, represented by vibrant leaves and bright petals, while dead plants were used to symbolize the death and destruction the tsunami brought. Scenes of modest improvement represented the disaster's aftermath and reconstruction: a few flowers in bloom and a smattering of green leaves unfurling along a withered stalk.

Participants from India and Thailand, however, created noticeably contrasting pictures of the aftermath. Three dried and brittle leaves were used to symbolize the tsunami's aftermath in India. "Soon after (the tsunami), there was a lot of courage and people didn't feel helpless. Now it has dried up and people feel hopeless," one of the girls from Tamil Nadu explained. "People have begun to feel a lot of helplessness, especially women who lost their husband or children. People who were fishing before now have nothing. There are a lot of school drop-outs. Many people spent the whole amount of money they were given on drinking and gambling." However, she added, there were some positive signs amid the despair. More people, including children, were willing to take on the responsibility of caring for others. Many people were reaching out beyond their families and lending a helping hand to others, regardless of caste or class.

In contrast, the youth participants from Thailand said the tsunami strengthened many communities that had been eroding before the waves came. "Before the tsunami, people were living individually – some lived happily and some lived in misery," explained one of the Thai girls. "After the tsunami, organizations came and supported the community. They bring change in education and the community system that forms a strong unity of the community with democracy for children and adults," she said. "They both have the right to express what they have in their minds. That is a result of the support." Another Thai participant chimed in: "In the past, children had only the opportunity to go fishing and study or go to school. They had no other roles in the community. Now they have more opportunity to do other things."

Psychological impact

The participants displayed awareness of and concern about the psychological impact of the tsunami, especially among peers. They worried about children orphaned by the tsunami who were forced to look after themselves, and the stress and depression these orphans endure. Similarly, children who lost their mothers often faced difficult relationships with new stepmothers. The participants also expressed concern over the mental toll the tsunami has had on their elders, noting that many depressed adults were not receiving proper counselling or emotional support. Suicides as well as drug and alcohol use have increased in their communities, the participants said.

Economic and environmental impact

Finally, the youth participants spoke of the wider social, economic and environmental impact of the tsunami. Many children had dropped out of school, they said, adding that schools were still limited by the lack of facilities, equipment and teachers. Livelihoods in fishing or tourism had been lost, putting increased financial pressure on families. This loss of income also rendered people dependent on aid and made transportation too expensive for many people, the participants said. Unable to rebuild their homes because of the expense, families were cramming into houses, creating unsuitable environments for children. The overall environment of their communities had also been adversely affected by the tsunami, most of the participants said. Water was polluted and the smell of rubbish still permeated their communities.

Funding

This exercise also brought forth other insightful perspectives from young people into the tsunami's impact on their communities, illustrating how observant and reflective they often are and the keen sense of justice they possess. Young people said that much of the

impact may have been overlooked by adults because of the daily pressures of providing food and shelter. For instance, the youth participants said that one of the negative impacts of the tsunami was that some survivors lied about their circumstances in order to get more assistance. They also said funds were often not used properly or that relief had taken a long time and that, as a result, many people were still living in tents or makeshift shelters.

The youth participants did, however, show sensitivity towards the complex issues that accompany disaster aid. One boy from Thailand said the aid money had both negative and positive effects. The increase in money “can be positive but lead to negative consequences if the family overspends,” he said. “But more money also means more to invest in education, and children are buying mobile phones.” This ability to make contact with children reassures parents who might still be nervous about letting children out of their sight, even to go to school. He also said some faith-based organizations were demanding that people convert in order to qualify for aid.

However, the participants were able to perceive some positive effects of the disaster response, displaying the optimism that is so crucial to recovery. Due to effective relief efforts, disease epidemics were averted, they said. Those efforts also ensured adequate food rations for people who had lost everything. NGOs helped build play areas and child centres as well as schools. A youth participant in Thailand said the tsunami changed his community’s attitude towards the environment, with people increasingly realizing the importance of sanitation. The tsunami also inspired acts of generosity and altruism, spurring many people to volunteer in affected areas or to donate cash, tents, blankets and food. The tsunami also unified communities and, in Aceh, initiated a peace process between the government and separatist rebels to end a long-running conflict.

Finally, the tsunami gave children and young people the chance to help their families and communities. Youths were given the opportunity to learn and develop leadership skills as they

organized relief and reconstruction teams. “Participation in the community has been encouraged and young people have been empowered. That leads to self-confidence and improves leadership of youth,” a youth participant from Thailand said.

IV. WHAT IS CHILD AND YOUTH PARTICIPATION?

In order to analyse the role of young people in emergency response, it was necessary to agree on a common definition of the concept of ‘child and youth participation’. Drawing from their own tsunami experiences, the participants explored the distinction between a ‘child’ and a ‘youth’ and their participation. According to international law, anyone under the age of 18 is considered a child. The definition of youth, however, varies from country to country. The Maldives, for example, defines youths as being between the ages of 18 and 35. During the Forum, the young people agreed that youths are between the ages of 15 and 25, though they noted that in many Asian societies, people in their early 20s are still considered ‘children’ and discouraged from expressing their opinions.

The participants did agree that the roles of children and youths in emergencies differed and depended on factors such as knowledge and ability, which usually correlated with age. They also recognized that young children cannot do many things in an emergency situation because of physical size and strength as well as lack of maturity and knowledge. However, the participants said if given the chance and respect, children could do far more than is expected of them, especially when given appropriate encouragement and assistance. “Children can’t do some things alone and youth can do some things alone,” said one Thai girl.

The participants then created posters with symbols of child and youth participation. The three young people from the Maldives sketched a hand on their poster. Child and youth participation during the



Youth participants from tsunami-affected countries discuss posters they have drawn depicting the many contributions children and young people made to the relief efforts in their countries.

tsunami was “young people working and doing things” – be it lending a helping hand with first aid, chlorinating wells, raising money or rebuilding houses, explained a boy from the Maldives. “It is helping the community rebuild the island,” added a teenage girl from one of the many Maldivian islands hit hard by the waves.

After presenting their posters, the young people discussed what child and youth participation meant. According to them, it entailed: helping the community through actions; cooperating with each other and working with adults, without any kind of discrimination; expressing and discussing ideas among themselves and with adults as well as having the freedom to think for themselves. Some practical examples of these definitions in practice were offered, including helping families by contributing to family incomes, taking care of younger siblings and completing household tasks such as cooking and cleaning.

The young people also said child and youth participation had to be voluntary in nature. It required respect – from one another as well as from adults. They stressed that child and youth

participation did not exclude adults: grown-ups facilitated child and youth participation by giving young people opportunities to participate, respecting their opinions, putting their ideas into action and expressing confidence in what they can do.

V. WHY SHOULD CHILD AND YOUTH PARTICIPATION BE MADE POSSIBLE?

The young delegates drew posters of why child and youth participation was crucial in emergency situations. Holding up their poster, the five Thai young people explained their picture of a bird behind a globe. “Children have goals and need to be given the freedom and room to do their best to reach those goals,” said one of the Thai girls.

Discussing the other posters, the participants concluded that child and youth participation should be encouraged for these reasons: children and young people are a powerful, energetic, creative force, able to think independently, at the heart of their families and communities. As such, their contributions and perspectives should be acknowledged and accepted.



“Pearls of Opportunity”: Young delegates brainstorm ways that children and youths can increase their participation in disaster response.



Most barriers to child and youth participation are rooted in rigid social and cultural attitudes, as illustrated in this exercise .

From their tsunami experiences, young people have also demonstrated that, through participation, children and young people can help both themselves and others to cope with their extraordinary circumstances

VI. WHAT PREVENTS AND ENABLES CHILD AND YOUTH PARTICIPATION

Almost all the young people at the Forum said they had encountered a number of obstacles while trying to support tsunami relief and reconstruction efforts.

Whilst the young participants agreed that children are greatly valued in Asian societies, they felt that children are regarded as subordinates in the family and are expected to obey their elders in all aspects of private and public life. Although the Forum participants said young people needed some guidance from adults in certain situations, they also asserted that adults could learn from them. After speaking proudly of what children's parliaments have achieved in India, one of the Indian girls said child participation still had a long way to go towards acceptance, perhaps because of cultural attitudes. "Child rights are to some extent respected," she said, "but not so child participation."

Barriers

The young people drew up a list of obstacles to child and youth participation in disasters.

Many of the obstacles stemmed from cultural and social attitudes: views that children and young people were inferior; neglect or ignorance of child rights; lack of trust or support for young people; different interpretations of child and youth participation; and failure or refusal to acknowledge young people's opinions.

Others resulted from social problems such as child labour and abuse and inadequate education. Some of the participants said that fears of human trafficking prompted parents to restrict their children's movements in a bid to protect them.

There were political and environmental factors that blocked participation such as lack of government support and child-friendly spaces.

The participants also cited the absence of children and youth groups as well as a lack of forums for young leaders to air their views. Linked to this were practical obstacles such as language barriers and lack of information on how to participate.

Finally, the participants said attitudes among young people themselves also prevented participation. Some young people were fixated on grand schemes when small-scale contributions were more realistic and, ultimately, more effective. Many young people lacked the confidence to play a more active role, while others were simply not interested in contributing.

Listening to the discussions, one of the adult chaperones who worked with an international child advocacy agency admitted, "Most times we think we know best and impose things on young people. I talk on their behalf and leave out their ideas. We don't recognize they can think for themselves."

Not only did the participants identify the barriers, they also clearly expressed the factors that would enable participation. Many of their comments reflected their ideals:

Freedom to think and act for themselves as well as acceptance, respect and support from adults enables child and youth participation. Feeling safe and self-confident also contributed to participation, they said.

Some said the desire to help after seeing others suffer inspires young people to participate in disaster relief.

Other comments were a response to their cultural and social backgrounds, such as not being ordered what to do and proving to adults that young people can take action.

Some of the youths' comments were practical suggestions: the need to be given well-defined roles and clear guidelines, provided with accurate

information, and taught the skills needed to survive and help others. One way of supporting this, the participants said, is holding forums to share experiences and discuss issues.

However, the young people also recognized that other factors had to be present in order to make child and youth participation effective in emergency preparedness and post-disaster

reconstruction. These factors included: clear goals, dreams, and visions; strong support and help from adults and peers; coordination and constant communication; leadership among young people; cooperation between adults and children; and adequate resources, skills and knowledge.



Symbols of reconstruction: Young people express the desire to help in the reconstruction efforts in their communities.

LETTERS TO YOUTH, THE COMMUNITY AND TO THE GOVERNMENTS

In one of the final activities of the two-day workshop, the delegates wrote down their visions for child and youth participation in the future. The Indonesian participants placed at the top of a long list, "I dream whatever I do is useful to the country." Another young participant wrote: "I want to have a useful purpose – building houses damaged by tsunami, building schools and playgrounds." The Maldivian group said they wanted "to have a child's parliament to allow children's voices to be heard."

During the Forum, the participants also wrote letters to their communities, governments and aid agencies and peers on the issue of enabling child and youth participation in tsunami response. In their letters, the young people pleaded for more support and assistance from the government and NGOs, asking that schools be rebuilt and community members consulted in reconstruction plans.

They also asked their communities to recognize young people's potential. "We would like to take part in community development because our opinions would bring about the best development," read one letter. "In order for all people to live in the community in harmony and happiness, please include us, today's young people, in development plans," it continued. The youth participants from Sri Lanka urged their fellow community members to allow them to play a more active role in post-tsunami reconstruction efforts. "We know we are the future," they wrote, "so we would like to be part of what's happening now. Please let us be part of the reconstruction effort." Another letter addressed the social ills plaguing their community: "We need a safe place to play. Crime and drug use are now increasing in our community. So let us all work to stop these trends and help those children in need."

The participants also called upon other young people to join them in their efforts to make a difference. "My dear brothers and sisters, it would be best if we worked in unity. Then we can make a huge difference in our community," one letter said. "We can rebuild our society after tsunami."

Some of the letters touched upon the pain many young people were still experiencing from the tsunami, but urged them to put their losses behind them and work towards a brighter future. "No matter what you're doing now, it's time for us to come together and make our dreams come true," read one letter. "We've all been through so many bad situations in life that some of you may be discouraged. But we would like you to know that you are loved and there are many who are ready to encourage you. [...] Friends will never abandon friends."





CHAPTER 2

Child and Youth Participation Fair

14th - 16th November 2005

“We have potential and the energy to work for our country and our people. Please give us the opportunity to use our ideas.”

– Youth participants from Tamil Nadu, India.

I. INTRODUCTION

When the Indian Ocean tsunami hit on the morning of 26 December 2004, children and youths rescued and saved people, often at the risk of their own lives. When the waters finally receded, they reconstructed their families and communities by building, teaching, planting, cooking, distributing aid and information, performing rituals and caring for those shattered by the catastrophe.

Despite the remarkable contributions made by children and youths in the response to the tsunami, many government agencies, non-governmental organizations, community leaders and other adult actors in relief and reconstruction efforts continue to overlook young people's efforts and thus fail to involve them in preparations for future disasters. The tragedy lies on two fronts. Children and youths are still being denied their basic right to participate in decisions that affect them. Secondly, adults are ignoring a potentially powerful resource in emergency response, reconstruction efforts and disaster planning.

The Child and Youth Participation Fair, held in Phuket, Thailand on 14-16 November 2005, sought to remedy this oversight by highlighting the importance and benefits of involving children and young people, as illustrated in the tsunami and other disasters. The Fair also laid the groundwork for the development of networks and created a pool of knowledge from a wide variety of experiences of child and youth participation during emergency situations (from different regions of the world). Overall, the Fair's objectives were the following:

- To showcase and share experiences of child and youth participation in the response to the tsunami and other emergencies.
- To raise awareness and understanding of child and youth participation, and to influence and encourage donors and implementing agencies to involve children and young people in their programming.

- To present and share materials, resource people, training and service agencies for child and youth participation.
- To strengthen networks and links between key agencies supporting child and youth participation.

Around 100 participants from South and South-East Asia attended the event. Among them were children and young people from tsunami-affected areas in Thailand, Indonesia, the Maldives, Sri Lanka and India. Many of them are actively engaged in the ongoing reconstruction efforts of their homelands. One youth participant travelled from Bangladesh, a country undamaged by the tsunami but prone to many other natural disasters.

The other participants included workers from child-focused local and international NGOs operating in disaster situations, government officials responsible for protection and welfare, disaster relief workers, UNICEF representatives and independent researchers.

During the Fair, youths and adults together attended interactive workshops that examined in-depth the issues surrounding child and youth participation and initiatives to involve young people. While adults delivered most of the presentations, some were given by young activists, and many of the youth participants co-facilitated the group exercises and discussion time during the workshops. Other young people were very active in the workshops, some of them repeatedly expressing an interest in practical examples that they could later bring back to their communities. The three-day event also included poster and painting presentations, an exhibition and cultural performances.

II. WELCOME

Joachim Theis, Project Officer – Youth and Participation at UNICEF’s East Asia and the Pacific Regional Office, launched the Fair by welcoming all the participants. The goals of the Fair, he said, were two-fold: firstly, to draw attention to the contribution young people have been making in the relief, rehabilitation and reconstruction efforts in tsunami-affected communities; and secondly, to emphasise the need to consult young people, allow them to express opinions and involve them in decision-making.

The tsunami, he noted, provided an opportunity and a wake-up call for many young people. The disaster revealed social inequities, thus galvanizing young people’s social consciousness. In the aftermath of the tsunami, young people gained the confidence to speak out. Still, he added, many children and young people do not have a voice. He ended his speech by urging the Fair participants to examine failures as well as successes.

Pariyart Janjaroen of the Department of Social Development and Human Security in Phuket detailed her agency’s work with young tsunami survivors and added that long-term rehabilitation was crucial to overcoming the tsunami devastation. She expressed hopes that her department’s work would continue to receive support across sectors.

In a wide-ranging keynote speech, **Dr. Judith Ennew**, Senior Research Associate at the University of Cambridge and an expert on child and youth participation, recalled seeing a newspaper article about a pair of young Pakistani brothers whose parents died in the massive South Asian earthquake in October 2005. One of their

sisters was buried alive under rubble, so the two boys decided to hike to the nearest town to find help. Carrying an infant sister, the two boys found their way to the town and then guided rescuers back to their other trapped sibling.

This story shows children can act in emergencies and they can make incredibly difficult decisions without adult guidance, Dr. Ennew said. She also noted that she could not find a follow-up story, illustrating that adults are often more inclined to portray children as victims rather than agents of their own destiny.

Dr. Ennew said the right to participate underpins all human rights and that children, too, enjoy human rights. She stressed that children’s rights should not be dismissed as a ‘Western’ concept that contravenes so-called traditional Asian values. Dr. Ennew cited historic examples of child and youth participation: environmental planning in the West; child-led organisations to fight child labour, particularly in the Philippines; and the anti-apartheid movement in South Africa. However, adults need to be wary of tokenistic participation of children, she said, adding that shallow involvement can do more harm than good.

Finally, Dr. Ennew turned her attention to child and youth participation in the context of emergencies. Emergencies, she said, do not override human rights. Child participation is particularly important in emergencies because it ultimately helps children to protect themselves. A child who has participated finds it easier to say no, she said. Dr. Ennew concluded by saying that participation ultimately helps children and young people to heal. No amount of counselling can replace being a respected part of one’s family, school, community and nation, she stated.

THE EXHIBITION

As young people repeatedly reminded participants during the event, their contributions to the tsunami response have gone largely unrecognized and unappreciated.

So, in order to increase the visibility of their efforts and to set the context for the forthcoming days, children and agencies were invited to create displays of their work in the Exhibition Hall. The young people from the Maldives and Bangladesh arrived with wonderful poster and photograph presentations; the group from India displayed and explained their handicrafts; the Indonesians created a gallery space for their prize-winning stories and poetry; and the young people from southern Thailand demonstrated a model of their 'fish-cage project', an initiative to sustain livelihoods in their tsunami-affected village.

Several groups had brought short films and educational videos, and the young people from the 'Children of Tsunami' project in Sri Lanka told the story of the mini-documentary in which they feature.

A visual tour was created in the centre of the exhibition space to celebrate the work of the young people during the Forum. By following footprints around a maze, visitors were able to chart the progress that young people had made over the past months of reconstruction and to learn about the obstacles that still block their way to fuller participation in community redevelopment.

Amidst the stalls and montages, participants had the opportunity to interact and network with those working directly in the field as well as the opportunity to discuss the reality of developing similar strategies and programmes in their own countries.



III. VOICES OF THE YOUTH PARTICIPANTS

At the end of the opening ceremony, the youth participants displayed posters that depicted what they learned during the Forum. They spoke of discovering how the tsunami had affected many different people from other countries. Even though the tsunami brought death and destruction into their lives, it also brought people together, regardless of their backgrounds, and created an opportunity for young people to play an active role in their communities, they said. The youth participants listed their many contributions to their communities, but said there were many more young people whose energy and potential remained untapped.

“We have potential and the energy to work for our country and our people,” said Savitri, a child volunteer from the southern Indian state of Tamil Nadu. “Please give us the opportunity to use our ideas.”



CULTURAL EVENING

On the evening of 14 November 2005, the Fair participants gathered together to enjoy a buffet dinner and to take part in a cultural show. Many of the youth participants performed traditional songs and dances of their countries. Two girls from Thailand enthusiastically danced to the accompaniment of *luk thung*, a hugely popular form of Thai country music. Inspired by that performance, a group of girls from Aceh performed a traditional song and dance from their region that is usually performed during harvests. The girls from India shared Tamil songs with the audience, and a brave solo artist from the Maldives belted out popular Arabic songs to a cheering crowd. During a more sombre moment, a boy from Thailand sang a song he had written after the tsunami about a man who could not marry his loved one because he had lost everything to the waves.

Stirred by the young participants' performances, some adults also delivered musical numbers. One participant from Malaysia delivered a rousing rendition of 'The Greatest Love of All', while another sang a classic by the great jazz singer Nina Simone. At the end of evening, Pratiou Arafat, a youth participant from Aceh, presented a painting he had created that was inspired by the young people's presentation at the opening of the Fair. Painted in vibrant colours, the canvas depicted young people from Thailand, Indonesia, the Maldives, India, Sri Lanka and Bangladesh holding hands and beaming. "It shows us, united as one," Pratiou said.





WORKSHOP 1: CHILD RESILIENCE AND COMMUNITY-BASED RECOVERY IN DISASTER SITUATIONS

PRESENTERS:

Faye Balanon

Psychosocial Trauma and Human Rights Program,
Center for Integrative Development Studies,
University of the Philippines (UP-CIDS PST)

Pralhad Dhakal

Friends of Needy Children, Nepal

Anila Pushan

Association for Community Development,
Bangladesh

Workshop 1 focused on initiatives in three disaster-prone countries – the Philippines, Nepal, and Bangladesh – which highlight children’s resilience in emergency situations. The presenters discussed the roles children and youth can play in helping their communities recover, particularly in promoting psychosocial well-being and protecting other young people who are especially vulnerable to separation, trafficking and sexual exploitation in times of disaster. The workshop also highlighted the fact that children and young people’s resilience to adversity and ability to recover from disasters helps introduce normalcy back into the wider communities post-emergency.

PRESENTATIONS

Child and community resilience

Faye Balanon (Officer in Charge, UP-CIDS PST) presented an overview of the devastating floods and landslide that struck Quezon and Aurora provinces in the northern Philippines in November and December 2004. Up to 500 people perished in the disasters, precipitated by extensive logging in the area.

After the disasters, community members, NGOs, UNICEF and the local Catholic parish established a project to promote psychosocial well-being among affected communities. Named ‘Galing Dingalan’, (meaning ‘Healing Dingalan’), the project first tried to identify, through consultation with adults and children, what ‘psychosocial well-being’ meant to them. In order to achieve such ‘well-being’, people responded that they needed to regain a sense of security of livelihood and safety from disaster, incorporating aspects of the physical, mental and spiritual self.

Children were consulted about ways to ensure that they could once again find this sense of confidence and security. The model adopted focused upon existing support systems and local healing practices, building upon the natural resilience of people in disaster situations. Aside from participating in structured psychosocial activities, they also continued to participate in everyday life, leading prayers, salvaging materials, cleaning up and rebuilding.

Through their participation in a range of activities based upon local customs and healing practices, such as reviving traditional medicines, children and young people were able to contribute to the rebuilding of positive community spirit. This was a real contribution and catalyst to the recovery of the community. Children stated that their participation in helping the community increased feelings of self-esteem, strength and optimism for the future among young people.

The young people also participated in assessing the situation, identifying existing strengths and positive values in the community, as well as planning activities responsive to the needs identified.

In order to restore a sense of faith in the natural environment and to secure livelihoods, young people established a theatre arts workshop. They used their performance to show the effects of irresponsible logging practices and to persuade politicians and local businesses to preserve the forests.

The project culminated in an annual religious festival that gave community members a chance to come together, celebrate their recovery and remember the dead. During the festival, children performed a play that chronicled the struggles and triumphs of their community.

Children as 'protectors' in their communities

While young people can play a role in general community recovery, they can also act as protectors for those children most at risk in times of emergency.

Pralhad Dhakal ('Friends of Needy Children') in Nepal described the Nepali context, where earthquakes, floods and other natural disasters often occur. Nepal is also currently facing an escalating civil war, and the impact upon children's security has been enormous.

Friends of Needy Children runs a youth group called the 'Junior Red Cross'. Young people often state that they feel a sense of social responsibility towards other children in their communities in disaster situations. They therefore want to be able to contribute to relief efforts and have received training in: first aid and life-saving skills, identification of hazards, design of emergency plans, rapid needs assessments and relief distribution.

The presenter highlighted the efforts of young people in protecting the most vulnerable and marginalized in the community. These include girls, children living or working on the streets, ethnic minorities, disabled children, poor children, rural children, orphans and low-caste children. The issue of gender was particularly noted, as family and community may not prioritize attention to the needs of girls in times of emergency. This is largely because boys are considered to be more economically valuable for the future of the family.

The separation of children from families in emergency situations in Nepal is considered a major problem. The Junior Red Cross has been responsible for helping to prevent separation, promote awareness of separated children, identify vulnerable children, and provide safe strategies for separated children.

In the workshop's final presentation, **Anila Pushan** (Association for Community Development in Bangladesh) reiterated the vulnerability of certain populations in times of disaster and described how young people can protect others in their communities.

Bangladesh's annual floods heighten children's vulnerability to exploitation and trafficking. Driven out of their homes by the floods, many families are forced to look for alternative work. Twenty-five per cent of children working on the

streets in Bangladesh come from flood-prone areas, and many children are forced to look for domestic work away from their homes. Many girls are easily trafficked into sexual exploitation in India due to the porous nature of the borders during the floods and poorly enforced security controls.

The presenter then outlined activities conducted by ACD to prevent the trafficking and exploitation of children. Despite difficulties in reaching affected communities and prevailing community scepticism, the youth volunteers from ACD run child rights forums to raise awareness among vulnerable populations about the risk of trafficking during the floods. Communities and children are informed how to identify those most at risk and to act as watchdogs. ACD volunteers also run campaigns to influence local authorities to better protect children by providing greater levels of relief to vulnerable communities, thereby reducing the risk that children are forced into abusive work situations.

Children themselves are also involved in fund-raising activities, relief aid distribution, lobbying policy-makers, and capacity building and training activities. All these activities are targeted at the most marginalized children so that they can better protect their own communities in the future.

DISCUSSIONS

Are children accepted in their roles as community 'protectors'? In Bangladesh, children were often not accepted at first due to negative attitudes of adults in the communities. This was especially the case for girls, and it has been difficult to involve them. In Nepal, certain populations, e.g. Dalit children, would not be accepted as

educators or protectors due to their status. This presents a challenge for the organizations to overcome so that all children are included, although a shift in attitudes is perceived to be taking place, especially when initiatives are seen to be successful.

Can 'well-being' be measured? Faye Balanon said that psychosocial well-being could be measured by interviewing community members and simply asking them how they feel. She added that another way to measure psychosocial well-being is asking the community whether they felt prepared for another disaster.

How does one counteract the adverse effects of corruption and abuse in times of disaster? It was acknowledged that there is potential from all levels (including government, law enforcement, NGOs and aid agencies) to abuse power when people are most vulnerable. This is especially true for migrant people as they have no legal recourse. In places where the military rules, children may not be able to play any role in emergency response.

Following a short review on the most inspiring aspects of the workshop, the participants said that the demonstrated actions of children during emergencies justified advocacy for children in disaster situations. It was noted that communities are quickly convinced of the importance of child and youth participation once programmes are implemented. However, some of the challenges noted above may prove difficult to overcome.



WORKSHOP 2: COMMUNITY RESEARCH: CHILDREN'S ROLE IN EMERGENCIES

PRESENTERS

Dr. Judith Ennew

Centre for Family Research at the University of Cambridge, UK

Htoo Chit

Grassroots Human Rights Education and Development

Workshop 2 examined children's role in conducting research and their ability to be effective research partners. It also examined past conceptions of children's role in research and the legal instruments that guarantee children's right to be properly researched. Ethical guidelines, such as obtaining informed consent, and children-friendly methodologies were also introduced and explained.

PRESENTATIONS

"The right to be properly researched": Its meaning and legal basis

Dr. Judith Ennew (University of Cambridge) began her presentation by asserting that children have

the right to be properly researched. This means that children should actively participate in research, an ethical strategy must be integrated into the research plan, and appropriate, scientific methods must be designed and strictly followed.

Although not explicitly stated in the Convention on the Rights of the Child, children's right to be properly researched is implied in four articles of the Convention: they have the right to express their opinions (Article 12); the right to use different means of expression (Article 13); the right to the highest standard of facilities, services and institutions charged with their care and protection (Article 3); and the right to be protected from exploitation (Article 36). In terms of research, these rights mean that children's views should be integrated in research; researchers need to find appropriate methods to use with children; research should be conducted according to the highest scientific standards and ethics; and research should not exploit children.

Moreover, a child's right to participation signals their right to play an active role in research. Participatory research should allow the people

whose lives are being studied to define the research questions and play an active role in collecting, analysing and using the data.

Children's participation in research is part of a gradual process that should eventually lead to the use of the information gathered in the research. Although donors may be concerned at the initial costs of involving children in research, the end result creates more appropriate, successful and cost-effective programmes.

Children as research partners

Unfortunately, many international organizations fail to facilitate meaningful children's participation, including in research. Instead, they invite children to international conferences, elicit their views in research from drawings and role-plays, and then misuse the information or ignore their views. According to the presenter, children's views are used as illustrations rather than the basis for policy-making. Adults have 'opinions' that are used in policy making, whereas children merely have 'views'.

Such approaches contravene children's participation rights and completely overlook children's value as research partners. Children are important research partners because they have valid perspectives and knowledge and are often good informants. Contrary to what many adults believe, children are no less reliable as a source of information than adults. Children can gain the trust of other children more readily than adults. For example, **Htoo Chit** (Grassroots Human Rights Education and Development) said his group worked with four young Burmese migrants who were able to conduct interviews with other young migrants or children of migrants – a population that would have otherwise been overlooked or difficult to contact because of their uncertain legal status in Thailand. He also said that the subjects were much more comfortable with the young interviewers.

The ethical guidelines to children's participation in research

Dr. Ennew stated that researchers originally only gathered information from the men in a community. With the advent of feminism, researchers began soliciting views from women. Now, in order to gain a full picture, children need to be included as well.

Children, however, are generally less powerful and more vulnerable than adults, meaning that researchers need to follow certain ethical guidelines when working with them. Many children feel unable to say "No" or to defend their interests and, in general, children have fewer words at their disposal to express their thoughts and feelings.

Children and young people are also often not fully aware of the consequences of research activities. Researchers need to keep in mind the following guidelines: participation in research must be voluntary; do no harm; protect children and not place them at risk; agree on interventions if children are seen to be at risk; and not exploit adult power. These guidelines must be integrated into the entire research process. In particular, obtaining informed consent directly from children is necessary. In the first place, researchers should not rely on guardians or other adults claiming to represent children for their consent. Secondly, children need to understand what the research goals and methods are, what the topics are and what the data will be used for. They must be aware of the fact that they can withdraw at any point. Children should also understand the possible consequences of their participation.

During post-emergency situations, adults need to also keep in mind other ethical guidelines. First, they need to be sensitive to children's emotions and do no further harm. A referral system for counselling for both children and adults (including researchers) should be a vital part of the research plan. They should also think of ways for children to take away positive feelings after data-gathering sessions.

Methods in participatory research with children

All research should adhere to scientific methodology rather than unscientific methods such as case studies and anecdotal evidence. Unscientific methods often come in the guise of 'rapid' assessments or 'feel-good' participation. Lacking control groups, systematic data collection and analysis, these methods ultimately shed little light on the topic and cannot provide a firm basis for policy and planning.

Scientific methodology is simple, systematic and practical. It involves: protocol, secondary-data analysis, replication and comparison, control groups and sampling, a focus on children, and triangulation between data collected using different methods. In short, research with children should follow the same principles as research with adults.

Research design with adults or children should never begin by asking direct questions using interviews and questionnaires. The first step is to find out what people think about the issue; whether or not they see it as a problem; what words they use to talk about it; and how they ask questions themselves.

Children and their communities have their own way of using words, and research should always be conducted in the local language or dialect. Responses should be taken down verbatim. The presenter also advocates the use of the 'back translation' method, in which two researchers translate a research tool or research data separately, compare their translations and agree on a version; consult with an arbitrator over points of contention; and then ask a third researcher to translate the result back into the original language. If there are significant differences between this translation and the first version, researchers should start again.

Using visual methods

Visual methods can be used at all stages of research. They can be used to put the participants

at ease, work with research participants who find it difficult to express themselves verbally, discuss sensitive issues, or stimulate a group discussion or interview.

Visual methods include drawing, maps (such as activity maps, body maps and mobility maps), sculptures, masks, videos produced by children, photographs and visual stimuli used for group discussions or interviews.

Children generally enjoy drawing, but it is essential to ask them to explain their pictures because adult interpretations are often wrong. Also, when using visual stimuli, researchers need to pilot the images to check that participants recognize what is depicted and that it has the meaning researchers wish to convey.

DISCUSSIONS

How does one objectively assess and compare subjective data (such as drawings)? The presenter replied that it is not the researcher's role to interpret the drawings, but to listen to and record children's descriptions of what they have drawn.

How are children trained to be researchers, and are young children asked to be research partners?

The presenter replied that the protocol development workshop for ongoing research on post-tsunami protection issues in Thailand (sponsored by UNICEF) took two days and could not really be described as 'training'. It involved a wide variety of stakeholders, both adults and young people, and developed research questions and the basics for research tools. Further groups of young people were trained in the use of the protocol by research coordinators who had been involved in the workshop. In this case, very few younger children were involved as researchers, but there is nothing to prevent them from becoming research partners.



WORKSHOP 3: EDUCATION: PROMOTING CHILDREN'S RIGHTS IN DISASTER SITUATIONS

PRESENTERS

Parinya Boonridrerthaikul

ActionAid Thailand

Sunan Samrianrum

Plan Thailand

Victor Karunan – Facilitator

UNICEF Adolescent Development and Participation (ADAP)

Emergencies undermine children's right to an education as well as their right to participate because schools may be destroyed, teachers killed, and books and other materials lost. Livelihoods are also lost in emergencies, meaning that some children are forced to leave school and work in order to help support their families. A great deal of effort is needed to provide both the physical and human factors needed to ensure that children can continue their education. This workshop addressed these issues, with two presenters from Thailand sharing their experiences of innovative educational programs launched after the tsunami. The participants also

discussed the problems children and young people in tsunami-affected countries still face in terms of education and proposed possible solutions to those problems.

PRESENTATIONS

The tsunami's impact on education

The tsunami destroyed many schools and educational institutions. During a group exercise, the youth participants of this workshop said, almost a year after the disaster, their right to an education remained unfulfilled. Many schools have not been rebuilt, leading to overcrowding at existing schools. In some cases, children are unable to attend because schools are too far and transportation is inadequate. Books and other materials have not been replaced.

The tsunami also killed many teachers, especially in Aceh. Youth participants from Aceh said their new teachers are largely unqualified. The waves also deeply affected non-formal education such as

Muslim boarding schools in Aceh. A girl described how private schools in her community in Tamil Nadu, India are now charging extra fees for language classes – fees most parents are unable or reluctant to pay. Ironically, the overwhelming response by NGOs to the tsunami has had a detrimental effect on education. A Thai youth participant said the continued presence of the NGOs and their various activities are distracting young people from their studies.

Young people as part of the solution

The youth participants called for the rebuilding of schools and other facilities. They requested books, computers and other learning materials. Above all, they wanted to take an active role in improving the quality of their education. They wanted to learn computer skills and foreign languages in order to instruct other children and young people. They also wanted to form student committees that can provide recommendations to school principals. A youth participant from Aceh said he would start a poster campaign to urge children to return to school.

While schools were being rebuilt, ActionAid Thailand decided to launch a Mobile Education Unit to help children continue their studies. Named Tam Yim (“Paint a Smile” in Thai), the colourfully painted bus unit travels to affected communities and shelters to promote learning through fun activities such as art and theatre workshops, said **Parinya Boonridrerthaikul** (ActionAid Thailand).

Developing local curricula in Thailand

The tsunami also provided opportunities for children to address the issues that affect their education, something that rarely happens in traditional Asian societies. For instance, Plan Thailand is working with children at 11 schools in the tsunami-affected provinces of Phuket and Phang Nga to design their local curricula, explained **Sunan Samrianrum** (Plan Thailand).

In Thailand, local curricula are permitted under law as a way of supplementing the nationwide core curriculum. ‘Local curriculum’, which can be taught inside or outside of the classroom setting, is defined as local knowledge that cultivates children’s moral, intellectual, cultural and ethical development, such as traditional medicine and oral traditions.

Plan Thailand has experience in helping children in northern and north-eastern Thailand develop their local curricula. After the tsunami, Plan’s consultations with teachers and students showed that affected children had the ability and desire to participate, and indeed, needed to express themselves and be heard. Thus, local curriculum development was seen as an effective way of getting children involved in education.

The presenter then explained the process of developing local curricula with children. In the initial planning stage, the children gather information about possible subjects. During workshops, they provide feedback on the ideas and detail what they want to learn. They also participate in the actual implementation of the curricula.

Children benefit enormously from participating in this process. They learn about the issues that affect them, their families and their environments. They also realize their roles and responsibilities. The process raises disaster awareness and thus emergency preparedness. Above all, children are able to express themselves and be heard.

In northern and north-eastern Thailand, children have learned about forest conservation, household sanitation and silk weaving as part of local curricula which they helped devise. The project in the tsunami-affected areas was launched in May, and Plan Thailand is now training teachers and officials in the methods of participatory action research and holding consultations with communities and children. However, children have already suggested some of the subjects that they wanted to learn more about: mangrove conservation, natural resource

management and indigenous cultures. This latter subject was raised because many of the Moken seafaring communities, due to the passing down of traditional folk wisdom, had recognized the impending signs of tsunami.

How much time do Thai schools devote to local curricula? Sunan Samrianrum explained that schools devote roughly 70 per cent of their time to the national curriculum and the remaining 30 per cent to local curricula.

DISCUSSIONS

How does the Mobile Education Unit sustain learning? Parinya Boonridrerthaikul explained that the unit was a three-year project and currently alternates between three communities. Next year, the unit will move to other villages, but will also monitor the previous communities.





WORKSHOP 4: PROMOTION OF HEALTH AND HYGIENE IN EMERGENCY SITUATIONS: CHILDREN AS PEER EDUCATORS

PRESENTERS

Eric Thipthorpe

Aparajeyo

Mohammad Salim

Aparajeyo

Victor Karunan

UNICEF Adolescent Development and Participation (ADAP)

This workshop focused on the role of children and young people in the promotion of health and hygiene in times of disaster. In particular, the presenters explored the impact of floods on children and youth, the practical tasks they can perform in relief aid, their potential as peer educators for disseminating health and hygiene messages and their capacity to support disaster preparedness strategies.

PRESENTATIONS

The impact of floods on sanitation and children's health

Eric Thipthorpe launched the workshop with a presentation on the work of Aparajeyo, a national child rights-based NGO, during Bangladesh's annual monsoon floods. Every year, catastrophic floods strike Bangladesh, an impoverished delta nation, between July and September. The floods affect around 84 million people, 42 per cent of whom are children.

Floodwaters rise quickly in Bangladesh, placing children at risk of drowning, especially those from marginalized poor communities living in low-lying urban areas. In a country with poor sewerage and sanitation facilities, the floodwaters pose a serious threat to children's health through the contamination of water sources from human waste, chemicals and garbage. Among the health

issues faced by adults and children are skin and respiratory ailments as well as gastrointestinal problems, including life-threatening diarrhoea. Damage and disruption is caused to crop growth and food supply, and due to the loss of livelihood, there is massive displacement of people.

The role of peer educators in emergency relief

Aparajeyo's peer educators play an active role in the organization's immediate disaster response. Some elected peer educators serve on committees that coordinate various aspects of emergency response while other young people are involved at a practical level by ensuring that: goods are purchased and packaged; the most vulnerable families are identified; healthcare needs are assessed; and safe delivery sites are agreed with law enforcement and communities.

These young people play a particularly important role in addressing the health needs of affected populations by providing first aid and oral re-hydration solution kits, ferrying people to clinics or relaying information about sick people, especially children. The young peer educators are also instrumental in raising awareness about water purification, hand-washing and latrine use, as well as information about both health hazards and health facilities.

The role of peer educators after the floods

After the floods, the peer educators help with needs assessments of communities and families. In relation to health, they survey the need for mosquito nets, cooking equipment, and conduct mapping exercises with children and youths to identify where latrines and wells should be located in communities.

During the floods in Bangladesh, children become increasingly vulnerable to a range of dangers that compromise their health and security. With family structures, schooling and work

opportunities jeopardized, they are more susceptible to labour exploitation, drug and alcohol use and migration. Aparajeyo's peer educators help to protect vulnerable children and young people by heightening their awareness about their rights and welfare as well as raising health and sanitation issues through child-friendly activities such as courtyard discussions, music concerts and theatre.

'Water Alert!' – teaching children to promote good hygiene practices

During the workshop's second presentation, **Victor Karunan** (UNICEF ADAP) noted that ongoing climate change would create more weather-related disasters worldwide, especially in the form of severe flooding that seriously impacts the quality of water supplies and access to basic sanitation. Already, 1.1 billion people in the world do not have access to proper drinking water and 2.6 billion do not have access to basic sanitation facilities. Of those people, 40 per cent are children. Indeed, the median age of those living in the least developed countries – the nations most affected by the lack of potable water and sanitation – was only 18.9 years in 2005.

The presenter then introduced 'Water Alert!', an interactive game directed at children and young people to promote awareness of water-related health issues. The game, now available in English, Spanish and French, centres on two emergency situations. Not only does it raise awareness of health issues, it also focuses on environmental issues, encourages intergenerational dialogue, highlights the importance of gender equality and teaches practical life skills such as conflict resolution. Finally, children and young people learn the value of their participation in emergency situations through the game.

The presenter discussed future plans for 'Water Alert!', including translating it into more languages, distributing it further and using it as a model for other games focused on health issues such as HIV/AIDS prevention.

DISCUSSIONS

What has been your personal experience as a peer educator? A 17-year-old peer educator at Aparajeyo, **Mohammed Salim**, noted the responsibilities that he and the other peer educators share, particularly in distributing relief supplies. He said that as a former street child himself, he felt fortunate for the opportunity to help and educate other young people in times of emergency. Salim also said in order to help others, young people must first learn how to protect themselves. For example, Aparajeyo recognizes the importance of teaching peer educators to swim. They also need proper training to effectively communicate health and safety messages to both adults and children, such as the technique of using 'flash cards'. The young people

from Aceh praised the work of Aparajeyo, and the courage of young people like Salim, who save lives through their relief efforts. Because floods happen with such regularity in Bangladesh, young people are mobilized and prepared. But in Aceh, young people were unable to support relief and health initiatives to the same extent. The Indonesian participants thanked Salim for being a role model for his peers and an inspiration to all children affected by underprivileged upbringings and natural disasters.

'Water Alert':

http://www.unicef.org/voy/explore/wes/explore_1818.html





WORKSHOP 5: CHILDREN AND THE MEDIA IN DISASTER SITUATIONS

PRESENTERS

Dale Rutstein

UNICEF Philippines

Weera Suwannachote

Thai Youth News Centre

Prasad Pereira

Television Trust for the Environment

In this age of satellite television and the Internet, the media wields enormous power over people's perceptions of themselves and the world. Although children and young people are significant media consumers, they are often still portrayed in a negative light. However, as high-quality digital technology becomes more affordable, children and youths have growing opportunities to play an active, participatory role in the media, depicting their lives, their issues, and their perspectives. During this workshop, presenters from the Philippines and Thailand introduced projects that give children and young people the opportunity to shape their own news. The workshop also discussed the media's role in advocacy.

PRESENTATIONS

Why should young people get involved in the media?

Dale Rutstein (UNICEF Philippines) started this workshop by explaining the rationale and importance of providing young people the opportunity to work in the media. An example from the Philippines, the youth-produced news show *Kabataan News Network*, was given to illustrate the point.

Comprising half the country's population of 85 million, young people in the Philippines face a grim scenario: grinding poverty, exploitative labour, armed insurgencies as well as trafficking and sexual exploitation. Young people are experimenting with sex, drugs and alcohol at earlier ages, and experts say an HIV/AIDS epidemic in the Philippines is only a matter of time.

Adolescence, however, is an ideal time to mitigate poverty and risk behaviours because lifelong habits are being formed. Seeking to reverse the situation for the country's young people, UNICEF Philippines wanted to create a project that would:

provide role models by raising the profile of children and young people already working for social change; give young people an environment in which to participate; and provide a wider range of meaningful participation opportunities for children and youths.

Television was considered the best vehicle for achieving these objectives. More than 80 per cent of the population in the Philippines watches television at home, showing the enormous potential reach that a project involving youths and the media would have. The media has traditionally been an important outlet for politically disempowered people in the Philippines.

In Thailand, youths are some of the main consumers of media, but there is very little media for and by young people. In order to address this absence, **Weera Suwannachote** founded the Thai Youth News Centre in Bangkok six years ago to teach young people how to independently produce television news about the issues that affect them. The presenter also wanted to give young people of all socio-economic and ethnic backgrounds an outlet to express their views and ideas. TYNC now operates as an extracurricular activity club for secondary school students and has about 2,000 young reporters throughout the country.

Young reporters in action

KNN consists of 12 bureaus throughout the Philippines. Young people between the ages of 14 and 19 from all ethnic and socio-economic backgrounds staff the bureaus. They decide on the stories they want to cover and then shoot, script and provide the voice-overs for their clips. Each reporter is required to produce at least two segments per month. Professional adults then help edit the segments and compile the weekly half-hour show.

In TYNC's production process, young people are first trained on how to write a television script, shoot footage and deliver narratives. Then, the young people meet among themselves, brainstorm

story ideas and discuss them. They shortlist the stories and vote on which ones they want to cover. Their next steps consist of reporting on location and writing the script. Finally, they select the role they each want to play in the news crew and then film on location. During the process, a teacher is assigned to give guidance. Children quickly grasp the basics of television news production, Weera Suwannachote explained, and they also learn other skills such as encouraging subjects to agree to interviews.

What are the stories that young people want to tell?

Since debuting in June 2004, KNN has produced 43 episodes. About 37 per cent of the stories covered subjects directly related to the young people – their lives, their homes, their families, their heritage and their communities.

Twenty-two per cent of the stories were related to people, jobs, and achievements that young people admired, while 21 per cent delved into issues that concerned young people, such as the environment, violence, abuse and human rights violations. The remaining 20 per cent of stories examined the issues that young people contend with – substance abuse, sexuality, risk behaviours and despair.

Dale Rutstein showed one KNN segment about a young boy trying to support his family by shining shoes on the street. Weera Suwannachote also presented a 30-minute video about young people on the tsunami-devastated island of Phi Phi. He said TYNC's youth reporters decided to make the documentary because they wanted to know what happened to other young people living on Phi Phi, one of the islands hardest hit by the disaster in Thailand. A team of young reporters filmed and interviewed child and youth survivors, some of whom were also taking part in the clean-up efforts. KNN is aired on two major television networks, including MTV Philippines, and in the last few months, segments from the show have been aired during the evening news – a major television time slot. So far, ratings show more than 100,000 people in metro Manila tune in to the show.

How do the young reporters feel about their work?

KNN's participants recently evaluated the strengths and weaknesses as well as the opportunities and challenges in producing the show. The weaknesses were mostly technical: the lack of time and exposure, the network's weak signal and the show's scheduling demands. Among the challenges the young reporters faced were balancing schoolwork with the show's demands and adults who were unsupportive or who looked down on them.

Still, the young reporters identified the project's many strengths. The show, they said, fostered a feeling of unity. The show helped other children by giving them a voice and telling their stories, and it broke down barriers between ethnicities and socio-economic classes. The young people also felt they were learning important job and leadership skills. Working as reporters broadened their perspectives and won them recognition for their work. KNN also provided the opportunity to travel and be creative.

Media as advocacy

Prasad Pereira of the Television Trust for Environment, a regional organization operating out of Colombo, presented a project entitled, 'Children of the Tsunami', which aims to chronicle the lives of young tsunami survivors and their families.

Western news media strives for objectivity and for a balanced, fair account. However, faced with the scale and sheer horror of the tsunami, many media professionals began taking an active role in relief efforts by helping to locate missing people, coordinating relief work, mobilizing donations, distributing relief and conducting investigative reports on the distribution of aid. But months after the tsunami, news coverage of the survivors began to wane.

There are, however, thousands of stories that still need to be told about the tsunami survivors. With

this in mind, TVE Asia-Pacific conceived its 'Children of Tsunami' project. Focusing on eight children and their families in tsunami-affected countries, TVE Asia-Pacific wanted to show how survivors were rebuilding their lives, how their human rights were being affected and whether the promises of aid and reconstruction were being fulfilled. Between February and December 2005, TVE crews paid monthly visits to the children and their families. The project focused on children in order to give a human face to the disaster and its consequences.

DISCUSSIONS

What is the profile of the young reporters of KNN?

Dale Rutstein said 90 per cent were still in school and from urban areas, including street children, while 85 per cent were girls.

Does KNN have a formal child protection framework? There is nothing formally written, but the issue is regularly discussed.

Do reporters receive special training in dealing with children?

No. However, international media organizations have strict ethical guidelines and codes of conduct for their reporters. For instance, a reporter should always make clear that he or she is a journalist and writing a story for publication (or filming for broadcast). They should also discuss with the interview subjects about the possible ramifications of their comments, especially in conflict situations. They should always decide with the subject how the subject wants to be quoted (or not) at the beginning of the interview. When quoting a subject directly, they need to record the quote verbatim. When interviewing children, they should always obtain informed consent from the child. Reporters should never give gifts in exchange for information.

Thai Youth News Centre:

<http://www.ashoka.org/fellows/viewprofile3.cfm?rleid=147700>

Children of Tsunami:

<http://www.childrenoftsunami.info/>



WORKSHOP 6: CHILDREN'S ROLE IN THE RECONSTRUCTION OF THE PHYSICAL ENVIRONMENT

PRESENTERS

Dr. Selim Iltus

Children's Environment Research Group, City University of New York (CUNY)

Michaela Kelly

Plan Sri Lanka

Dr. S. Amsa

Association of Sarva Seva Farms

Vanessa Currie

International Institute for Child Rights Development and Save the Children Canada

After a disaster, children can play a vital role in the rebuilding of their homes and communities. Workshop 6 focused on experiences and practical examples of child and youth participation in physical reconstruction after massive earthquakes in Marmara, Turkey and Bam, Iran as well as projects still underway in tsunami-affected areas of India and Sri Lanka.

PRESENTATIONS

Building child-friendly environments

In August 1999, a massive earthquake shook western Turkey. Hundreds of towns and cities were flattened by the quake and around 25,000 people died. The initial response from the government was to focus on the reconstruction of cities, so towns had to rely on their own resources. Funds from a group of Turkish migrants in the Netherlands were channelled into a project to create a child-friendly environment in four villages in the Golyaka region.

Dr. Selim Iltus (City University of New York) guided the workshop participants through the process of planning, designing and constructing the child-friendly environment in Marmara. Before the process began, it was essential for the project team to visit the communities, identify themselves and state their objectives in order to counteract rumours that are common after

disasters. For example, some thought American officials planned to build a school.

During the needs assessment, the project team had to gain an understanding of how children and young people lived before the quake. Children and youth drew maps of their villages, detailing their lives and activities before the disaster. Dr. Iltus stressed the need to hold separate map-drawing workshops for boys and girls because girls have a very different relationship with their physical environment than boys and often express the desire for their own private space.

From these early assessments, it was decided the villages needed a special environment that primarily served children, teenagers and women. Named the Child-Friendly Space (CFS), the environment would contain indoor and outdoor play areas and resources like computers and books. It would also deliver services such as health and adult education. The CFS was later envisioned as a series of buildings with study rooms, a library, a computer room, classrooms and other facilities. Before the design was conceived, children and youths helped select a site for the project by conducting walking tours. They also learned to read maps and to take photographs as part of the selection process.

After the site was picked, a group of students under the supervision of a faculty member from the Massachusetts Institute of Technology then travelled to the villages and worked closely with the children and residents in the CFS design. They created a physical model of the proposed buildings. The model was later used as a resource for a three-day consultation with the entire community, including local politicians. Dr. Iltus emphasized the need to get local politicians involved. Without addressing political realities, youth participation becomes academic.

Dr. S. Amsa (Association of Sarva Seva Farms in India) and **Vanessa Currie** (International Institute of Child Rights and Development) also gave a presentation on children's participation in the development of child-friendly spaces. ASSEFA and IICRD are working towards creating these spaces

in four districts of the tsunami-hit Indian state of Tamil Nadu. The presenters described the project's approach, which includes three principal steps: assessment, analysis and action.

In the first step, children identified the needs and strengths of their communities through walking tours and map-drawing. They also met in focus groups and conducted interviews with key members of their communities. The next phase – analysis – involved defining the objectives and functions of a child resource centre. Children created designs for the centres, which were later presented to the wider communities. Among the features they wanted for the centres were libraries, gardens, computer rooms, separate latrines for teachers and students and lights to ensure their safety at night. As part of the final step – action – children are developing child-led activities for the centres.

Five months into the project, the impact on children and their communities can already be observed, the presenters said. Children involved in the project felt comfortable about expressing their opinions and taking a leadership role. Meanwhile, adults within the community began to view the children with respect. The presenters acknowledged, however, a number of ongoing challenges to the project, notably gender and caste discrimination.

Building a child-friendly city

Nestled in a desert oasis, Bam was a vibrant city that boasted numerous cultural treasures, including an ancient castle. On 26 December 2003, a 7.6 magnitude earthquake destroyed Bam. According to unofficial estimates, more than 30,000 people perished and not a single building was left standing.

When Dr. Iltus arrived four months later, the historic castle lay in ruins and survivors were living in tents while the government was constructing bleak, single-room emergency housing. Some cursory playgrounds were hastily set up amid the rubble. The challenges facing the

team who had arrived to design a model for a child-friendly city were considerable: not least, the destruction of Bam was seen as an opportunity by the influential to create a modern city filled with high buildings, and a planning firm in Tehran was already drawing up new plans for Bam without regularly visiting the site.

With the support of UNICEF, community and youth groups quickly organized and persuaded government officials that a child-friendly city was a viable concept. Briefly, child-friendly cities are healthy and safe urban environments that nurture the development of children at all ages. These environments guarantee secure lives and provide access to quality basic services to all children. They pay special attention to disadvantaged children and strive to eliminate discrimination. They also guarantee children the right to express their opinions, influence decisions about the city and participate fully in family and community life.

In Bam, workshops involving children and parents were held to develop ideas and, eventually, criteria for the rebuilding of their homes, neighbourhoods and city. Through the drawing of maps, the participants were asked to describe their families, a typical day, where they work and play, how they travel to school and where they see themselves in the future. The discussions were used to develop priorities that are important for children and youth. These included rebuilding the castle, retaining the local architectural style of single-story houses, reviving street life, creating centralized play and recreation spaces, and keeping schools close to home.

Again, these workshops revealed the fact that girls' social worlds were much more limited than those of boys – an issue of concern for girls and their mothers. It was proposed that having dedicated play and recreation centres for the girls would partially address this issue. It was also important to have local stores so that girls and women could have easy access to shopping.

As a result of this project, an early childcare development centre, a primary school, a teachers' resource centre, 30 child-friendly schoolyards and five child-friendly community playgrounds are now under construction in Bam.

Building child-friendly homes

The next presenter, **Michaela Kelly** (Plan Sri Lanka), discussed her experience of child participation in reconstructing homes. Plan Sri Lanka is coordinating two projects involved in building new homes. The first is the construction of 150-200 individual homes, while the second involves the building of an entirely new village on a plot of land donated by the government.

The presenter described how Plan Sri Lanka supported children's involvement in these two projects. In the first case, Plan Sri Lanka presented children with a model house from a previous project. Children then drew their 'dream houses' and 'dream villages', as well as their old villages. After a series of consultations, the children agreed on three models. The second project, however, had many constraints. Firstly, the government had already provided a design for the village and for the houses. Only after a model house was constructed were children able to give their feedback. However, modifications were subsequently made to the design to take into account comments by the children.

The consultations also revealed that children had different concerns from their parents. While adults wanted all the characteristics of the house to be bigger, children were more concerned about the layout, the environment and privacy.

During the implementation, children involved in the individual houses took a greater role. They helped with the physical construction, and older children helped their parents keep financial records. As for the government-designed village,

children played a role in deciding on how the houses should be allocated, requesting, for example, that former neighbours be given houses next to each other. The presenter also addressed the issue of monitoring, saying that it was hard to implement because construction sites were dangerous. Children in the village, however, will be monitoring how their new community develops.

DISCUSSIONS

Given the long time it has taken for reconstruction, how do you battle apathy in the community? Unfortunately there seems to be no easy answer to this question. All the presenters did underscore the importance of getting all people to participate in order to give them a sense of ownership.

Have the projects convinced governments to involve children in reconstruction efforts?

No. Developing children's participation is a slow, long-term process, and it is important to share experiences and advocate with all actors – NGOs, child-welfare groups, researchers, and governments.

How do you translate children's ideas into professional designs?

In the case of ASSEFA, the association actually employs its own engineers and architect who have experience working with children. It is equally important to translate professional designs to children and young people so they can understand how their ideas might impact on their lives. For instance, wide avenues may look good, but they provide little shade.





WORKSHOP 7: MITIGATING RISK: CHILDREN'S ROLE IN EMERGENCY PREPAREDNESS

PRESENTERS

Ngo Cong Chinh
Save the Children
Ming Viado
Plan International

Earthquakes, landslides and floods regularly claim the lives of tens of thousands of people each year in South and South-East Asia. And every year, children fall victim to disasters in disproportionately high numbers. Even after the immediate threat is over, disease, hunger and exploitation pose risks to children's lives and security. Their vulnerability, however, should not be used to justify the failure to incorporate children into disaster plans and responses. Workshop 7 explored the importance and benefits of involving children in mitigating the risks and effects of disasters. The first presenter outlined a Save the Children programme in Viet Nam that seeks to teach children and adults how to spot the threats that disasters pose to young people and how to reduce the impending risks. A second presenter, from Plan International, discussed recent research findings from tsunami-

affected countries that reveal young people's strong desire to participate in disaster preparedness plans.

PRESENTATIONS

Why should children be involved in emergency preparedness?

Already battered by annual monsoons, Asia must brace for more water-related disasters in the future as climate change shifts weather patterns. Meanwhile, rapid environmental degradation is exacerbating the damage and destruction wrought by earthquakes and floods, triggering more landslides. Although these disasters threaten all people, children are especially vulnerable because of their smaller physical size. Their vulnerability is heightened by a lack of skills and knowledge, resulting in disproportionately high numbers of young disaster victims. For instance, flooding in Viet Nam's Mekong Delta killed 170 people in 2002, a staggering 89 per cent of whom were children, said **Ngo Chong Chinh** of Save the

Children. The reason why more children drown than adults is because many of them do not know how to swim. In certain parts of Asia, swimming is forbidden for girls.

After the tsunami, many young people living in affected countries said they feared another disaster, explained **Ming Viado** of Plan International, citing a study conducted by the organization entitled 'Children and the Tsunami.' The study, which examined the tsunami's impact on children, was conducted in four affected countries and included interviews with more than 200 children and more than 100 agency workers. But their fears did not frighten these children into inaction. Instead, they wanted to equip themselves with skills that would help save their lives as well as the lives of other people. When the tsunami hit, many children rescued others. This fact proves that children, too, are capable of incredible acts of selflessness and courage and therefore should be supported in their efforts to ready themselves for future disasters.

Children also need to be at the heart of disaster planning simply because they are the future of their communities. Many of Thailand's Moken, or sea gypsy, minority group recognized the signs of an approaching tsunami – knowledge handed down from generation to generation – and survived.

Mitigating risks through environmental sustainability

The children surveyed in the Plan International study recognized the importance of environmental sustainability through disaster mitigation. Children and young people can help protect the environment through activities focused on watershed management, coastal resource management, community forestry, sustainable agriculture and community development planning. For example, young people in one Thai

village replanted mangroves along the coastline to create a physical barrier to potential large waves.

Mitigating risks through disaster preparedness

Children and youths in the study also stated that they wanted to play an active role in disaster planning. Indeed, they thought every community needed to draw up well-defined disaster plans with input from all community members. Children repeatedly said they needed to learn basic survival skills such as swimming and how to climb trees. They also suggested that community-based youth groups form links with organizations involved in emergency relief. Ming Viado gave an example of how members of a children's organization in a typhoon-affected area in the Philippines helped military rescue teams identify where landslide victims were buried.

Children and young people can also contribute to other activities that bolster a community's ability to cope with disasters, such as early warning systems, risk mapping, disaster simulation drills, disaster kits, infrastructure improvement, and skills and rescue training, the presenter said.

For instance, Save the Children conducts a disaster-training programme in seven Vietnamese provinces, said Ngo Cong Chinh. Local disaster relief coordinators, child welfare officers, children and other community members learn about the different disaster risks of, for example, typhoons and landslides; how those disasters affect children; and government guidelines on child protection during disasters. They also learn about legal frameworks in child protection and support, and how to analyse children's needs in disaster situations. Save the Children also trains teachers and staff members at community organizations on facilitating child participation.

Under the programme, community members and children conduct an assessment to identify the most vulnerable in a disaster situation and what resources are available. They then draw up disaster preparedness and response plans, pinpointing specific disaster threats and devising ways to mitigate them. Child-led assessments have resulted in improved school roads, clean water and toilets, swimming lessons, ready supplies of lifejackets, safe play areas and public address systems.

As a result, children taking part in the programme said they felt more confident about themselves and their ability to handle potential disasters. Meanwhile, adults involved in the project reported a heightened respect for children's capabilities.

DISCUSSIONS

What is the relation between environmental protection and disaster planning? Along Thailand's coast, mangroves and coral reefs – natural barriers to waves – have been torn down

or severely damaged because of tourism-related developments. Thus, scientists believe environmental degradation aggravated the tsunami's impact.

Why is it crucial to involve the local community in disaster planning and mitigation efforts? A Malaysian participant gave an example illustrating the disastrous consequences of not consulting with the local community. In one Malaysian community, a mangrove was replanted without consulting local people or experts. As a result, the wrong species had been planted, so the newly planted mangrove eventually died. Such mistakes make people cynical of external intervention, the participant warned.





WORKSHOP 8: MONITORING AND EVALUATION OF CHILD AND YOUTH PARTICIPATION IN DISASTER RESPONSE

PRESENTERS

Bhagyashri Dengle

Plan India

Shonu Chandra

Plan India

Dr. Selim Iltus

Children's Environments Research Group, City University of New York (CUNY)

Joachim Theis – Facilitator

UNICEF EAPRO

After the first immediate rush of aid arrived in tsunami-affected countries, criticism of the disaster response began to emerge. Some government officials were accused of handing out supplies to their allies, while aid agencies were charged with providing inadequate or inappropriate relief items. Clearly, the disaster response had to be subjected to monitoring and evaluation – a process in which children and youths also can play a crucial role. This workshop examined two initiatives in equipping young people with tools and methods to conduct monitoring and evaluation. One initiative in India

trained young people to conduct surveys on the tsunami response and analyse the results. Another presentation focused on self-critiquing methods by children's clubs in Nepal.

PRESENTATIONS

Rationale for involving children in monitoring and evaluation

There are several reasons for facilitating children's participation in monitoring and evaluation, said **Bhagyashri Dengle** and **Shonu Chandra** of Plan India in their presentation on a project in Tamil Nadu, India. First, it involves children in the reconstruction effort, and by doing so, eventually helps alleviate psychosocial pain. Second, it allows children to speak out. Finally, children also tend to gain the trust of their peers quicker than adult evaluators.

Monitoring and evaluation projects teach children valuable lessons about being responsible, caring members of the community. By learning how to identify vulnerable groups and their needs, young

people also learn about human rights. By designing and implementing ways to determine the fairness of a disaster response, they also learn about collaboration. By learning how disaster responses must address the needs of all survivors, they learn about equality and compromise. Monitoring and evaluation initiatives teach children how to examine situations critically – a vital trait of a working democracy.

Examining disaster responses

“Pictures for Life” is a three-year project launched by Plan India in Tamil Nadu involving 36 children from 10 villages. The project aims to involve children in the monitoring and evaluation of the tsunami response by teaching them how to: identify vulnerable groups, take digital pictures as documentation, collaborate in designing and implementing surveys, analyse results and present findings to the wider community. A 20-day workshop was held to teach children these methods. The project will eventually produce a travelling photo exhibit, a documentary film and a report.

During the workshop, the children were presented with a survey that sought to elicit people’s views on these areas of the tsunami response: relief packages, temporary shelters, child care centres, school kits, water and sanitation, health clinics, art therapy, boat distribution, children’s clubs, cultural events and sports. Children, however, did not devise the survey questions, which were aimed at weighing the response’s accessibility, relevance, timeliness, value, prior consultation and sensitivity to the beneficiaries’ dignity.

After holding a pilot initiative, the children then conducted the survey in the 10 villages, with more than 700 people responding. Eventually, they gathered and summarized the results and drew conclusions.

Examining themselves

Dr. Selim Ittus (City University of New York) showed a video entitled, “Mirrors of Ourselves: Tools of Democratic Reflection for Groups of Children and Youth,” which was produced by Children’s Environments Research Group at CUNY and the Save the Children Alliance. The 22-minute video illustrates how children in Nepal, aged 8-16, critically examine their clubs using participatory methods.

Children’s clubs have gained enormous popularity in Nepal over the past decade and play a vital role in advancing democracy in this conflict-ridden, impoverished Himalayan kingdom. Unlike other child participation projects, these clubs give young people ongoing, hands-on opportunities to run and evaluate their own organizations.

The video documented two methods children and young people use to monitor and evaluate their clubs. In one method, the young people listed all the activities the group participated in, such as football, cooking and cleaning. The children then ranked their favourites, helping them determine the popularity of the activities. This method was viewed as a particularly effective way of preventing older, more outspoken boys from dominating the club. In a second method shown on the video, children drew a map of their village – with every house included – and discussed whether any children were being excluded from the club.

DISCUSSIONS

Are the strategies shown in “Mirrors of Ourselves” specific to Nepal or can they be adapted in other countries? The techniques documented on the video can be easily duplicated in other countries.

‘Mirror of Ourselves’:

http://web.gc.cuny.edu/che/ceerg/publications/Video/video_mirrors_of_ourselves_index.htm



WORKSHOP 9: THE ROLE OF THEATRE AND DRAMA IN COMMUNITY REHABILITATION

PRESENTERS

Richard Barber

Makhampom Theatre Group

Lakan Bunyi

Freelance artist and educator

Theatre is a powerful tool in promoting individual healing and community rehabilitation after a catastrophic event such as the tsunami. Storytelling enables people to make sense of past tragedies and to express their views about the present and future. As a live, interactive medium, theatre is one of the most effective avenues for participation. Workshop 9 explored the idea of theatre as a tool for healing and community development. The presenters demonstrated the many forms theatre can take through a series of lively, participatory exercises.

PRESENTATIONS

What is theatre?

Theatre is not confined to the stage, **Richard Barber** (Makhampom Theatre Group) explained in his presentation. It takes place in homes, schools, playgrounds, markets, sporting arenas, places of worship and parliaments. It can take the form of a meticulously planned ritual such as a wedding or a spontaneous event such as a street protest. Theatre takes place on reality TV shows as well as staged productions of *Hamlet*. Theatre is also not confined to language, **Lakan Bunyi**, a freelance artist and educator from the Philippines, asserted. In theatre, performers use their faces, bodies and voices to convey the emotions and ideas that form their narratives.

Children and youths make ideal performers

Child and youth participation in theatre is vital because children and young people are natural performers: children and youths are more uninhibited in their imaginations than adults; children are particularly less self-conscious than grown-ups are, making them freer when using their bodies to express themselves; and children and young people are also emotionally more honest and trust their instincts more readily than adults. They have a sharp sense of curiosity and are less afraid to ask questions. And children and young people know how to play, which forms the foundation of theatre.

Why use theatre in post-emergency situations?

Theatre promotes healing after a disaster on several levels. For individuals, theatre provides a forum for self-expression. It increases self-esteem as children and young people discover their talents and potential. It allows them to be creative, to take risks, and to have fun and relax. Drawing heavily from personal experiences, theatre provides children and youths with validation. It builds a community, giving children and adolescents a sense of belonging and unity. By participating in theatre, children and young people change their perceptions of themselves as victims to survivors.

Theatre also provides a safe space to address and raise awareness of sensitive social and political issues. It also creates a forum for problem-solving and promotes dialogue. It draws on and sustains local traditions and rituals. By creating and presenting a narrative, theatre helps communities digest grief and loss and make sense of a disaster. It can invoke a sense of closure around a traumatic event.

Theatre is also an effective and accessible way to promote participation because it demands the participation of all those involved – performers, producers/facilitators, and audiences. It also offers different entry points for participation – from performers to audience member to set designer to director.

Using theatre to rebuild communities

The Bangkok-based Makhampom Theatre Group employs a dual strategy in its programming – the use of participatory and empowering theatre workshops as a research and analysis tool and the use of performance as a way to initiate community dialogue and raise awareness. In the post-emergency context, Makhampom focuses on broader community rehabilitation, which inherently incorporates individual healing processes.

After the tsunami, Makhampom launched two projects. One of the projects, named 'Rebuilding Community through Theatre', is based in two communities in Phang Nga and Ranong provinces. Targeted at children and youths between the ages of 12-20, the programme consists of five-day theatre workshops aimed at team-building and promoting self-esteem, performances for the wider community based on the young people's ideas and stories, and a touring theatre programme.

At the beginning of the project, young people in one of the communities, Ban Nai Rai, said they wanted to learn more about their village's history. Many of them feared knowledge of local history would vanish after the tsunami because of the death and destruction it wrought, and with it, the sense of local identity. They decided to base the workshop and a performance on local history and folklore. Later, the young participants said they greatly appreciated the chance to learn about their community's history. Others said they enjoyed the experience of guiding younger participants.

Makhampom also decided to launch a project focused on raising AIDS awareness in tsunami-affected communities. 'AIDS Education through Theatre', sponsored by Save the Children, had three elements: a performance to provide knowledge and pose questions about HIV/AIDS, theatre workshops with students to address the points raised by the performance, and teacher training on participatory workshop methodology.

The performance – which was fast-paced and packed with pop cultural references – proved popular with students. More importantly, they said it provided them the first opportunity since the tsunami to discuss the increase in risk behaviours their communities were witnessing because of the disaster. They said the influx of aid money combined with psychosocial distress was fuelling risk behaviours such as drug use and unsafe sex. Social mores were also disintegrating because of the loss of role models or the stress that parents, teachers and other mentors were enduring.





WORKSHOP 10: CAPACITY BUILDING IN EMERGENCY SITUATIONS

PRESENTERS

Yasmeen Abdallah

Save the Children

Stefan Balthazar

Protecting Environment and Children Everywhere

Dr. S. Amsa

Association of Sarva Seva Farms

Vanessa Currie

International Institute for Child Rights Development and Save the Children Canada

Without the skills, infrastructure, resources and willpower to support child development and rights, promoting effective child participation is difficult. Workshop 9 consisted of three presentations. Two of the presentations centred on how to build capacity at all levels: in development-focused organizations, in communities and in children. A presentation from Sri Lanka described how well-trained and experienced youth volunteers were able to help tsunami-affected communities.

PRESENTATIONS

What is capacity building in emergency situations?

‘Capacity building’ encompasses all actions aimed at strengthening individuals and communities to reduce their vulnerability and their dependency on external aid. It includes developing skills and infrastructures as well as building or strengthening institutional, financial, political and other resources. Emergencies pose huge obstacles to capacity building because they disrupt lives, destroy infrastructure and deplete resources. Building child-centred capacity that is fully participatory for all stakeholders is especially challenging after disasters because of the urgency of the situation and pervasive negative attitudes towards child participation.

In their presentation, **Dr. S. Amsa** (Association of Sarva Seva Farms) and **Vanessa Currie** (International Institute for Child Rights Development and Save the Children Canada) described a programme in Tamil Nadu state aimed at building child-focused capacity. Under this programme, capacity building specifically means: provide meaningful involvement for children,

families and communities in child-focused development; sensitize and train all stakeholders about child development, child rights and child participation standards; normalize children's lives; and bolster children's resilience by providing them support, especially vulnerable children.

Guiding principles for child-focused capacity building

All aspects of the Tamil Nadu capacity building programme observe a set of principles, the presenters said. First, all stakeholders are allowed to participate. Second, human rights have to be respected. For children, that also means supporting their mental, social, emotional, and spiritual development. Third, the programme seeks to build on the existing strengths of individuals and their communities. It also strives to tie learning and education with the local culture and build on children's relationship with the natural world. The final principle is to aim for long-term, sustainable change.

Sustainability is also one of Save the Children's programming principles, said **Yasmeen Abdullah** from the group's Aceh project. Programmes also must focus on children, promote gender equity and empower communities. They also must be able to be scaled up and show a measurable impact.

Capacity building in development organizations

The presenters described the experience of ASSEFA, a large NGO based in southern India that focuses on social and economic development among the poor. ASSEFA wanted to devote more energy to children's issues. Therefore, capacity building at the organizational level meant strengthening child participation in current programmes. It also signalled developing new child-focused programmes with the collaboration of children. Finally, it meant training all staff – even those who are not connected to child-focused programmes – in children's rights, children's issues and child participation principles.

For example, teachers employed by ASSEFA are taught the theories behind a child-centred education and given practical examples of child-led activities. The teachers then gather for monthly meetings to discuss what did or did not work in the classroom. Drivers are also trained in children's rights so they could identify vulnerable children. Besides child rights, staff are also instructed in child development and support for vulnerable children. They also learn practical strategies in engaging children such as learning through play or art.

Capacity building in communities

At the community level, child-focused capacity building has several avenues, said the presenters. One is to meet with the whole community to discuss children's needs and encourage support for child-led activities and programmes. Another entry point is collaboration with women's groups. Providing women with a basic education and job skills ultimately enhances their ability to support and nurture their children. Youth groups are also important partners in child-focused capacity building. They can encourage children's participation in cultural festivals and community events, and organize after-school tutoring sessions. The presenters also stressed the need for a child advocate within a community.

Capacity building for children

Ultimately, children need to build up their own skills and knowledge in order to address and handle the issues that concern them, especially in an emergency context. The presenters said the Tamil Nadu programme tries to build children's own capacity by creating participatory activities for them. Children are encouraged to take part in child-led needs assessments, child-led analyses, child-led action plans and child-led efforts to identify and help vulnerable children.

In Aceh, Save the Children also trains children in child protection policy and child rights. Children are involved in the creation of safe play areas as

well as the activities conducted in the spaces. Children's forums have also been established, and children are involved in the publication of a monthly magazine spotlighting their issues and achievements.

The outcome for capacity building

Building children's own capacity has huge long-term benefits, as illustrated by the role played by youth volunteers at Sri Lanka's 'Protecting Environment and Children Everywhere'. P.E.A.C.E. youth volunteers were immediately at the site of tsunami-affected areas of Sri Lanka, assessing needs and finding shelter for survivors. They also assisted emergency workers such as medical teams, said **Stefan Balthazaar**.

The youth volunteers also used their experience in trauma counselling after the tsunami. Besides counselling children and young people, the youth volunteers organized other activities aimed at emotional healing such as drawing and handicraft-making workshops.

DISCUSSIONS

How does gender inequality affect child-focused capacity building? Although Achenese society values boys more than girls, girls have actually taken a more active role in Save the Children's projects, Yasmeen Abdullah said. However, it was noted that international agencies still fail to take into consideration gender inequality when implementing programmes. One example given was a decision to hold a meeting about abuse at refugee camps at night, a time when most girls

had to help with dinner or were forbidden from leaving their homes. As a result, the meeting consisted mostly of boys, even though the issue affects girls more. Vanessa Currie explained the importance of working with the whole community to promote accessibility for both boys and girls to participatory initiatives. It is especially important to work with men as fathers were also generally more likely to scold or beat children when they expressed themselves. The rights of children to participate and express themselves must be acknowledged by parents to ensure that children do not get into trouble.

Do teachers resist learning about a child-based approach in education? Vanessa Currie said this was not an issue. A needs assessment is always held on the first day of training and then the rest of the training is designed around what the teachers wanted to learn.





WORKSHOP 11: MAINSTREAMING CHILD AND YOUTH PARTICIPATION IN EMERGENCY SITUATIONS

PRESENTERS

Joachim Theis – Facilitator

UNICEF EAPRO

Paulan Aji Brala

Plan International

Ming Viado

Plan International

Sister Mercy Palatty Devassy

Voluntary Health Association of Kanyakumari

Vergin Rosy

Voluntary Health Association of Kanyakumari

Throughout the Fair, presenters gave numerous examples to support the case for child and youth participation. The goal, however, is not for one-off projects, but for children's participation to be fully integrated into all aspects of emergency planning and response. This workshop tackled the challenge of how to mainstream children's participation. Joachim Theis (UNICEF) provided the arguments for mainstreaming child and youth participation, while the other presenters talked about their experiences in promoting children's participation principles. Vergin Rosy, a youth participant from India, shared her tsunami story and credited her

previous experience with a children's parliament for giving her the confidence and courage to act when the tsunami struck.

PRESENTATIONS

Why should children and youths participate in emergencies?

In a group exercise, **Joachim Theis** asked the workshop participants to list the reasons for child and youth participation in emergencies. He later outlined common arguments for participation, many of which the attendees also expressed. First, children and young people often make important contributions to relief, rehabilitation and reconstruction efforts because they have different concerns and perspectives. For example, young people often follow health and sanitation procedures better than adults, while emergency assessments are more thorough when they include information from children and youths. The presenter pointed out that children also do not expect rewards for their contributions. Children also have the right to be involved in decisions that affect them and, ultimately, informing children

about relief efforts helps them survive and protect themselves.

In his presentation, **Paulan Aji Brala** (Plan International) detailed examples that vividly illustrate these arguments. When the tsunami came, children and young people in Aceh alerted others of the danger. They physically saved other young people, and, in some cases, adults as well. After the disaster, children and youths played an active role in providing material and emotional support to their families and communities. Some helped their families find shelter, food and clothing. Others consoled grieving family members. Children and young people also persuaded ailing survivors to go to health clinics. Children and young people led group prayers – an important ritual in Aceh – and even joined adults in guard duty.

The presenter said children and young people also proved to be effective advocates for their communities. For example, a group of young people successfully lobbied for electricity in the barracks while others pushed for the creation of sports fields.

Why children's participation is overlooked in emergencies

Despite the concrete contributions by children and youths in the early stages of the tsunami response, children in Aceh were soon sidelined as Indonesian and foreign troops and international aid agencies took control of relief efforts. Throughout tsunami-affected countries, the scale of the disaster meant that those involved in relief work were mainly focused on basic survival and protection needs. The presenter also described a situation of panic – among survivors and among the international aid community. In such a scenario, civil rights and development concerns are often neglected.

This neglect is a fundamental mistake often made in emergencies. For when civil rights and development issues are suspended, it is difficult to re-introduce them to disaster-affected communities. Joachim Theis also noted that aid agencies and

governments often adopt a utilitarian approach to children's participation and fail to find ways of involving children and youths in a meaningful fashion. For instance, in Aceh, only limited consultations were held with children to address what they needed. However, aid agencies and government officials failed to recognize the strengths and abilities of children and young people.

What exactly needs to be mainstreamed?

Children's participation comprises several fundamental rights, Joachim Theis pointed out. Children have to the right to information. They have the right to express themselves, and to take part in decision-making, particularly in decisions that impact their lives. Finally, they have the right to form and join associations.

How do we mainstream children's participation?

Target groups

During a group exercise, Joachim Theis asked the participants to identify the organizations or individuals that advocates need to influence in order to push for children's participation. The workshop participants listed the following: children, NGOs, communities, governments, schools, international relief agencies (including those without a child focus), and the military.

In order to identify the target groups, it is important to understand the wide array of settings for child participation. Children's participation can take place in families and among peers. At the community level, it can occur in schools, religious and welfare institutions, workplaces, local governments, physical environments, health services, police stations and judicial systems. At the national level, children's participation can be integrated in the media, academic institutions, government bodies, national policies and budgets, NGOs and the Internet. Finally, at the international level, it can be mainstreamed into human rights treaties, the global economy, global bodies such as the World Bank, international

NGOs, bilateral agreements and meetings such as the Global Economic Forum.

Components in mainstreaming child participation

The presenter then introduced the components needed to mainstream children's participation: heightened awareness, child-focused capacities, sound and institutionalized standards and structures, reliable resources, and experienced, trained staff.

Approaches to mainstreaming child participation

Advocating for children's participation can take three approaches. One is to raise awareness, build child-focused capacities, and mobilize human, technical, and financial resources. Advocates can raise awareness through the media, though this method has limitations given the short attention spans of media outlets and their strong commercial interests. Raising awareness in local communities has a more lasting impact. The presenter pointed out that NGOs and community organizations are best equipped to conduct this sort of on-the-ground approach.

The second approach is to institute structures and standards, such as national frameworks and policies for child participation that have been set up in the Philippines and Mongolia. This approach must also include allotting government resources for children's participation. There are, however, limitations to such an approach: it depends heavily on a strong central government for effective implementation and its top-down approach may not foster real change.

The third approach is to mobilize children and young people, as illustrated by the 'Junior Red Cross' in Nepal and children's parliaments in India. Such an approach empowers children and young people and can produce long-term change as they become adults who accept children's participation as the norm. However, changes in cultures and attitudes take generations.

In the end, all three approaches need to happen simultaneously in order for real change to occur. Children need to be mobilized, but they also need the support of structures and standards. National frameworks for children's participation need to be recognized and implemented on the local level in order for them to be effective.

How NGOs introduce children's participation into emergency response

Ming Viado (Plan International) shared her organization's experience in trying to integrate children's participation into its disaster responses. She discussed the reasons for Plan's effectiveness in introducing children's participation in disaster responses in the Philippines and in El Salvador. First, Plan International is not involved in immediate relief work and could therefore focus on long-term rehabilitation. As a child-focused development organization, it has cultivated child and youth contacts who could be mobilized during emergencies. The group also views emergencies as part of the development cycle rather than extraordinary events during which child and human rights can be suspended. However, integrating children's participation was more difficult in tsunami-affected countries because Plan did not have a history in some of the affected areas, the enormity of the disaster was overwhelming, and adults were sceptical.

In the aftermath of the tsunami, Plan decided it would launch a campaign to mainstream children's participation in disaster planning. In the initiative, due to start in 2006, Plan will gather good models of children's participation in disaster planning and develop training modules aimed at relief agencies, governments and other Plan partners. The ultimate goal is to establish children's participation in disaster management in 30 countries over the next five years.

The courage to act

Mobilizing children can take many forms, including children's activity clubs, children's

centres and volunteer groups. In southern India, children's parliaments have been introduced, enabling children and youths to play an active role in their communities. **Sister Mercy Palatty** of the Voluntary Health Association of Kanyakumari outlined the basic structure of the children's parliaments. Each parliament comprises children and youths, ages 12-27, from 30 families. They hold weekly meetings to discuss issues their communities face and possible solutions. The parliaments elect young people responsible for different portfolios such as education and health.

The parliaments have truly empowered many young people, such as **Vergin Rosy**, a 17-year-old youth participant from Tamil Nadu. She is the Chief Minister of her neighbourhood parliament and volunteered her story at the workshop:

On the morning of 26 December 2004, the sea began receding, leaving kilometers of ocean floor exposed. Vergin and other children gathered to

watch this strange event. At first she was mesmerized, but Vergin realized that they were in danger when some of the children became scared. Gathering up the folds of her dress, she corralled the other children – about 20 all together – and they raced inland. Vergin found shelter for the children and cared for them until they were all reunited with relatives the following day. Although severely shaken by the events, Vergin recovered and continues to serve in the parliament.

Vergin attributes her ability to save so many children that day to her involvement in the parliament. First, she had learned about preparedness and safety through her work in the parliament. But, more importantly, she says that her experience with the children's parliament gave her the knowledge and confidence to act decisively when the waves came. As a leader, the other children looked up to Vergin, and in the emergency, trusted and relied upon her when she told them to run with her.



CONCLUSION

Why is child and youth participation in disasters important?

Throughout the Fair, the participants repeatedly revisited one question: Why must we ensure child and youth participation in disasters? Each time the question was raised, the participants were able to give a range of answers – some based on the higher principles of human rights, others grounded in personal observations and experiences. From the diversity of responses, it could be concluded that the principles of child and youth participation transcend gender, religion, ethnicity, culture and nationality. They are universal, and they are crucial in the quest to build stronger, healthier communities.

Why is child and youth participation important in disasters? First, the rights of all humans – men, women and children – should never be suspended during emergencies. The right to participate is fundamental to the achievement of other human rights. In emergencies such as the tsunami, the right to participate has strengthened children's roles within their communities. When acknowledged and encouraged, participation has led to greater social awareness and engagement in the political process. Children have been freer to express their opinions and make decisions, and have them respected. Young people have assumed their rights of assembly and association in order to collectively join the physical and social reconstruction of their communities.

Children and young people also have valid perspectives, opinions, and knowledge. They see problems and solutions that adults often fail to grasp. Time and again, children and young people display a more intimate knowledge of the social workings and physical details of their communities and environs.

Although children and young people are more vulnerable to harm in all situations, not just emergencies, it should not be assumed that they are mere 'victims' incapable of making decisions or taking an active role. Indeed, despite their physical vulnerability, children and youths are often more emotionally resilient than adults, being less attached to the material vestiges of their former lives. They are also motivated to work because of altruism or self-esteem rather than material reward.

Children and young people are at a crucial stage in mental, physical and emotional development, and disempowering them only serves to hinder this natural process. Participation, however, opens the doors to healing and cultivates social responsibility. It gives young people the chance to protect themselves. As less powerful social actors, children and young people are also acutely aware of other vulnerable sections of the population, such as the elderly and the disabled. Children and youth are also less burdened by social inhibitions and outright discrimination, and are quick to form bonds with their peers, regardless of class, race or religion.

Finally, children and young people are an incredible source of energy, strength, creativity, joy, and hope. In the tsunami-affected areas, children and young people have rebuilt homes and communities, tended to their families, reached out to others, and lifted spirits by being themselves – filled with hope and possibility.

Challenges and solutions

However, the Fair participants also recognized the many obstacles that preclude the integration of

child and youth participation in disaster response and planning. First and foremost are prevailing adult attitudes. Many adults, especially in more traditional cultures, believe obedience is the most important quality for children and young people to learn, and are reluctant to listen to their views, let alone allow them to play an active role. Gender discrimination, which persists in many Asian societies, still prevents girls from participating. Many international aid agencies also believe that child participation takes valuable time and resources from both emergency relief efforts and the reconstruction process.

Despite the obstacles, the Fair participants reiterated that the benefits of child and youth participation far outweighed the challenges. Many participants also said that tsunami-affected communities now realize those benefits and are converted to the importance of child and youth participation.

Participants also presented a number of ways to overcome these challenges. Firstly, it is important to raise awareness of child rights, persuade communities to address children's issues through sustainable projects that respect and incorporate local customs and practices, and provide them with adequate resources. Another must be to set and implement legal standards of child participation and create institutions to support these standards. A third way is to mobilize young people through schools or forums such as children's parliaments and clubs.

The workshops explored many of the arenas where children and youth have participated during disaster situations. Amidst disasters, children and young people have encouraged the sick to seek medical help, sometimes ferrying them to clinics. They have helped identify and locate the injured, the ailing, and those still trapped under debris or rubble. They have distributed life-saving oral rehydration kits and taught others valuable health and hygiene lessons such as hand washing and the proper use of latrines.

After disaster, children and young people have spread valuable, pertinent information to others through radio, television, publications, posters, fliers, and other media. In countries faced with social, economic and political turmoil, they have uncovered and reported issues, raised questions, and offered up solutions through the media.

Children and young people have assisted in the physical rebuilding of their communities by searching for materials, giving information-gathering tours, drawing maps of their communities to assess needs, critiquing models for homes and child centres, and even lending a hand in the actual rebuilding.

They have pushed for their right to an education by organizing makeshift schools in temporary shelters. In the absence of teachers, young people have conducted classes. And as schools are being rebuilt, children and adolescents in Thailand are now formulating their own curricula.

With their communities so affected socially and psychologically, children and young people have raised morale by organizing community events and maintaining local traditions. They have reached out and provided a sympathetic ear to peers. They have protected those most vulnerable to exploitation and further harm. They have coaxed their parents, siblings, and other relatives out of despair and back into normal life.

Children and youth have also conducted research to help guide aid agencies. They have played important roles in ensuring monitoring and evaluation projects on disaster responses are carried out in a fair fashion. Finally, children and young people have prepared themselves and their communities for future disasters. So the next time a disaster strikes, they will have the knowledge, skills and confidence to play an even greater role in disaster response.

FAIR AGENDA

'CHILD AND YOUTH PARTICIPATION IN TSUNAMI RESPONSE'
14-16 NOVEMBER 2005
PHUKET, THAILAND

Day 1: Monday, 14th November

09:00 **Welcome Speech:** Joachim Theis (UNICEF – Youth and Partnership)
Opening Speech: Pariyart Janjaroen (Department of Social Development and Human Security, Phuket)
Keynote Speech: Dr. Judith Ennew (Centre for Family Research, University of Cambridge, UK):
'Why children's human right to participate matters in emergency situations.'

Presentation by Child and Youth Participants

11:00 Exhibition

Workshop 1: Child Resilience and Community Based Recovery in Disaster Situations

Facilitator: Faye Balanon (UP-CIDS)

The community-based approach to psychosocial recovery – the case of the Aurora mudslides, the Philippines

Pralhad Dhakal (Friends of Needy Children)

Promoting the rights of the most marginalized to participate in emergencies – case studies from Nepal and Central Asia

Anila Pushan (Association for Community Development)

Youth action to prevent the trafficking and sexual exploitation of girls in times of emergency – Bangladesh

Workshop 2: Community Research: Children's Role in Emergencies

Facilitator: Judith Ennew (Centre for Family Research, University of Cambridge, UK)

Htoo Chit (Grassroots – Human Rights Education and Development)

Participation: the right to be properly researched

Workshop 3: Education: Promoting Children's Rights in Disaster Situations

Facilitator: Victor Karunan (UNICEF ADAP)

Parinya Boonridrerthaikul (ActionAid Thailand)

Mobile school units and peer-to-peer education in tsunami response

Sunan Samrianrum (Plan Thailand)

Curriculum development for schools in tsunami response in Phuket and Phang Nga, Thailand

18:30 Cultural Evening

Workshop 4: Promotion of Health and Hygiene in Emergency Situations: Children as Peer Educators

Facilitators: Eric Thipthorpe and Mohammad Salim (Aparajeyo)

Children as promoters and monitors of healthy environments in Bangladesh floods

Victor Karunan (UNICEF ADAP)

'Water Alert' – consulting with children for development of interactive educational hygiene video

Workshop 5: Children and the Media in Disaster Situations

Facilitator: Dale Rutstein (UNICEF Philippines)

Children calling the shots: content analysis of 48 episodes of the Kabataan News Network, Philippines

Weera Suwannachote (Thai Youth News Centre)

Young reporters in tsunami-affected Thailand

Prasad Pereira (Television Trust for the Environment)

Documenting our lives – children's experiences in Sri Lanka

Workshop 6: Children's Role in the Reconstruction of the Physical Environment

Facilitator: Dr. Selim Iltus (Children's Environments Research Group, CUNY)

Child and youth participation in planning, design and construction after disasters; Lessons from Marmara, Turkey and Bam, Iran

Michaela Kelly (Plan Sri Lanka)

Rebuilding a sense of community: children's role in post tsunami house reconstruction in Sri Lanka

Dr. S. Amsa (ASSEFA) and Vanessa Currie (IICRD and Save the Children Canada)

Consulting children in the development of child friendly spaces and the development of model villages in India

Workshop 7: Mitigating Risk: Children's Role in Emergency Preparedness

Facilitator: Ngo Cong Chinh (Save the Children)

Child participation in disaster risks management projects: some experiences from Viet Nam

Ming Viado (Plan International)

Children's participation in disaster risk reduction – lessons learned following the tsunami

Pram Unia (Save the Children UK)

The impact of emergency preparedness plans in Cuba

Workshop 8: Monitoring and Evaluation of Child and Youth Participation in Disaster Response

Facilitator: Joachim Theis (UNICEF)

Bhagyashri Dengle and Shonu Chandra (Plan India)

Children conducting social equity audits, using photography as the medium of information collection, Chennai, India

Dr. Selim Iltus (Children's Environments Research Group, CUNY)

'Looking at Ourselves' – Assessing child participation in Nepal

Workshop 9: The Role of Theatre and Drama in Community Rehabilitation

Facilitator: Richard Barber (Makhampom Theatre Group, Thailand)

Lakan Bunyi (Artist and educator, the Philippines)

'Playful Rehabilitation' – The role of theatre and the arts in emergency and conflict contexts

19:00

Film Showing: *Tsunami: Before and After* by Plan India, followed by Questions and Answers

Day 3: Wednesday, 16th November

Workshop 10: Capacity Building in Emergency Situations

Yasmeen Abdallah (Save the Children)

Building children and youth capacity through child rights training and participation

Stefan Balthazaar (P.E.A.C.E)

Children creating livelihood to prevent labour exploitation after the tsunami in Sri Lanka

Vanessa Currie (IICRD and Save the Children Canada)

Dr. S. Amsa (ASSEFA)

Capacity development as an entry point for the involvement of children in reconstruction and peace processes in conflict situations

Workshop 11: Mainstreaming Child and Youth Participation in Emergency Situations

Facilitator: Joachim Theis (UNICEF)

Paulan Aji Brala (Plan Indonesia)

Building on strength: engaging children in the early stages of the emergency in Aceh, Indonesia

Ming Viado (Plan International, Asia Regional Office)

Action research to mainstream child participation with non-child focused organizations and humanitarian practice

Sister Mercy Palatty Devassy and Vergin Rosy (Voluntary Health Association of Kanyakumari)

Experiences from Youth Parliaments in Tamil Nadu – the impact in the tsunami

11:30

Closing Ceremony

LIST OF PARTICIPANTS

COUNTRY DELEGATIONS

Bangladesh

Mr. Md. Salim, Youth Volunteer, Street Children's Project, Aparajeyo

Mr. Eric Thipthorpe, Information and Publication Officer, Aparajeyo

Ms. Anila Pushan, Volunteer, Association for Community Development (ACD)

Ms. Tanaka Zanan, Association for Community Development (ACD)

India

Ms. Savitri, Child Volunteer, Nehru Yuva Kendra Cuddalore

Ms. Ranjitha, Child Volunteer, Nehru Yuva Kendra Nagapattinam

Ms. Vergin Rosy, Child Volunteer, Nehru Yuva Kendra Kanyakumari/VHAK

Sr. Mercy Palatty Devassy, Director, Voluntary Health Association of Kanyakumar

Mr. Mani Ramaraju, District Coordinator, Nehru Yuva Kendra, Cuddalore, Tamil Nadu

Dr. (Ms.) S. Amsa, Senior Executive, Child and Mother Health Care and Child Development and Participation, ASSEFA, Chennai

Ms. Vanessa Currie, Field Officer, India/International Institute for Child Rights and Development (IICRD), Chennai

Ms. Bhagyashri Dengle, Executive Director, PLAN India

Mr. Shonu Chandra, Consultant, PLAN India

Indonesia

Mr. Pratitou Arafat, Youth Participant

Mr. Sukmi Alkausar, Youth Participant, Save the Children

Mr. Sybral Malasyi, Youth Participant, Save the Children

Ms. Dara Islami, Youth Participant, Child Fund

Ms. Maya Silvi Hawa, Youth Participant, World Vision

Indonesia (continue)

Ms. Ratna Dewi, Youth Participant, Save the Children

Ms. Raudhatul Mawaddah, Youth Participant, KPP

Ms. Siti Mardhiah Hanum, Youth Participant, Save the Children

Ms. Dwi Fatan Lilyana, Guardian, Indonesia

Mr. Fajar Anugrah, KPP

Ms. Nur Arifina, Child Fund

Ms. Risnawati, Save the Children

Ms. Syarifah Marlina, Indonesia

Mr. Bernard Sembiring, Save the Children

Mr. Lutfi Firdaus, Save the Children

Ms. Ivo Nilasari, Save the Children

Ms. Popi Ferdianti, World Vision

Ms. Yasmeeen Abdallah, Save the Children

Mr. Aji Paulan, Communications Officer, Plan Indonesia

Malaysia

Mr. Amerruddin bin Abd. Hamid, Principal Assistant Director, Ministry of Education

Mr. Khairul Adri bin Rosli, Assistant Director, Ministry of Youth and Sports

Mr. Brendan Jeremy Gomez, HELP

Mr. Yunus Ali, Director, Pusat Janadaya (Empower)

Ms. Aggy Hooi, Volunteer (Child Specialist), Pusat Janadaya (Empower)

Maldives

Mr. Atheedh Ahmed, Youth Participant, Scout, Scout Association

Ms. Aminath Reema, Youth Participant, Maldives Girl Guide Association

Ms. Nahuza Saeed, Youth Participant, Maldives Girl Guide Association

Ms. Sousan Luthfee, Commissioner for Service Guides, Maldives Girl Guide Association

Nepal

Mr. Pralhad Kumar Dhakal, Friends of Needy Children

Philippines

Ms. Faye Balanon, Research Fellow, UP CIDS PST

Ms. Ming Viado, Regional Building Relationships Adviser, Plan Asia

Sri Lanka

Mr. Thillainathan Theeban, Youth Participant, TVE Asia Pacific / Children of Tsunami Project

Ms. Heshani Madushika Hewavitharana, Youth Participant, TVE Asia Pacific / Children of Tsunami Project

Mr. Jeganathan Niththiyananthan, Field Officer (Ampara) Agromart Foundation / TVE Asia Pacific

Ms. A.B. Malini Chandralatha, Guardian

Mr. Prasad Pereira, Researcher, TVE Asia Pacific / Children of Tsunami Project

Mr. D.G. Stefan Balthazaar, Officer - Youth Grants & Recovery of Livelihood, P.E.A.C.E.

Mr. Gerard Kevin Balthazaar, Programme Coordinator, P.E.A.C.E.

Ms. Berit Angelskar, student/researcher, Univ of Bergen & Save the Children Norway

Ms. Michaela Kelly, Programme Support Manager, Plan Sri Lanka

Ms. Mette Rokke, Psychosocial Coordinator, The Norwegian Developing Fund

Thailand

Mr. Phuwanat Nhusa-ard, Youth Participant, Asian Resource Foundation, Ranong Province

Mr. Narong Samlee, Youth Participant, Foundation for Children, Phang-nga

Ms. Nongnoot Khewnil, Youth Participant, Foundation for Children, Phang-nga

Ms. Salinee Punnarungsee, Youth Participant, Duang Prateep Foundation, Phang-nga

Ms. Suwannee Mariwan, Youth Participant, Duang Prateep Foundation, Phang-nga

Mr. Somboon Kampuan, Youth Leader of Pakriem Comm. Foundation for Children

Ms. Rotjana Phraesrithong, Chief of Children Education Programme, Duang Prateep Foundation, Phang-nga

Ms. Supreeya Lapyingyoong, Guardian, Foundation for Children, Phang-nga

Ms. Ketchada Promajunt, Asian Resource Foundation, Ranong

Thailand (continued)

Mr. Richard Barber, International Program Director, Makhampom Theatre Group, Makhampom Foundation

Mr. Sunan Samrianrum, SGSM, Plan Thailand

Ms. Amalee McCoy, Child Rights Adviser, Plan Thailand

Dr. (Ms.) Judith Ennew, Senior Research Associate, Centre for Family Research, Univ of Cambridge

Mr. Htoo Chit, Grassroots - Human Rights Education

Ms. Marissa Daruwalla, Intern for Youth Participation Programme, ECPAT International

Ms. Parinya Boonridrerthaikul, Tsunami Project Coordinator, ActionAid Thailand Programme

Mr. Weera Suwannachot, Founder, Thai Youth News Channel

Mr. Kittisak Silapa, Youth TV Report, Thai Youth News Channel

Ms. Napat Phisarnbut, HIV/AIDS Tsunami Response Manager, Save the Children UK

Ms. Lynne Benson, SC UK Thailand Tsunami Response Manager, Save the Children UK

Mr. Pram Unia, Senior Advisor, Disaster Risk, Management Programme, Save the Children UK

Ms. Sineenart Muangnoo, ActionAid Thai Programme

Ms. Sorcha Mahony, PhD Research Student, Univ of Bath, UK

Ms. Inger Margareta Ostergren, Regional Programme Manager, Save the Children Sweden

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Viet Nam

Mr. Ngo Cong Chinh, Programme Coordinator, Save the Children Alliance

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Ms. Uzma Hoque, Project Officer - Emergency, UNICEF EAPRO

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Ms. Norshirin Md Mokhtar, Education Officer, UNICEF Malaysia

Ms. Aye Aye Than, Information Assistant, UNICEF Myanmar

Mr. Dale Rutstein, Communication Officer, UNICEF Philippines

Mr. S.M.M. Nizar, Communication Officer, UNICEF Papua New Guinea

Ms. Teresa Stuart, Regional Coordinator for Child Participation, UNICEF ROSA

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