RISK REDUCTION AND ADAPTATION FOR EAST AFRICA
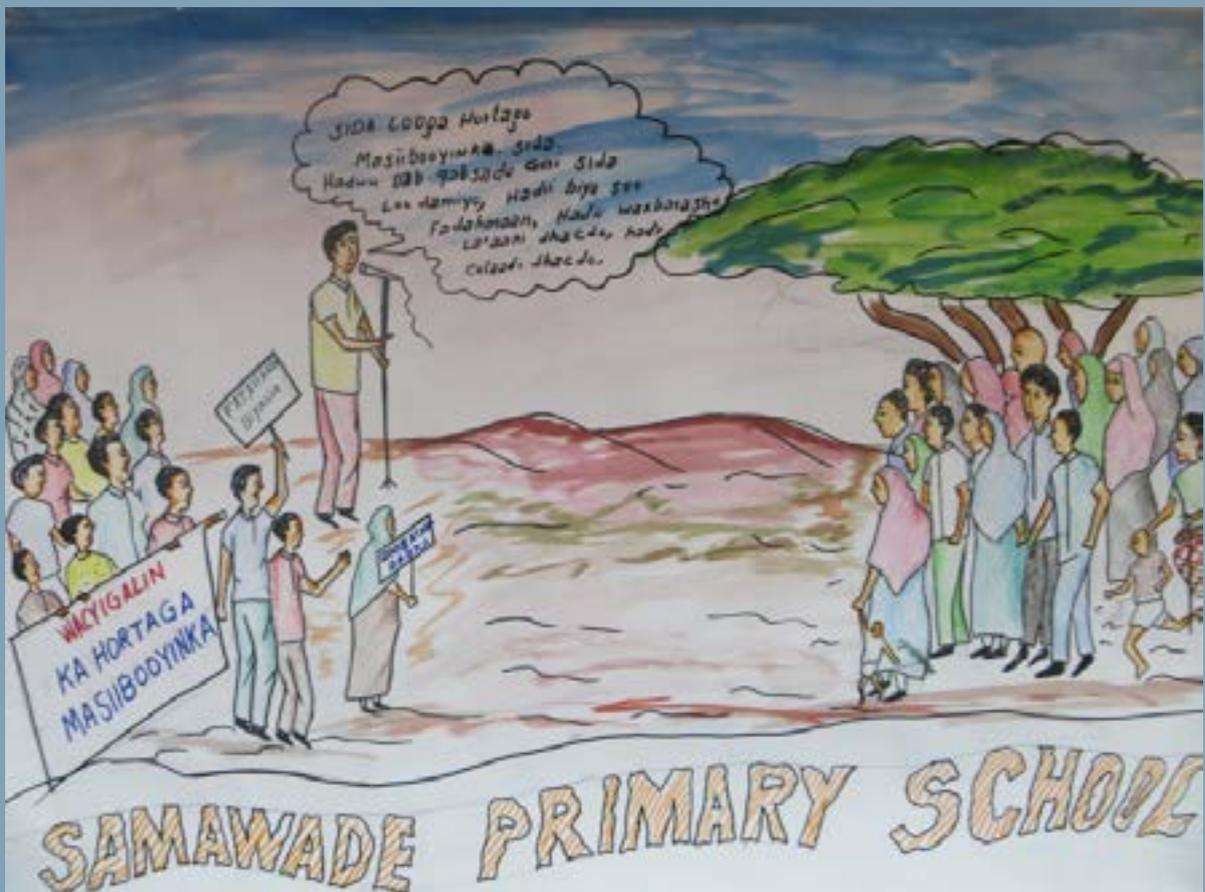
A step by step approach with and for children

Save the Children

Save the Children

Save the Children is the world's leading independent organisation for children. We work in around 120 countries. We save children's lives; we fight for their rights; we help them fulfil their potential.

Our vision is a world in which every child attain the right to survival, protection, development and participation

Our mission is to inspire breakthroughs in the way the world treats children, and to achieve immediate and lasting change in their lives by improving health, education and economic opportunities. In times of acute crisis, we mobilize rapid assistance to help children recover from the effects of war, conflict and natural disasters.

INTRODUCTION

About this Package

The regional Risk Reduction and Adaptation capacity building package consists of three series aimed at Save the Children and partner staff in East Africa. Each series targets working with one of the key stakeholders as follows:

Series 1 - Children and Schools
Series 2 - Households and Communities
Series 3 - Local and National Authorities

This package covers Series 1. It provides step-by-step guidance for practitioners to undertake and design Disaster Risk Reduction (DRR) and Climate Change Adaptation (CCA) interventions with children and schools. This guidance can and should be used by both development and humanitarian practitioners. It aims to build the internal capacity of Save the Children staff in the East Africa regional, country and field offices and to support the capacity of external partners and stakeholders, local authorities, civil society and sectoral clusters. It focuses in particular on how to tackle slow onset risks through early action and working with both our humanitarian and development mandates.

How to Use the Series 1 Package

The capacity building package is divided into three sections

Section 1 – Need to Know
Section 2 – 10 Steps for Risk Reduction and Adaptation with Children and Schools
Section 3 – Being a Voice - Children and Duty Bearers

Section 1 explains how to use the capacity building package, as well as the basic concepts on disaster risk reduction (DRR), climate change adaptation (CCA) and risk assessment methodology used in this package. We also outline

steps and information on best practice for working with children in a child friendly environment.

Section 2 goes through the 10 steps for planning appropriate Risk Reduction and Adaptation interventions with children and schools. Useful hints and tips from practical experience have been included to make the steps practical and easy to use.

Section 3 describes in more detail the interlinkages between child rights and risk reduction and adaptation. It highlights the role of duty bearers and advocacy.

How to use this tool?

This package is meant as guidance and we encourage users of it to adapt, experiment, and be flexible in its application.

Going through the steps in a number of weeks with the same group of children is the ideal scenario, so that the children can own the process and the result. The package can also be used as a three day package or to do just 1-2 sessions at a time; it can be used with children or adults; for Training of Teachers or direct training.

It can also be supplemented and used in conjunction with other useful resources and tools, and throughout this package we try to highlight these opportunities where possible.

TWO main visual tools used in this package are:

1 A calendar
2 A map.

These two tools will be built on throughout the steps to understand the times and places of risks and opportunities. They should be used for continuous monitoring, analysis and decision making.

Working with Children

A participatory hazard, vulnerability and capacity assessment (HVCA) process with children should be the starting point for any activity aiming to reduce risks or support adaptation or resilience. It accomplishes two important objectives:

a   It builds children's knowledge and skills in DRR/CCA.

b   It enables children to analyze and monitor risks, vulnerabilities, and capacities in their communities, to better protect themselves, and to share and advocate to outside parties. The process should give children the space and time to learn and reflect on how risks affect them, and explore steps that they can take to reduce these.

This package provides the aims, suggested content and activities for each session with children. It is designed to be fun, interactive and engage both the facilitator and the children. A key aspect to working with children is enabling yourself to have enough time to adequately prepare yourself and the children for these sessions. Preparation ensures that there are likely to be no unforeseen issues, the children are likely to get the most of the package and they should have fun along the way.

As well as ensuring that the children are willing and informed participants (see page 8) key additional questions and tips on good facilitation from the Save the

Children "Putting Children at the Centre" guide (http://resourcecentre.savethechildren.se/library/putting-children-centre-practical-guide-childrens-participation) are included in the table below.

The locations where these sessions should take place should be child-friendly environments. A child-friendly environment is one where children feel safe and comfortable and are encouraged to express themselves freely. The friendlier the environment, the more readily children will feel able to contribute and the more they will gain from their involvement.

Child friendly environments should be both physically and emotionally safe, through appropriate risk assessments, trusted trainers and duty bearers present, and parental consent given for the participation. It is also recommended to seek support from the child safeguarding team ahead of any sessions.

The children should feel free to be able to learn and understand which means that if necessary translators should be used, jargon and technical terms avoided and children of all genders, ages, and abilities feel free to participate. As such conducting this with groups of 10 -25 children of similar ages is advisable as is disaggregating groups by gender when conducting activities.

Preparation

1.   Have you given children the chance to help plan the session?
2.   Are you aware of the ages, abilities and any additional needs of the children and young people you will be working with?
3.   Have you tailored your session accordingly in particular children with disabilities?
4.   Do some of the children need chaperones?
5.   How much time do you have for the session, and can this be flexible?
6.   If you run over time, will the children be able to stay longer?
7.   Have you agreed clear roles and responsibilities with the other adults involved?
8.   How will the children and young people travel to the venue? Do they have enough time, and will the costs be covered in advance? Have you given clear directions? Is the mode of transport safe?
9.   Are you providing refreshments? Are they suitable for every-one's dietary needs?
10. Have you completed a risk assessment of the activity and has it been approved?
11. Have you obtained parental consent and media consent?
12. Is the venue suitable and accessible? Do the children know it and do they feel comfortable there?

Qualities of good facilitation

1.   Be yourself – honesty helps build respect and rapport.
2.   Be aware of professional boundaries.
3.   A good facilitator should be non-judgmental, showing respect for each opinion and not favouring any over another.
4.   Good facilitation is about suggestions and insights to help the group be focused and constructive in their discussions.
5.   As a facilitator, you shouldn't have the ultimate decision-making power. You need to support the children to make decisions themselves
6.   Encourage young people to reflect on their discussion and experiences and learn from each other.
7.   Reward and praise young people as much as possible, even if you don't personally agree with their opinion.
8.   Encourage the group to listen to one another.
9.   Be flexible if the session doesn't go to plan. You need to be able to think on your feet, respond to immediate needs and feelings of the group, and be prepared to try new things
10. Be open and approachable and keep the session fun.

BASIC CONCEPTS FOR DRR AND CCA

Disaster Risk Reduction

Disaster risk reduction is defined as: *"The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events."* UNISDR, 2007

In recent years many people in the region have become increasingly vulnerable to disasters and the effects of droughts, floods and other factors including soaring international food prices, regional conflict and insecurity, underinvestment in infrastructure, climatic variability, political and socio-economic conditions and unplanned urbanisation. There is now international acknowledgement that the risks associated with disasters must be factored into the development equation. While hazards can be natural or man-made, disasters are not natural. Disasters occur as a result of people's vulnerability and insufficient capacity to cope with the hazard.

A different framework and approach is needed when tackling slow onset risks such as drought. A drought becomes a disaster when it is not managed; if it is well managed it remains a drought. In East Africa, we have attempted to develop and test tools to better manage drought and other risk with the underlying belief that a preventative approach should be taken coupled with crisis response.

Climate Change Adaptation

Climate variability refers to shorter term (daily, seasonal, annual, inter-annual, several years) variations in climate, including those associated with El Niño (wet) and La Niña (dry) events. Climate change refers to long-term (decades or longer) trends in climate averages such as the global warming observed over the past century, and long-term changes in variability (e.g. in the frequency, severity and duration of extreme events). There is a scientific consensus that the world's climate is warming and that warming over the past 50 years is in part attributable to man-made activities, since the Industrial Revolution, such as the burning of fossil fuels and land-use change. This has led to a significant increase in greenhouse gas concentrations in the atmosphere, increased heat being trapped, and rising temperatures.

There is broad recognition that climate change has already led to a significant reduction of rain in the region over the years. In East Africa it is projected to lead to sea level changes, increases in rainfall intensity, changing rainfall distribution patterns, increases in land and sea temperatures, and increase in the intensity of drought and extreme events.

In order for us to be able to adapt to these changes we need to be aware that these changes are happening, be willing to change our perspective to include these changes, identify as best as we can those changes and adjust our activities to take them into account. Communities in East Africa (for example pastoralists) have historically and continue to demonstrate their ability to adapt to changing conditions. However the effects of climate change are pushing at-risk populations beyond their capacity to cope and adapt and makes them more vulnerable due to their increased sensitivity and exposure to climate change impacts. Climate change adaptation consists of adjusting our activities by taking into account how future changes will impact them. Adaptation can be as much about finding new opportunities of change as well as reducing future risks. For SCI it is about building the adaptive capacity of children and their communities to make them more resilient to the impacts of current climate variability and projected changes.

Child Centred Risk Reduction and Adaptation

Child-centred Risk Reduction and Adaptation puts children at the heart of risk reduction and resilience building. It is about focusing on the particular risks faced by children in their contexts and involving their voices and opinions. It is also about early intervention to prevent irreversible harm to children at risk. It understands that children do not form one homogenous group and that their needs and capacities differ across age, gender, geography and socio-economic status.

Child-centred DRR and CCA aims to minimise adverse impact to children in a context of increasing risk.

Multi-risk approach

Children face a number of risks that are not linked to disasters but that directly contribute to their vulnerability and inability to cope in front of disasters. For example, risks linked to forced displacement, disease outbreaks, etc. makes them more vulnerable when a drought occurs. This is why this package takes a multi-risk approach, looks at the underlying causes and does not focus only on hazards. We focus on Risk Reduction – and not solely Disaster Risk Reduction – because we believe that risks other than the ones associated with disasters need to be reduced. Similarly, climate change

is one of many future changes occurring; there are economic changes like financial crises, price changes, political changes like devolution, new governments, or new conflicts. All these changes have an effect on the risks that children are facing in a given area. SCI in East Africa is therefore focusing on Risk Reduction and Adaptation (dropping the Disaster and the Climate Change in the terminology)

The child-centred approach is about directly targeting children including those who are vulnerable and marginalised. It is equally about engagement with support structures and institutions, including households, communities, local and national governments and international organisations, to minimise adverse impacts and reduce the risks that directly affect children's lives.

Risk Assessment – The HVCA Process

In order to assist a community or region in Risk Reduction it is important to understand their hazards, vulnerabilities, and capacities. A risk assessment, also known as a Hazard, Vulnerability, and Capacity Assessment (HVCA) is a methodology to determine the Risk. The HVCA analyses the potential hazards, assesses the vulnerabilities of people, property, services, livelihoods and the environment on which they depend –and finally assesses the capacities to cope and/or to adapt with the risk situation.

Risk can be represented as a formula in which the Risk is equal to the product of Hazard and Vulnerability over Capacity.

$$(R) \text{ Risk} = \frac{(H) \text{ Hazard} \times (V) \text{ Vulnerability}}{(C) \text{ Capacity}}$$

(R) Risk – The combination of the probability of an event and its negative consequences.
(H) Hazard - A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage. (eg. Fire, conflict, flood, landslide, etc.)
(V) Vulnerability – The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.

(C) Capacity – The combination of all the strengths, attributes and resources available within a community, society or organization (e.g. local government) that can be used to achieve agreed goals. Adaptive capacity is the capacity of a system, region or community to adapt to the effects and impacts of climate change (including climate variability).

As indicated by the formula, the risk increases when the vulnerability increases, or when the capacity to cope or to adapt decreases.

Risk can be reduced either by reducing the vulnerability to the hazard, or by increasing the capacity of the system to deal with the hazard.

Holding true to the risk formula, to manage drought risk this package adopts a vulnerability analysis and aims to build on children and their communities existing capacities. In addition, as is well known in the drylands, understanding the seasonality and cumulative nature of risks is also crucial.

This package focuses on the questions of "who or what is vulnerable to what, when and where?" and "what are the existing social, economic and environmental capacities to build on." It also focuses on understanding how factors such as urbanization, environmental degradation, and other socio-economic, and political trends, may interact and combine to exacerbate current and possible future risks.

Risk and Resilience

A risk and resilience-based approach to program design is central to ensuring effective implementation of DRR and CCA. This approach is cross-disciplinary, helping programmes to address risk at multiple levels. A resilient system has the capacity to respond positively to change, maintain or improve function; whilst being able to address uncertainties in the future. A healthy socio-ecological, political and economic environment supports people in times of shock and stress whilst a risk based approach provides the tools to enable them to be prepared, mitigate the impacts and adapt to the specific risks.

SECTION 2 - 10 STEPS FOR RISK REDUCTION AND ADAPTATION WITH CHILDREN AND SCHOOLS

This section goes through the 10 steps for planning appropriate Risk Reduction and Adaptation interventions with children and schools. These steps can be done as a series of trainings/ sessions over time, or as a 3 day training. They are recommended to be conducted with an ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

	STEPS	OBJECTIVE	TOOLS	AVERAGE TIME
1.	SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	Through discussions, a place of intervention and the vision children have for it is defined.	1) Body map, 2) Scenario Planning, 3) Debate Space	2 hours
2.	SITUATIONAL ANALYSIS	The children have understood the context, what exists in the area at the moment. Identify opportunities, challenges, useful existing structures and processes.	1) Community Mapping, 2) Stakeholder Mapping, 3) Community Values, 4) Child-Led Interviews, 5) Secondary Research/Preparation	3 hours
3.	HAZARD IDENTIFICATION	Children are able to describe the concepts of hazards and vulnerability, identify different types of hazards faced by themselves and their community and take a closer look at drought	1) Sameena's Story, 2) Transect Walk, 3) Hazard Race, 4) Hazard Connections Web	2 hours
4.	DEVELOPING A MULTI RISK MONITORING CALENDAR	A calendar is introduced through the exploration of key changes taking place for children to express the key events and risks to their communities.	1) Multi risk monitoring calendar	2 hours
5.	VULNERABILITY ASSESSMENT	Children understand who is vulnerable, when, where and why. Specific vulnerabilities identified, cumulative vulnerabilities introduced. Drivers/ pressures /underlying causes explored.	1) Understanding vulnerability, 2) Hazard Ranking, 3) Vulnerability Race, 4) Problem Tree, 5) Child Rights Session	5 hours
6.	CAPACITY ASSESSMENT	Children identify how people usually cope in times of heightened vulnerability and local government and community capacities for risk reduction.	1) River or Rabbit, Spear, Wall Game; 2) Coping Matrix, 3) Capacities Matrix	1.5 hours
7.	FUTURE TRENDS AND POTENTIAL SHOCKS	Children analyse and receive information on future projections and develop activities around adaptation.	1) Aspirations and Expectations, 2) Adaptation Visioning, 3) Calendar and Map Activity,	1 hour
8.	SCENARIO BUILDING	Children plan activities that would prepare them for a specific future shock or hazard.	1) What If Scenario	1 hour
9.	MONITORING AND EARLY WARNING SYSTEMS	Children understand early warning systems and set up routines for monitoring and review of risk factors identified so that the outcomes are lasting.	1) Yes-No-Don't Know	1 hour
10.	ADDRESSING RISKS AND MAKING PLANS	Children will design a risk reduction and adaptation plan for the scoped area according to the hazards and vulnerabilities they have identified.	1) Agents of Change Video, 2) Criteria for Prioritisation, 3) Action Prioritisation, 4) Barrier Identification	2 hours

The next two pages contain key principles and cross cutting information underlying our child centred DRR and CCA programming with children and schools. These should be read ahead of undertaking the 10 steps and should be kept in mind and referred to throughout.

CHILD SAFETY AND PROTECTION IN PARTICIPATION

Participation is central to realizing children's rights. It is an overriding child rights principle; but, it does not always mean physical presence. Sometimes taking part (whether they want to or not) will put children in danger: of adults with vested interests in "the status quo" or in the path of natural hazards. A proper child protection-based risk assessment should be undertaken in advance of all participation activities.

Participation is relevant in different forms for different activities. In some cases (e.g. construction) it will not be pertinent for children to get 'hands on': but they can observe, support design, take part in evaluation, or product procurement, etc. They could even document activities through participatory video or youth journalism.

Participation must be voluntary. If children do not want to participate, they should not have to. And if they do want to participate they should understand fully the implications of participation: What repercussions might there be after advocacy activity? What will other people expect of them after they have begun to participate? If they achieve their objectives, what knock-on effects might there be? Children should also be able to stop participating if they choose to do so. And they should be supported throughout, to continue activities, or to express concerns and worries about what they are doing. There must be an adult designated who children trust and can approach for this support.

GENDER RESPONSIVENESS AND EQUITY

We recognise that the impacts of risks, the way they are perceived, and vulnerabilities and capacities for risk reduction differ between men and women, and boys and girls. Gender is not the only factor that must be considered but interplays with others such as age, disability, health status, social standing/status, immigration status, and access to resources. As such it is important that gender sensitivity and responsiveness be incorporated at all stages of DRR & CCA from the risk understanding and assessment, gender sensitive plans and early warning, to monitoring and evaluation.

Gender responsiveness and sensitivity does not mean addressing the needs of women, it means addressing the needs of both men and women. The facilitators undertaking these exercises should include both men and women. Gender sensitivity should be included at each stage and we draw attention to it throughout this package. We recommend you hold some activities with boys and girls separately.

PARTICIPATION AND ACCOUNTABILITY

Participation in DRR and CCA is based on principles of child rights. DRR & CCA can only be child-centred if it is based on and understands children's needs and priorities. It can only be properly accountable to children if it is properly child-centred.

Participation must be meaningful. This means children must fully understand why they are participating, have good knowledge of the topics being discussed, and the implications of their participation (see Appendix A). Meaningful participation also requires that the participation itself is respected and well received: adults must take contributions by children seriously as a necessary part of routine and not as novelty. If action cannot be taken on calls for change, explanation should be given or sought as to why not. If children are involved in developing new schemes or construction, measures must be taken to ensure that these are maintained and evaluated.

DUTY BEARERS

A duty bearer is anybody whose activities have an effect on children. Different duty bearers have different relationships with children; different levels of influence and/ or impact on children's lives. It is important to know the levels of influence and types of relationships adults have with children when supporting child-centred DRR. Some have regular direct contact with children; others infrequent or rare. Some have direct impact on children's lives whilst others do not. Some have professional roles which focus on children whilst others have priorities not related directly to children. Some have authority whilst others exercise influence but do not hold official authority.

It is important to understand the power dynamics (and often the politics) around different stakeholders when supporting children's participation. This will ensure that activities of any kind are appropriately targeted, children's protection is ensured and influence is maximized. Different types of duty bearers to consider include:

1 Parents,
2 Youth carers (including older siblings who are de facto duty bearers),
3 Teachers and youth workers,
4 Community leaders and community focal points,
5 Local governments, and
6 Civil society actors including NGO staff.

A duty bearer is anybody whose activities have an effect on children.

CHILDREN'S CHARTER FOR DRR

More than 1500 children around the world have identified and assessed five priorities for disaster risk reduction according to them. These five priorities (http://www. childreninachangingclimate.org/database/CCC/Publications/ children_charter.pdf) are:

1. Schools must be safe and education must not be interrupted
2. Child protection must be a priority before, during and after a disaster
3. Children have the right to participate and to access the information they need
4. Community infrastructure must be safe and reconstruction should help to reduce future risks
5. Disaster risk reduction must reach the most vulnerable

These five priorities have multiple facets and any programme intending to address them all would be an ambitious, large scale undertaking. But any activities exercised with children on DRR should consider these. Do the children agree with them? Do planned activities address one or more of the priorities? And importantly, are the most vulnerable involved?

MEASURING IMPACT INDICATORS

Children themselves should be involved from the beginning to the end of activities, and especially in monitoring and evaluation – this way they have ownership of outcomes and relevance and sustainability of project activities are both ensured. Participation is for the whole cycle of any project – not a single component. So from the beginning when M&E is designed, right through to the end when it is enacted, children can own and monitor projects.

Adults will only know if a project has impacted children in the way they expected it to, if children are involved in gathering the information about project impact. The questions that are asked in the process may only be completely pertinent to children's context and experience if children are involved in developing the questions themselves – and specifying indicators for measuring project outcomes. Participatory M&E will ensure accountability but it will also facilitate greater and more relevant impact of projects for children.

THE IMPORTANCE OF FEEDBACK

At each stage ensure you allow enough time for the children to reflect and feedback on what they have accomplished or done, and to modify or stop things they do not like. Also take the time to feedback what you have understood from what they have told you to make sure they do not feel misrepresented. For good quality feedback and accountability to the children and external stakeholders all discussions should be recorded.

THE SCI DRR CCA GLOBAL STRATEGY 2012-2015

Principles

1. DRR and CCA are critical to realization of child rights.
2. Children have the right to meaningfully participate and have their voices heard on issues related to DRR & CCA.
3. We support international frameworks, including the HFA and the Cancun Adaptation Framework, and will work towards their achievement.
   We endorse and uphold the Children's Charter for DRR.
4. Engagement with governments at all levels is central to achieving lasting positive change.
5. Working together with children, communities and local partners will help to ensure that outcomes are appropriate and sustainable.
6. DRR & CCA interventions should be gender sensitive and disability inclusive, addressing both gender and disability-specific vulnerabilities and gender and disability-specific capacities.
7. Program activities must prioritize the needs of the most vulnerable and outcomes should be equitable.
8. Disaster and climate resilience are imperative to safeguard development gains.

Objectives By 2015

1. Save the Children staff have the capacity to appropriately integrate DRR & CCA into their programme design across sectors and effectively implement it.
2. Save the Children DRR & CCA is child-centred and enables children and their communities to meaningfully participate in DRR & CCA activities that affect their lives, including planning and decision-making.
3. At least 30% of all Save the Children programmes are designed based on a documented risk and vulnerability analysis.
4. The equivalent of at least 10% of the Save the Children International's humanitarian budget is allocated to DRR & CCA.
5. DRR and/or CCA are incorporated as priorities in all Save the Children Global Initiatives.

SUPPORTING INFORMATION

Look out for info boxes for useful help and support throughout the package on:
Child safety and Protection in Participation
Gender Responsiveness and Equity
Communications and Advocacy
Monitoring and Review

If you have any questions or need any support, please contact your local DRR/CCA Focal Point or the Regional DRR/CCA Team.

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Through discussions, a place of intervention and the vision children have for it is defined.

OUTPUTS:
1 A place of intervention identified with arguments for why
2 List of the changes children want to see in that place.

TIME: 2 Hours – (Body Map - 30mins -1hour; Scenario Planning – 30 mins, Debate Space – 10-20 mins)

TOOLS USED: Body Map, Scenario Planning, Debate Space,

MATERIALS NEEDED: Washable marker pens, various colours, flip chart, Post-it notes

This step should be conducted with an Ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

Body Map - 30mins-1hour

1 Put two flip chart sheets on the floor (as many as needed) and ask the children to nominate a girl and a boy to lie on the flipchart. Another one or two children can then draw around their friend with the markers, being careful not to mark any clothes (use washable markers!).

2 Now come back to the introduced topic, keeping children safe and well in life, and ask "what makes this boy, this girl feel happy in life?" mark the answers down in (e.g.) red, with an arrow to the heart, for "feelings". Next ask "and what makes this boy, this girl feel sad?" do the same, in (e.g.) blue. Now try to bring the focus to, what makes children feel safe in their homes, schools, communities, and what makes them feel unsafe? Mark these on using the same colours as happy and sad. If there has been a recent emergency situation, try to ensure that this is covered in the thoughts about safe and unsafe (e.g. "when we run out of food this boy, this girl feels unsafe"). The picture on the next page shows other questions to be asked.

3 Now you have some strong feelings to work with, you can pick one example of what makes children feel unsafe and explore what children see, think, and do about these things as time allows. Write or draw answers to these questions, either on the flipchart, or on post-its and stick them onto the flipchart (see diagram next page).

4 This exercise will provide some insight into the place and The context for children. Now facilitate a discussion about what this process is for, and that in this step we need to identify an area of focus. Discuss how the body map is a good start for this and use this discussion to introduce potential areas for action. The main question: what do we want to change?

a Explain that the process works with children, and adults from the community, and the local government, all of whom have a role to play in keeping each other safe and well
b We will think about where they live and what they can do to contribute, as well as how they contribute already
c We're going to make some maps and some timelines as well as doing much more drawing and running! (You could use this to gauge the appetite for different types of activities)
d What do the children see and understand from what is recorded on the body map – what does the body map tell them about the place they live and their experience of it?
e How might different people (boys, girls, disabled people, ethnic minorities, and older people) have different experiences of it?
f What are the three most important things we have learned or shared from the map and the discussion?
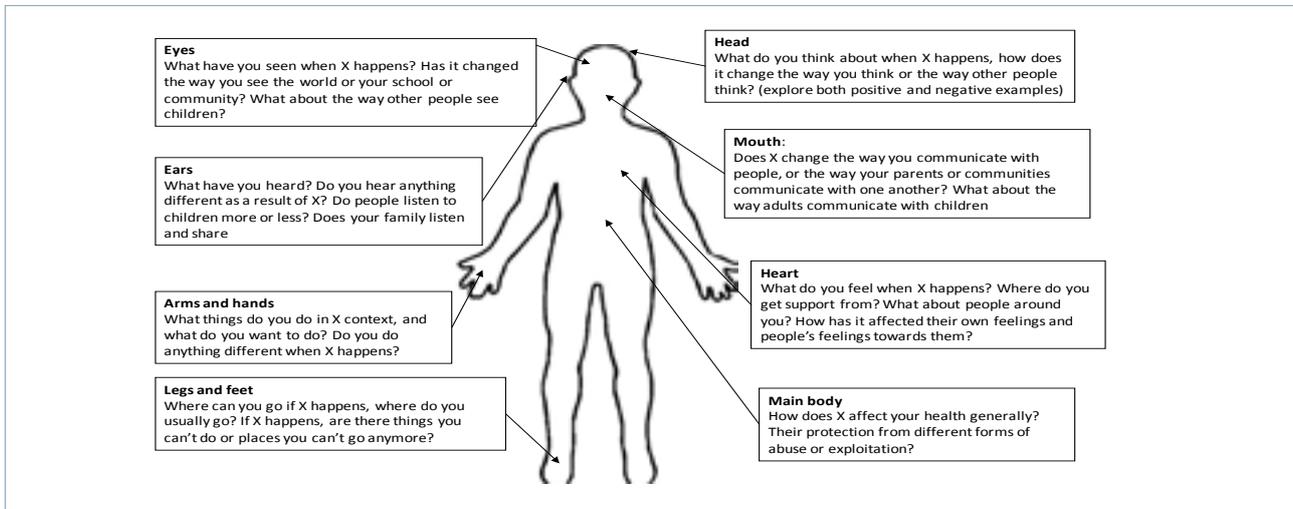
CHILD SAFETY AND PROTECTION IN PARTICIPATION
You should also be prepared to follow appropriate referral procedures in case of any child protection/ safe-guarding issues being raised by children during body mapping. Links to SCI child safeguarding protocols and incident reporting forms can be found here: (https://onenet.savethechildren. net/sci/hr/childsafeguarding/Pages/childsafeguarding.aspx)

Please contact your local child safeguarding focal point for country specific procedures.

USEFUL TIPS/HINTS:
Depending on the children's level of understanding (maybe they understand well and can do this next process themselves as a continuation of the discussion), the facilitator should help identify five potential places for focusing the intervention. Each can then be explained, and the place decided upon using the debate space later. Discussions around who makes decisions in these places can be started to identify the established governance systems.

Eyes
What have you seen when X happens? Has it changed the way you see the world or your school or community? What about the way other people see children?

Ears
What have you heard? Do you hear anything different as a result of X? Do people listen to children more or less? Does your family listen and share

Arms and hands
What things do you do in X context, and what do you want to do? Do you do anything different when X happens?

Legs and feet
Where can you go if X happens, where do you usually go? If X happens, are there things you can't do or places you can't go anymore?

Head
What do you think about when X happens, how does it change the way you think or the way other people think? (explore both positive and negative examples)

Mouth:
Does X change the way you communicate with people, or the way your parents or communities communicate with one another? What about the way adults communicate with children

Heart
What do you feel when X happens? Where do you get support from? What about people around you? How has it affected their own feelings and people's feelings towards them?

Main body
How does X affect your health generally? Their protection from different forms of abuse or exploitation?

Scenario Planning - 30mins

5   Ask each child to prepare a mini scenario of: How/where they want themselves to be in 5 years' time? What does it look like? Describe the steps to reach that? Describe the obstacles that might be there in achieving their goal? Describe how they will overcome these?

Put the children in random pairs. Get each child to introduce their pair by their name, where they live and where they want to be in 5 years' time.

Goal: Life in 5 years

How to overcome the obstacles

Obstacles in getting there

Steps to reach there
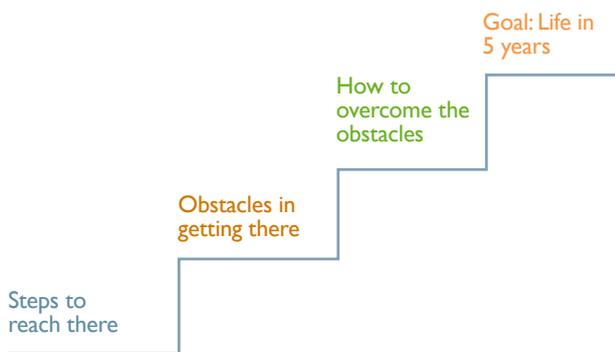
Debate Space

6   The facilitator should write or draw the identified potential places of intervention onto five flip charts and stick them up around the space at random. This could be for example a family, school grounds, school catchment area, a village/community, a political boundary, ecosystem (e.g. water catchment area), a livelihoods zone or a mixture. As a group, walk around the room. Stop at each of the flip charts and discuss how they link to the body map and the scenario planning exercise, and discuss how this place was identified. The facilitator can take as much or as little lead in these explanations as necessary.

7   Explain that now we must decide on one of these places to focus on when taking action, and that when trying to pick one we could think about what kinds of change we want to achieve to address what we discussed around the body map (we do not need to decide specific actions yet).

8   Now all the children should stand in the centre of the space, and on the count of three, run/ move to the place of intervention which they think would be most important to focus on. Once this is completed, facilitate a debate between the different preferences about which is most important and why. At the end of this debate you will be allowed to change your mind and move to your final desired place of intervention. The selection will then be based upon a "vote" according to how many people are standing at each point.

9   Explain also (if applicable) that other groups of adults are conducting similar analyses and that if they pick an area which is different from ours, we have to convince them that ours is most appropriate. We could do that using similar arguments to those we just discussed in our group, but must remember that adults may have different perspectives to children. List down those arguments.

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: The children have understood the context, what exists in the area at the moment. Identify opportunities, challenges, useful existing structures and processes.

OUTPUTS:
1. An analysis of the situation in the community and violations of children's rights
2. A visual map of the place of intervention showing what existing systems and services exist
3. A stakeholder map showing connections between stakeholders
4. A map of any existing early warning systems

TIME: 3 Hours

TOOLS USED: Community Mapping – 45 mins, Stakeholder Mapping - 45 mins, Community Values – 20 mins, Child-Led Interviews – (45 mins split overnight), Secondary Research - undefined

MATERIALS NEEDED: Flipchart, Marker pens, Post Its

REFER TO (Step): (1) Debate Space

This step should be conducted with an Ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

### Community Mapping – 45 mins
1. Stick a flip chart on the wall or on the floor.
2. Ask one child to draw an outline map of their community on the flip chart, indicate north, and the community boundaries. Does this map capture the place of intervention? If not, ask the children to re-draw an outline that also captures the place of intervention identified in step 1.
3. Ask another child to come up to the map and draw landmarks, roads and buildings. Ask a third child to draw the schools, public and government buildings.
4. Ask other children to comment and add more information to the existing map, e.g. roads, rivers, mountains, beaches, crop fields, water facilities, etc.

5. Ask the children to also draw on areas outside of the community where they may travel to at different times of the year or things that are important outside the community.

Stakeholder Mapping – 45 mins
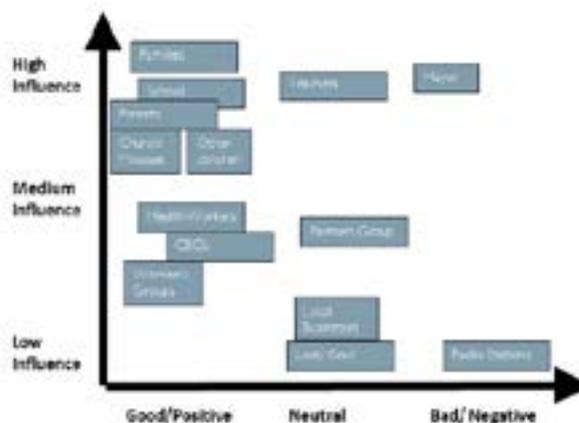
6. Divide the children into groups. Each group should be between 4-6 people and can be separated by gender if the group is mixed gender. Each child is asked to write/draw on large cards one influential person(s) or group(s) (actor/stakeholder) (good or bad) inside and outside the community with a role to play in keeping them and the community safe and well.
7. Create an XY diagram where the x axis represents the character of the influential person/group, either good, bad, or neutral, and the y represents the power of the influential person/group in making decisions, either high, medium, or low.
8. Ask the children to place the influential person/groups identified into the diagram. Ask each group to also include children's roles, boys' and girls', in the community.
9. Ask each group to present their work to the other children. Compare the work of the male group and the female /two groups. Trigger discussions with the following questions
   a. Is there a difference between the works of the two groups?
   b. What is common about the work of the two groups?
   c. How could we reach the most influential person/group?

USEFUL TIPS/HINTS:
You need to keep the community maps drawn by the children for the future steps. The map is one of the two key outputs of these 10 steps (The map and the calendar) and will be built on step by step. This map is also called: Risk and resource map. At the end, it shows the vulnerability hotspots, the places where certain hazards strike, and the resources that exist (like playgrounds, health centres, etc.).

Venn Diagrams – 45 mins

An alternative methodology for stakeholder mapping is through the use of Venn diagrams.

10 Each child is asked to list the influential persons or groups (actor/stakeholder) (good or bad) inside and outside the community with a role to play in keeping them and the community safe and well. For each of the groups of people identified ask the children to choose a circle according to how powerful the group is in relation to keeping them safe. The people with more power have a big circle, and the group of people with less power have a smaller circle. Write the names of the groups on each of the chosen circles.

11 Ask the children to choose a circle for themselves as children, boys and girls according to the power they have. On a large sheet of flip chart paper place the circle representing the children in the middle of the page.

12 Ask the children to place the other circles near or far away from the children's circle in the centre according to whether it is easy or hard for them to access and influence each particular group of people. Also ask them to draw a line connecting their circle to the others and depending on the relationship they have with the stakeholder next to the line draw either:
    + Positive relationship   - Negative relationship
       No relationship (No line/No symbol)

13 The final layout should show which groups children have more access to – in order to influence them, but also how accessible or not accessible groups of people with most power are to them. Discuss the layout and its implications.

Community Values – 20 mins

14 When trying to solve problems or developing a vision for the community, it is useful thinking hard about what is important in lives. To start the discussion, ask the children to individually go outside and each to collect an object s/he feels represents something that is important to them. The group should be quiet while individuals collect their thoughts. Allow 15 minutes for this.

15 After everyone has returned, invite each child to present their object. Ask them to explain: What their object represents? Why it is important to them? What is its importance to the community? What is its importance to the county/province and nation?

16 Discuss the different values presented with the group. Some possible questions - "Are some sets of values in conflict with others?", "Are some values shared by all?", "Are some values only held by a few?", "Are any of the values under threat from current development activities or trends?", "Are there any values that may be potentially affected by climate change?"

Child-Led Interviews – 45 mins

This step should be conducted with an ideal group size of 12-14 children, but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

17 As a take home assignment ask the children to find out from their parents and from elders in their community what the major changes have been in their community since they have been there. Ask them about events related to the environment, what livelihood activities people participated in, etc.
    They should also ask their parents and elders about past hazards that have happened in their community, when they occurred, and what their impact was. This information should be recorded by the children and reviewed in plenary in the next session.
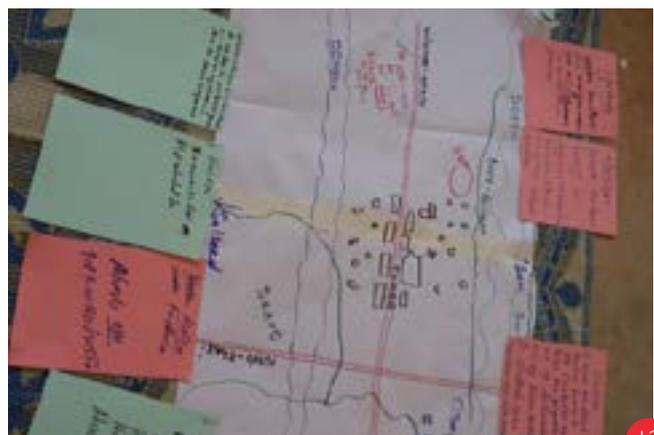
Secondary Research/Preparation - undefined

18 Reviewing the secondary data is important in getting an understanding of the community. Table 1 in Appendix B presents an outline of the sort of information available in general and within each country to conduct the research. This should be done by the facilitator ahead of this session.

COMMUNICATIONS AND ADVOCACY

Following the stakeholder mapping, target stakeholders can be identified for advocacy activities either at this stage or later on. (In some cases the high-negative/bad influence actors may indicate a restrictions on activity based on child protection concerns - child protection must be considered in all cases).

THE IMPORTANCE OF FEEDBACK

For stakeholders involved in the situational analysis it is important that they receive feedback and understanding of how the information that they have delivered has been used. This can be done through inviting them now to a later session which will partly present the children's findings and result of the whole exercise to all interested stakeholders

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children are able to describe the concepts of hazards and vulnerability, identify different types of hazards faced by themselves and their community and take a closer look at drought.

OUTPUTS:
1. Hazard hotspots marked on the Community Map -> Risk Map.
2. List of causes and impacts of hazards.

TIME: 2 Hours

TOOLS USED:
Sameena's Story – 20 mins, Transect Walk – 1 hour, Hazard Mapping Race – 10 mins, Hazard Connections Webs – 20 mins

MATERIALS NEEDED:

REFER TO (Step): (2) Child-Led Interviews, (2) Community Mapping

This step should be conducted with an ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

The next step is to develop an understanding of hazards and vulnerability, and identify which are applicable in the selected context. To introduce the concepts, you could describe the following scenario to the children (or even develop it into a role-play), and then discuss where in the scenario are the hazards and the vulnerabilities:

Sameena's Story – 20mins
Sameena lives next to a forest and Jane lives by the river. They meet in town to drink tea and are discussing why their houses were built in these places.

Sameena says that the shade from the trees is important for them, and they worry about the rainy season when the water in the river comes up very high.

Jane says that it is more important to her that she doesn't have to walk too far to collect water, and that she doesn't like the strong winds which have been known to blow trees down.

Sameena agrees that it is difficult to walk a long way for the

water, but mostly she likes that the trees mean that the ground is not so dry and loose so they can grow more crops.. Sara then joins the conversation. Sara lives in the town.

Sara says that she doesn't mind that she lives further away from the trees and the river, because she can get water from taps, and there is always fruit at the market.

But Sameena says that she wouldn't want to live there because the streets are not sanitized and there are dangerous electric cables everywhere which can also fall down in strong winds.

Now discuss - What are the hazards in this story? How are different people vulnerable? If one of these ladies had a broken leg, or was very old or had a baby, how would vulnerabilities change? Are any of these ladies more vulnerable than their husbands? More than their children?

What about in the area we are talking about here? And looking at the community map? What are the main hazards?

Transect Walk – 1 hour
Having created the community map which includes the area of focus, it is now useful to do a transect walk. Examine the current map and discuss with the children the appropriate areas to visit and the path to take. Have the children take their map and a paper and pen with them. Tell them to look out for hazards that they know of and may not have considered before and note down where they were as they go along. Also tell them to note down any resources that they see in the area as well. Ask the children as they go along to:
1 Use the red stickers to mark down hazards.
2 Use the green stickers to mark down resources/safe places.

Hazard Mapping Race – 10 mins
Once back in the child friendly learning environment, split the children into groups and instruct them to draw hazards that they think are important to the area. Ask the children to refer back to the previous hazards identified in the interviews with parents and elders. They each draw one and as soon as they are finished drawing they must run in relay to the community map and stick the hazard onto a place where they think it is most relevant. The first group of children to stick all their hazards to the map wins.

Discussion

Once they are all up and finished, we can see if all the hazards are in similar places – is there one location especially vulnerable to different hazards? Is there one location where they seem to think one hazard is most important? And importantly, have any been missed out? What might be the main causes of those hazards, and what impact do they have, on children and on other people in the community? Write these potential causes and impacts on a flip chart to refer to later.

Is one of those hazards drought or water shortages? Where is it placed? How complex are the descriptions that the children are giving of causes and impact? Try to explore this complexity in more detail. You could do this using a web – on paper or in person, using a string.

Hazard Connections Webs - 10-20 minutes

The facilitator stands in the centre and says "drought" (or equivalent). The facilitator holds on to the end of the string and then it is passed around the circle. Each person/child who gets hold of the string, before passing it along, can say one word each for "drought", e.g. illness, fighting, can't go to school, crops die, hunger, animals get sick, nothing to drink, father goes to the city … and with each of these, the facilitator encourages a short discussion to make sure that everybody understands why it is said. If it is decided that "hunger" doesn't lead directly to "animals get sick" then the string must go back through the centre ("drought") before passing to "animals get sick."

Discussion - Once ideas are exhausted (if the facilitator can't think of any more either), a short discussion observing the complexity of drought will precede a review of the hotspots on the map to see if anything might be changed.

MONITORING AND REVIEW

GPS units are inexpensive and available in most Save the Children field offices. In the hands of the children and in combination with community mapping and transect walks can allow the building of child-led participatory GIS maps which can also be used to build on and communicate with outside stakeholders.

If you would like to use this or want basic training please contact your local Regional DRR&CCA Working Group Focal Point. The use of photography to record information and hazards is also advised as these can be used for advocacy and to monitor the development/resolution of risks and hazards. Many new cameras are equipped with GPS and geo-tagging.

CHILD SAFETY AND PROTECTION IN PARTICIPATION

You should also be prepared to follow appropriate referral procedures in case of any child protection/ safeguarding issues being raised as children identify hazards.

It is also important to note that the transect walk could put children into direct contact with hazards or in areas of potential risk. It is important to have appropriately trained and capable adults included in the transect walks in order to ensure child safety. A child protection-based risk assessment should also be conducted ahead of this.

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OBJECTIVE: A calendar is introduced through the exploration of key changes taking place for children to express the key events and risks to their communities.

OUTPUTS:
A full, colourful multi-risk calendar populated with items including birthdays, hazards, migration, conflict, festivals, hazard impact (like hunger periods and ill health) developed.

TIME: 1 hour

TOOLS USED: Multi-Risk Monitoring Calendar

MATERIALS NEEDED: Flip chart, Markers, various colours

REFER TO (Step): (2) Community Mapping , (3)Hazard Identification

This step should be conducted with an ideal group size of 12-14 children, but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

Multi-Risk Monitoring Calendar
1. Place the flip chart horizontally, using 2-4 sheets, and write the months of the year along the top. Then get one child at a time to write the local-language months under the English. If the Gregorian calendar (Jan, Feb, Mar, etc) is not used in this context, then also ask the children to add their own months to the calendar according to where they fall in the 'Gregorian year'.

2. Warm up game: (10 mins): All children need to line up according to their birthdays – but they are not allowed to speak to one another! They can mime, use their fingers – but not speak!. Once this is done, see if they are all in the right place and ask each to mark their birthdays onto the calendar in red.

   Then, mark a variety of things onto the calendar with the children – include events and items of relevance from the previously produced body map:

a. What makes you happy during each year?
b. What makes you sad?
c. What is your favourite day?
d. What is your favourite period or time of year?
e. What is your least favourite time of year?
f. When are the school holidays and religious festivals?
g. When do you plant and harvest your crops (if you have crops)?
h. When does the rain come?
i. When does it stop?
j. Do people come and go from your community? When?
k. Do people get sick a lot? Are they different kinds of sickness and when do they come?
l. What about animals? When do they usually get sick?
m. Is there a regular time of year when people are generally hungry?
n. Do people fight more at some times of year and are they more "together" at other times?

Each of these should be marked on the map.

USEFUL TIPS/HINTS:

The monitoring calendar will be used throughout the next steps and be a key final product. It is used for continuous monitoring and analysis of vulnerabilities, hazards and capacities. The children's calendar should be shared with:

1   Community decision makers (if existent, community DRR committees).
2   Local authorities (county drought management authorities, planning authorities, etc).

Our role is to support the voice of the children to reach decision makers.

By analysing the calendar, two types of interventions are sought:

1   Children's informed "solutions" for early actions for reducing vulnerabilities and increasing capacities before a hazard becomes a disaster.
2 Contingency plans that include interventions that relate specifically to children's safety and well being.

Hazard / Activities / Events	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Rainfall pattern												
HAZARDS (W)												
Refugees												
Conflict												
Epidemics												
UNDERLYING CAUSES												
Mobility: change in livelihoods												
Market prices Cereal												
Market prices Livestock												
Human diseases								AWD			malaria	
Animal diseases												
Grazing land												
Water availability												
FOOD CALENDAR												
maize												
sorghum												
teff												
wheat												
barley												
legumes												
root crops												
dairy products												
Malnutrition												
COPING CAPACITIES												
Negative - sending children to relatives and to peri-urban areas												
Negative - charcoal production												
Negative - selling assets production												

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children understand who is vulnerable, when, where and why. Specific vulnerabilities identified, cumulative vulnerabilities introduced. Drivers/pressures /underlying causes explored.

OUTPUTS:

1 Multi-risk calendar and risk map with vulnerability hotpots marked,
2 Drivers/Pressures marked as arrows exerting pressure on the system

TIME: 5 hours - Day 1 - 2.5 hours/ (1.5 hours if 3 groups work simultaneously) Day 2 – 2 hours

TOOLS USED: Understanding vulnerability, Hazard Ranking, Vulnerability Race, Problem Tree, Child Rights Session

MATERIALS NEEDED: Large cards, Marker, Flip chart,, Post its, marker to write on plastic

REFER TO (Step): (1) Body Mapping, (3) Hazard Mapping Race (3) Community Risk Map, (4) Multi-Risk Monitoring Calendar;

This step should be conducted with an ideal group size of 12-14 children, but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

Understanding vulnerability game – 5 mins

1 Ask the children to stand up in a circle and put their arms on the shoulders of the children to their right and to their left (or to hold hands).

2 Then ask them to raise one leg to stand on one foot. They are now less balanced and more vulnerable to falling over. This introduces the concept of being vulnerable and vulnerability.

3 Tell the children a change is happening. This change means that they must all bend forward while continuing to stand on one leg.

As they move positions to keep balance they are adapting to the changing situation. Ask them: "How come you are not falling?", "who helps you not to fall?" This introduces the concept of adaptation and the need for collective action for adaptation and becoming more resilient.

Hazard Ranking – 15 mins (This should be done to allow selection of 3 hazards to produce problem trees).

4 Using the community map developed in step 1, give each child three sticky dots, one red and two yellow. They should put the red dot on the hazard/ expected change/ future hazard on the map which they think is the most important to think about. Children should describe why they consider this hazard important, and the reasons should be written down.

5 The remaining two dots they can either put each on one hazard/ expected change/ future hazard which they think is also quite important, or they can put both on one which they think is second most important. Looking at the distribution of dots, it should be possible to identify three priorities. If this exercise only eliminates some, a next step could be to vote on those which are left. In that case the children could explain to each other why they think this or that hazard is particularly important.

GENDER RESPONSIVENESS AND EQUITY

It is important to remember that one of the factors that affect's people's vulnerability is gender alongside factors such as disability, age, occupation, social status, and immigration status. If the group is mixed it is therefore useful to conduct this exercise separately with different groups of boys and girls and compare the results as a whole.

Save the Children

Who and What – 45 mins

6   Display 3-5 flip chart pages, each with the hazards identified and discuss with children the meaning of "vulnerability". It may be useful to brainstorm the different factors that could make different people and things vulnerable including who they are, where they are, where they go, and what activities they do. Explain that vulnerabilities can be feeling vulnerable towards people, the natural environment, the built environment, services and access to services.

7   Create a competition where each child is asked to write down on large cards the vulnerable groups, location, families, or assets for each hazard posted. Each child races with the others and place the large cards in the empty flip chart with the children challenged to write down different vulnerable groups from the ones already placed on the flip charts (they need to come up with new groups, people or things).

8   Trigger discussions with the following questions: Why are they identified as vulnerable/ fragile/ weak? Which are the five most vulnerable groups of people or things? Add the 5 groups selected as extra lines to the bottom of the multi-risk calendar.

Where and When – 45 mins

9   Using the multi-risk calendar, have the children map out when they are most vulnerable to the different hazards identified in the hazard ranking throughout the year. For each group added to the calendar ask them to rate the vulnerability of each from 1 to 10 to the hazards identified in the hazard raking for each month on the calendar. 1 is not vulnerable and 10 is most vulnerable. Whenever they consider the number to be 7 or above mark it down on the month. Use this to show periods of heightened vulnerability where the people or things are especially at risk.

10 Using the community map produced in step 1 with the dots put on in the hazard raking exercise, ask the children to draw on where the vulnerable groups, location, families, or assets are located on their map. Remind them that when they combine the hazard and the vulnerability it creates risk.

Why/ Problem Tree – 45 mins

11 To understand why certain people are vulnerable, a problem tree analysis can be used. A problem tree shows the root causes of a hazard, and the impact of that hazard. Split the children into three groups. Ask each group to write down on a flip chart one of the hazards chosen in the ranking that people are vulnerable to. Stick these on the wall. Then start to draw the relationships between the hazard, it's root causes and it's impact. Explain that

a. The trunk represents the hazard.
b. The leaves are the impact – First try to list as many impacts of the hazard as possible.
c. The roots are the causes – Then try to list as many causes of that hazard as possible, for each cause, draw a line underneath and ask "why?", and write the underlying cause for that cause, then again "why?" on and on going down the root of the tree, until you get to the root cause. For example, the hazard can be flood, one cause can be because there are no trees stopping the water, why? Because they are cut for charcoal, why? Because it is sold to get money, why? Because there is no work, why?...etc.

12 Once this is drawn for the different problems/hazards identified you can check to see if there are root causes and similarities between different problems/ hazards. The 2 most important root causes for the cause or the impact of each hazard should be added as lines on the multi-risk monitoring calendar. For each ask the children if the status of them is the same throughout the year or differs, and indicate the times when this causes increased vulnerabilities. These can also be mapped on the community map produced. Arrows can be used to identify what causes are outside of their community and outside of their control and which ones change throughout the year.
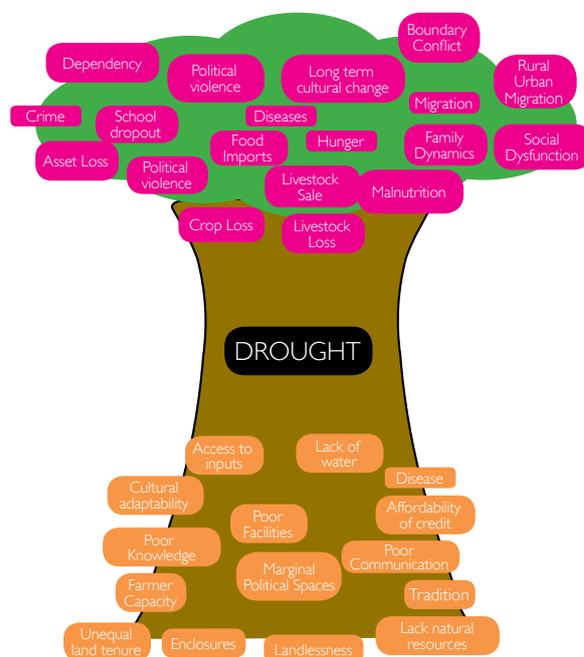
Child Rights Session - 2 hours (Should be done on separate day)

13 Ask the children what they feel their rights are, or should be and write these down on cards. Collect these and group them according to similar answers or themes. Discuss what the consequences are of violation of a right? How would you feel? In what situations are rights not fulfilled (e.g. education stopped during disasters)?

14 The next stage focuses on answering the question: In what kind of situations are children not realizing their rights? Why? In a group exercise the children are tasked to brainstorm the issues that act as a barrier to attaining their rights. Using stickers, the children are tasked to identify which of the barriers are associated with disasters/hazards (indicate with e.g. a yellow sticker) or by climate change (indicate with e.g. a green sticker). Once all barriers are assessed the facilitator reviews with the group the identified impacts of disasters and climate change, where they overlap and where they differ. Then thinking about different people's vulnerability, ask and discuss the question: Do different people experience different barriers? Why?

USEFUL TIPS/HINTS:
Be aware that children might not fully understand the causes of problems or why things might have happened so be ready to guide the conversation using examples to allow them to explore this.

MONITORING AND REVIEW
Understanding the different causal factors causing heightened vulnerability will be key to ongoing monitoring and early warning system described later. It is therefore useful to get the children to start thinking about how and when they know a risk might occur or who might be useful sources of information for them or their community.

COMMUNICATION AND ADVOCACY
External drivers or pressures might be outside of direct control. However, if their impact is significant it may be necessary to address them with groups/ people that can influence them or raise them as a concern in the appropriate forums. Ask the children to think about whom they would need to tell and the best way to tell them. Make sure that the children understand that government is the primary duty bearer (not churches or NGOs etc), so it would always need to be told.

Multi-Risk Monitoring Calendar

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children identify how people usually cope in times of heightened vulnerability and local government and community capacities for risk reduction

OUTPUTS:
1 List of positive coping mechanisms identified to strengthen and build upon.
2 List of negative coping mechanisms to reduce with awareness raising and associated activities identified.
3 List of institutional capacities for coping with high vulnerabilities identified.

TIME: 1.5 hours

TOOLS USED: River or Rabbit, Spear, Wall Game; Coping Matrix, Capacities Matrix

REFER TO (Step): (2) Stakeholder mapping, (5) Community Risk Map (5) Multi Risk Monitoring Calendar

This step should be conducted with an Ideal group size of 12-14 children, but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

River or Rabbit, Spear, Wall Game – 5 mins
1 In a separate session or in the beginning of this one get the children to play the river game to help them understand different capacities that communities can utilise to help solve problems. A game that encourages the children to learn to work together and consider different capacities is "Rabbit, Spear, Wall". In two teams, the children must decide whether they want to be the rabbit (with a mime action that shows their ears), the spear (with a mime action that shows throwing a spear), or the wall(with a mime action that shows the height and strength of the wall). On the count of three, the two teams must shout their chosen item and do the mime. The winners are as follows: Wall stops spear; spear kills rabbit; rabbit jumps wall. You can do tyhis game to the best of three. Another alternative (slightly more time consuming) is The River Game. Resources for this game can be online.

Coping Matrix – 30 mins
2 Return to the list of hazards and vulnerabilities on the multi-risk calendar and re-identify the periods of heightened vulnerability in the year. Divide the group into 3-5 groups, by gender if possible, with each group assigned a different month/period of months of heightened vulnerability.

3 Going back to the multi-risk calendar and the associated hazards/vulnerabilities during the year, ask the children what action they are currently undertaking in their communities:
   a. Before - to get ready for certain hazards/heightened vulnerability times,
   b. During - the hazards/heightened vulnerability times to cope with the effects, and
   c. After - the hazard/ heightened vulnerability is over (e.g. people moving away, changing jobs, planting differently).

Ask them to discuss both good things (positive) the community is doing and bad things they think they shouldn't be doing (negative) but are happening. Ask them to write these in a table similar to the one below.

	Coping Measures	
	Good/ Positive	Bad/Negative
Before the heightened vulnerability/hazards		
During the heightened vulnerability/hazards		
After the heightened vulnerability/hazards		

	Capacities Identification	
	Existing	Required
Before the heightened vulnerability/hazards		
During the heightened vulnerability/hazards		
After the heightened vulnerability/hazards		

4 The main activities of negative coping should be added to the multi-risk monitoring calendar according to when they occur.

Capacities Matrix – 45 mins

5 Ask the children to discuss what we mean when we say "capacities". Brainstorm all of the different ideas that the children come up with and discuss. Show them the additional pre-thought ideas which complement this.

6 Ask each of the groups to think about the potential capacities that could be available to individuals, households, and the community to assist them in the face of hazards/vulnerabilities. Create a game between groups to draw and stick on the wall as many existing and required capacities as possible both before, during and after heightened vulnerabilities/ hazards.

7 Of all the capacities that currently exist ask the children to consider who can access them, and who makes the decisions on how they are used. Do both men and women access them, do people of different age groups, do boys and girls? Who is responsible for ensuring that the capacity exists and is accessible? Can children do anything to improve these capacities?

8 Get the children to add the capacities as additional lines at the bottom of the multi-risk monitoring calendar and to mark them on the community risk map using green stickers. Get them to draw a symbol to represent each one. Discuss and get them to indicate when that capacity is available throughout the year by including the symbol in the appropriate months at the bottom of the multi-risk calendar.

CHILD SAFETY AND PROTECTION IN PARTICIPATION

When dealing with both positive and negative measures undertaken there are some topics it may be overly sensitive for children to mention in groups. It is important to tell the children that they only have to share information that they feel comfortable sharing but to help create the comfortable environment you should separate groups by gender for this exercise. You may also want to allow the children to put forward comments through anonymous/secret balloting.

You should also be prepared to follow appropriate referral procedures in case of any child protection/ safe-guarding issues being raised

Multi-Risk Monitoring Calendar

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children analyse and receive information on future projections and develop activities around adaptation

OUTPUT:
List of activities that can be done today to prepare for the future trends.

TIME: 1 hour

TOOLS USED:
This section needs some preparation on the part of the facilitator. As well as considering children's expectations for the future and conducting "key informant interviews" with parents and community members; scientific information on key climate impact projections will be drawn on from available sources. Scientific data on climate trends and predictions can be obtained from international bodies such as IPCC, and also ICPAC, national meteorological authorities and DRM Agencies that have conducted disaster risk profiling for districts/ areas. For introducing these ideas to children the facilitator should do some background research on the data available and extract some key statistics or predictions for weather and climate in the area.

REFER TO (STEP):
(1) Scenario Planning, (2) Situational Analysis, (2) Child-Led Interviews, (6) Community Risk Map, (6) Coping and Capacity Matrices, (6) Multi-Risk Monitoring Calendar

This step should be conducted with an Ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

1   Here we start to think about the future.

2   To introduce this topic you can ask the group:
    Can we know what will happen in the future? Did your grandparents know when they were children what the world would be like now? Can you imagine how the world will be like in the future? During the discussion consider potential future changes and which can be social, environmental, political, or economic (these should be noted down as they will be used in exercise 8).

3   Ask what changes have there been in the past that might continue into the future? Because children's frame of reference is not large, this could be a take-home assignment for interviewing family members/ community members if it was not already done in Step 2.

4   Finally, ask the children if they have seen or heard the weather forecast before? Where does that information come from? Explain that most countries have a meteorological organization that uses science and satellites and computer programmes to develop predictions of what the weather will be like in the next week or month. Then explain that these organizations all work together to analyse how the weather is changing and to make longer term predictions about the future. They have probably heard of something like "climate change" – and that's what these people work to understand – what the climate of the world means for the weather of the community, and what the weather of the community tells us about the climate of the world.

5   Here you should refer to your preparation on climate projections for the local area. Ask the children if they know anything about climate variability in their area. Have they asked the old people how the weather has changed? Note down their responses, being aware that in many cases a lot of things are attributed to climate change which are no relation to it at all, e.g. road traffic accidents. In cases like these it is important to explain that climate change is about the global temperature of our planet that is increasing, and that it affects different countries differently. For example, in the drylands, it means more extreme events, and this has a social, economic and environmental impact.

6   Next introduce some available information about the climate / seasonal / environmental context in this area and ask if the children think these would change what their expectations are of the future in their community and aspirations. The key question are:
    a   How will these future changes affect you, what you want to be in 5 years (from the scenario planning in step 1) your family, community and the things around you?
    b   Look at the community map and calendar, how will the future trends affect your vulnerability in the year?

c   How will it affect the hazards? Will there be more of them? Will they come at different times?

d   How will it affect capacities? Will there be more? Less?

e   And, what would you need to do today to prepare for the future?

7   Ask the children if they know of anything people are already doing to try and cope, minimise, or take advantage of these trends. Is there already a community discussion or action on the way weather is changing, on changes in the cropping season?

8   Children can be put in 3 groups. One group looking at the social future changes, one at the environmental future changes, one at the economic future changes and write up a list of things that can be done today to prepare for the future. When they present back, the facilitator should ask the groups:

a   are there things on the list that are similar between the 3 groups?

b   are there things you can do today that would benefit all 3 groups?

UNCERTAINTY

The concept of uncertainty is very important to explain and to frame discussions around the future. Nobody can tell the future with certainty. Adapting means trying to think about what could be, getting information from analysts, and adjusting what we do today with that information in mind.

Example 1: If we know that there will be more intense rainfall, calculations on the projected future maximum flows should be done, and drainage systems should be designed accordingly.

Example 2: This year the projections show that the rains will be late, decisions on which crops to plant when should be taken accordingly. However, there is never a guarantee that it will be as predicted, therefore the safest "no regret" activity is preferred.

USEFUL TIPS/HINTS:

This list should be kept for step 10, as they are the start of drawing up interventions designed by the children (risk reduction and adaptation activities).

Regional Meteorological Information Websites	
Website	**Link**
Regional Food Security and Nutrition Working Group (FSNWG)	http://www.disasterriskreduction.net/fsnwg
Prevention web	www.preventionweb.net/
Servir Africa The Regional Visualization and Monitoring System	www.servirglobal.net/
Food Security and Nutrition Analysis Unit – Somalia (FSNAU)	www.fsnau.org
World Bank	www.data.worldbank.org
Food and Agriculture Organization (FAO)	www.fao.org
IGAD Climate Prediction and Applications Centre (ICPAC)	www.icpac.net
World Meteorological Organization (WMO	www.wmo.int
ReliefWeb	www.reliefweb.int
Climate change knowledge portal	sdwebx.worldbank.org
Climate information portal – (Downscaled climate projections_	cip.csag.uct.ac.za/
Climate adaptation knowledge exchange	www.cakex.org/
UNDP climate change country profiles	www.geog.ox.ac.uk/research/climate/projects/undp-cp/
We adapt	weadapt.org/
Climate one stop	arcserver4.iagt.org/climate1stop/
Country Level - National Meteorological Authorities/ Departments	Country Specific e.g. www.meteo.go.ke www.ethiomet.gov.et/ www.meteo.go.tz/ www.meteorwanda.gov.rw http://www.meteo-uganda.net/ http://www.ersad.gov.sd/

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children plan activities that would prepare them for a specific future shock or hazard.

OUTPUT:
A contingency plan

TIME:
What-if scenario 30mins-1hour

TOOLS USED: What-if scenario

MATERIALS NEEDED: What-if scenario string, Flip chart, Markers, Tape

REFER TO (Step): (2) Stakeholder Analysis, (3) Hazard Identification, (6) Multi Risk Monitoring Calendar, (6) Community Risk Map, (6) Coping and Capacities Matrices, (7) Future Trends

This step should be conducted with an ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

1 First, in plenary, review the hazards ranked in step 3 (hazard identification) and the community map with the vulnerability hotspots and places where the hazards strike. Review when in the year the key hazards happen. Introduce this session as an exercise to develop ideas about activities to do to prevent (if possible) the hazard becoming a disaster, to prepare for if the hazard happens, and if it does happen to make sure that its impact will be as minimal as possible (mitigation). This exercise will focus on where and when these activities should happen.

What-if scenario
2 Split the group into three smaller groups. Each goes away and works on their own "what if" scenario. Each group will choose one key hazard/problem that was identified in step 3. They will then look at the map and the calendar and identify what can happen if the hazard strikes. Then, focusing on where and when activities should happen, they will discuss:

a What can be done to prevent the hazard/situation?
b What can be done to be prepared for the hazard/situation?
c What can be done to minimise the impact of the hazard/situation?

They will present this using a piece of string starting at "today" and looking into the future as far as they would like. We recommend 5 or 10 years since often younger children have trouble grasping concepts far in the future. At intervals along the string, key activities can be marked by using paper and tape.

CONTINGENCY PLANS
A contingency plan deals with potential future risk, hazard or disaster situation and establishes plans and actions to increase the ability of communities to be prepared for, prevent or mitigate the impact of that situation. It should also specify clear roles and responsibilities alongside this in order to enable timely and effective responses to the situations occurring. Contingency plans use potential or probable scenarios in advance of situations occurring to develop appropriate responses. It should be seen as different from a risk reduction and adaptation plan with the later focusing more on medium to long term preparedness and adaptation measures, whereas the contingency plan focuses on the short term and activities to save lives and livelihoods.

The contingency plans should also identify measures and steps that the children and their communities can do themselves and what measures or when external assistance should be required. Contingency plan ideas developed by the children should feed into both community level contingency plans and administrative level as well.

USEFUL TIPS/HINTS:
It may also be easier to refer to situations instead of hazards if more relevant, e.g. "what if the price of flour doubles", "what if the rains are 3 weeks late"?,: "what if the teachers are away for 3 months". You can ask the children to choose the most likely scenario that would affect them negatively.

Discussion
Are there similar activities in the three groups? Do they happen at the same time? If not, what is the difference? Why?

Now looking back at step 2: "Stakeholder Analysis" and step 6: "Capacity Assessment"; ask the groups:
Who would implement those activities? Do they have the power to implement it? Do they have the capacity to implement them? If not, do they need to partner with another group to implement the activities?

The children's groups should then add for each activity the key group in charge of implementing the activities stated on the string.

Now, looking back at step 7: "Future Trends & Potential Risks" revisit the future changes and ask:

Will the activities on the string be strong enough in front of the future changes? For example, if the hazard is fire, and the activity on the string is "have an alarm system" and the future trend is "more power cuts", if the alarm is electrical and dependent on power, there will be an increasing risk that during a power cut, the alarm system is not active.
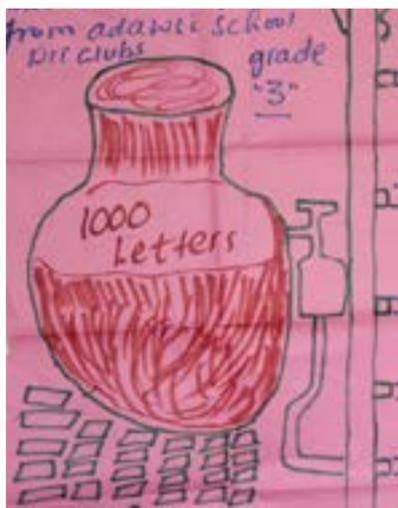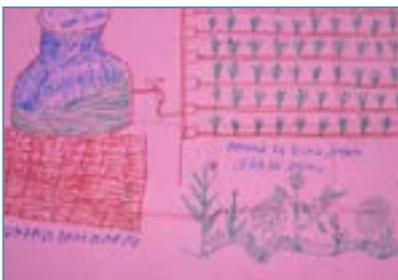
Do we need to adjust the activities? In the example, we would make sure to have a loud alternative system, like a drum, in case the electricity fails, the drum could be used. Evacuation drills should then happen with both systems in mind. It may also be useful to ask, how much are these activities directed at specific predicted events and how much do they also support flexibility for challenges we can't predict (uncertainty)?

COMMUNICATION AND ADVOCACY
These activities should be communicated to community decision makers, or the community based DRR committee if existent, for their inclusion into the community based contingency plan. Also, the facilitator should support the children to talk to the people and groups identified in exercise 4 above, and present the ideas of activities that children thought should be their responsibility and open the door for discussions, and if needed, organise some advocacy activities.

USEFUL TIPS/HINTS:
The string with the activities will be the basis of the action planning in step 10. Keep the string carefully so that the children can visualise and prioritise the activities in step 10.

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children understand early warning systems and set up routines for monitoring and review of risk factors identified so that the outcomes are lasting. The first activity will be to review all of the sessions conducted so far.

OUTPUT: Early warning system with roles and responsibilities to analyse, translate and transfer information

TIME: Yes-No-Don't Know - 30mins - As long as you like

TOOLS USED: Yes-No-Don't Know

REFER TO (Step): (2) Situational Analysis, (6) Multi Risk Monitoring Calendar, (6) Community Risk Map, (6) Coping and Capacities Matrices, (8) Scenario Building

This step should be conducted with an Ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

Initiate a discussion about the topics covered so far. Is everybody happy with the risk map and the monitoring calendar? Do they make sense? Is there something which makes them feel safe or unsafe which has not been included on the map or calendar? What are the most important things on the calendar? This last question can lead to a game:

Yes-No Don't Know

1   Assign one end of the space as "yes", the other end as "no" and set the centre as representing "I don't know". Then run through some questions and statements covering a variety of points from the sessions until now. For "yes" or "I agree" everyone should run to the "yes" end – for "no", the "no" end and they can stay in the middle for "I don't know" or "haven't decided".

2   After each question, ask the children why they have gone to their chosen space. Where questions or statements are open-ended (when there's no "right answer") there can be a small debate about whether "yes" or "no" is better!

Discussion
Here are some ideas for questions/ statements:

a   I face the same hazards as my friends.
b   There are two big hazards that face my community.
c   In five years things will be exactly the same as they are today.
d   Vulnerability and capacity affect one another.
e   The only things that make a difference to natural hazards are seasons.
f   X needs changing in this area.
g   Y has the greatest effect on me and my wellbeing.
h   Z is the most important hazard/ resource marked on the map.

3   Once the sessions have been recapped we need to select the key things that need monitoring and reporting on and identify people responsible for risk monitoring and ways of reporting. Selecting things to monitor can be done as a final activity for this group, and assigning roles and responsibilities should be done together with adults from the community and the local government – so the overall outcome is inclusive and comprehensive!

4   But first, let's ask, what is an "early warning system"? What does it do? What is it for? You could start with a running game where some children can look and see the sign earlier and some will just hear the sound some seconds later – who were safer from the hazard?

Some of the answers to these questions are self explanatory – making people know that hazards are coming/ accumulating before it's too late to do anything about them.

Explain that even though sometimes it doesn't seem like it, information is available in different places for making early warnings: their families and communities will have their own systems, and others we have discussed in the sessions so far.

Save the Children

It is important to note the three main components of a good early warning system, and one base requirement. The three components are:

1 INFORMATION
2 COMMUNICATION
3 ACTION

Information is necessary to understand the situation and make early warnings. It needs to be accurate, understandable and accessible to everyone, and it needs to come in good time.

Communication is everything – early warning systems are useless unless people can receive the early warning. Different modes of communication could be identified, like from bells and alarms to regular meetings and text message systems.

Action is what early warning systems are for: once you've received the early warning, you need to have an idea or a plan about what to do to respond to the information you've received. Different responses will be relevant for different people and different types of information.

Which brings us to the **base requirement** of an early warning system: roles and responsibilities? Who will do which part, and how will that be ensured? People need to take responsibilities for the different stages so that the system as a whole works well for everyone.

5   Now, selecting factors to monitor should be done by all the children together looking at the actions identified during step 8 themselves, as well as the multi-risk calendar. Some generic (non context specific) suggestions for things to monitor include:

a   Weather events
b   Patterns of population movement/ migration
c   Patterns of illnesses
d   School attendance
e   Hunger/ lean season
f   Availability of water
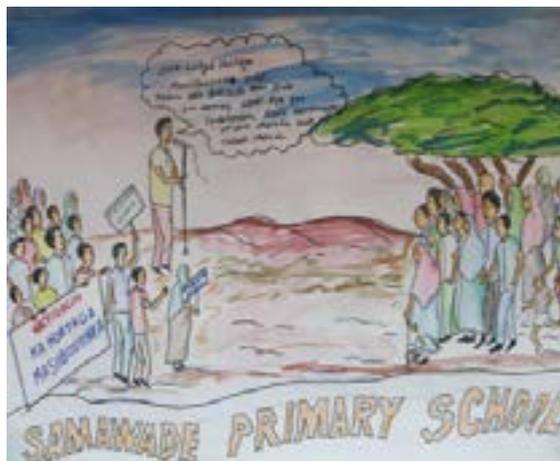g   Need for support from charitable organisations.

You should keep these relevant to specific identified hazards as depicted on the risk and resource map and the multi-risk calendar.

When selecting people to be responsible for monitoring and ways of reporting there may be some extra items as identified by adult groups. These can be discussed in plenary with adult groups (where applicable).

Children and adults will be able to monitor and report on different items according to their own capacity and access to information. For example, scientific information can be the role of local government to receive from national level meteorological and other bodies. Measuring weather and observing animal behaviour or crop production could be an activity for school children. Understanding local markets and migration patterns might be best for community leaders and other community members.

GENDER RESPONSIVENESS AND EQUITY

In 1991 the death toll from the Bangladesh Cyclone was five times higher for women than men. Part of the reason was that early warning information about the cyclone and the floods was transmitted by men to men in public spaces, rarely reaching women directly. After Hurricane Mitch in 1998, La Masica in Honduras reported (surprisingly) no deaths. In part because gender sensitive community education on early warning systems meant that women were in charge of the early warning system and they alerted the municipality to evacuate the area promptly before it struck. Gender-sensitive early warning systems include gender sensitive monitoring and warning services, dissemination of warning and information, and response capabilities.

SETTING THE AGENDA - THE DEVELOPMENT PATHWAY	SITUATIONAL ANALYSIS	HAZARD IDENTIFICATION	DEVELOPING A MULTI RISK MONITORING CALENDAR	VULNERABILITY ASSESSMENT	CAPACITY ASSESSMENT	FUTURE TRENDS AND POTENTIAL SHOCKS	SCENARIO BUILDING	MONITORING AND EARLY WARNING SYSTEMS	ADDRESSING RISKS AND MAKING PLANS

OBJECTIVE: Children design a risk reduction and adaptation plan, to inform a broader community action plan, for the place of intervention and according to the hazards and vulnerabilities they have identified.

OUTPUT: Activities to act now with a view of the long term: in preparation for the future to achieve change identified in step1.

TIME: 2 hours

TOOLS USED: Agents of Change Video, Solutions Tree, Criteria for Prioritisation, Action Prioritisation, Barrier Identification,

MATERIALS NEEDED: Large cards, Marker, Flip chart,, Post its, marker to write on plastic

REFER TO (Step): (2) Community Values, (2) Stakeholder Analysis, (5) Problem Tree, (6) Multi Risk Monitoring Calendar, (6) Community Risk Map, (8) Scenario Building,

This step should be conducted with an Ideal group size of 12-14 children but no more than a class of 25 should be feasible. Ideally one or two facilitators should be involved, one male, one female, or a facilitator and translator if necessary.

PROCEDURE

This final step is to develop an action plan. The string used in step 8 with the activities, roles and responsibilities in specific scenarios, and the list of other activities identified in step 7 for addressing future trends, will be important as we develop this plan. All of the knowledge, discussions and insights generated from activities up to now should be used for developing a context-relevant risk reduction plan including the hazards, vulnerabilities, underlying causes, and capacities that the children have identified.

However, these activities will need to be prioritised, and the criteria will need to be developed by the children, but also informed by the facilitator. The facilitator should explain some non-negotiables of Save the Children and our standards.

Hanging the string of step 8, add the list of activities of step 7 (activities of today in preparation of the future) to the string. Are some of the activities similar? Does their sequencing make sense?

Changes Wanted
1   After watching the Agents of Change video ask the children what changes they want to see in their community. Here we can revisit the very first step and see if their "desired change" has altered at all as a result of the material covered.

Criteria for Prioritisation
2   Revisit the visioning exercise conducted in step 2 (Situational Analysis) or if this was not conducted conduct it now. Ask the children to reflect on what the objects stand for again. Ask the children to think of what criteria for prioritising the activities are important to them. Recommended examples include:
    a   Does No Harm to any social group
    b   Cost of intervention
    c   Promotes livelihoods
    d   Promotes environmental benefits

The facilitator should present some criteria that are critical for Save the Children and standards we abide to.
Finally, 10 criteria for prioritisation should be agreed upon.

Action Prioritisation
3   Looking at the 10 criteria, rate the activities on the string by giving them a grade from 1-10 (for the non negotiables) and 1-5 (for the other ones where 1 is the lowest grade). Then choose the top 15 activities with the highest rating. (The facilitator can choose how many activities are most appropriate to include in the plan, 15 is indicative).

Then write out the top rated activities on the string on a grid/ matrix linking the solutions to the positive outcomes and discuss:
    a   what they are aiming to achieve,
    b   where the solution will be implemented and when, using the monitoring calendar and map,
    c   what they need to do to make that happen,
    d   who would need to implement/ be involved from the stakeholders they identified,
    e   what local resources are available to help,
    f   what external resources are available/needed to help,
    g   and if the solutions are able to withstand the future changes and shocks identified in the future trends? If no, how can it be modified to do so?

4   Identify a timeframe for the different solutions and some of the activities needed in each for them to be brought about. In assisting children to develop solutions, you should also prompt them to think about:
    a   How the solutions link to each other?
    b   What is the sequencing of these actions?
    c   What can the children do themselves?

Identifying Barriers and Possible Bad Effects
5   It is also important to think about the possible barriers

to the different strategies, why they have not been implemented or worked before and possible bad/ unintentional effect that they may have. For each strategy ask the children to consider what things could stop this plan from happening/working, and what bad effects could be unintentionally brought about. Refer back to the future trends/scenarios and ask them if any of the strategies would make things worse or better.

Making action plans with children

requires a focus on specific solutions to specific risks. For example, investing time in planting and caring for trees around a school compound can create shade or shelter, bring fruit, nourish the soil, protect from flood, and teach children and communities about what kinds of trees are more appropriate for the natural context. When creating action plans with children the process should be fully participatory ensuring all children have a say; and child-led monitoring activities should be incorporated so that the children can observe and decide whether or not their activity is having the desired effect. Child protection standards must be considered at all times.

Making action plans for specific sectors/ multi-sectoral planning

can really boost the resilience of sector-based interventions, and inform sector experts and communities about how the natural environment and environmental risks can impact different things in different ways. All sector based interventions should begin with a HVCA, focused on the locality ("spatial context") as well as on the sector itself. All such activities must be conducted with or even led by children so that the information gathered is relevant both to children and communities more broadly, and is not shaped by preconceptions. Doing this will ensure linkages with other parts of community life and the sustainability of interventions.

COMMUNICATIONS AND ADVOCACY

Advocacy issues, around presenting these plans and identified actions to be undertaken by other duty bearers are likely to come out at this stage. For issues that require advocacy write the desired change and the selected target audience in the middle of a large flipchart sheet and in groups create a mind map of options for advocacy.

Questions to consider in generating the mind map:
Who is the target? What is the issue? Where is the target group? Is it one place or many places? How many people make up the target group? How do they want to present their action plan? To whom? How can we support?
Activities could be:
- Poster campaigns
- Art and photography
- Music, drama and poetry
- Radio and Video (including participatory video)
- Slogan campaigns
- Newspaper and magazine articles
- Special events
- Competitions
- Or others...!

For each activity, groups should consider:
(A) Is it a process or a single event? (B) Who will take part? (C) What are the main themes or points of the activity? (D) What is its goal? (Related to the issue at hand)

Groups can then present back in plenary and the whole group then has several options to explore, to debate on, and to decide on a final one or two advocacy activities. The decision making process can be through debate and consensus, or through voting... etc! Once you have your activity/ method, target audience, and desired change(s) identified, and ideas about them mapped out, you can start to plan, roles, responsibilities, resources and timelines – and follow-up similar to action planning!

USEFUL TIPS/HINTS:

Many of the activities that the children come up with may be actions for others (e.g. government duty bearers) to undertake and may form part of the communication and advocacy steps listed below. It is important for them to either identify some things that they can do themselves or what role they could play in other activities.

TEMPLATE FOR AN ACTION PLAN										
Solution	Aim	Where and when	Steps-to-make-this-happen	Roles and responsibilities	Local resources available	External resource needed	Can this withstand future changes and shocks?	If "no", what should we do?	Time for achievement
Create a safe evacuation route	Protect children from fire	In the IDP camp	Find a safe escape route; find a safe assembly point; practise the evacuation; raise awareness on the evacuation route, etc.	Camp committee, elders, teachers, parents, children	People, space, radio, public discussions, schools	None	Only if new settlements don't obstruct the route	awareness raising and campaigns to keep evacuation route open	3 months, before next fire season

The risks posed by climate change and people's increasing vulnerability to hazards have varied and significant consequences for children's rights. The fundamental principles of the UN Convention on the Rights of the Child are of survival and development; the best interests of the child; that children's rights are for all children without discrimination; and that children should have a say in decisions about issues which affect them. All of these are put under pressure by shocks and stresses brought about by the changing climate and other hazards.

For example, in an emergency situation, some children might receive life-saving relief before others or some cannot access support at all; children's development might be hampered in many ways not least due to impact on health and education opportunities; fast decision-making sometimes doesn't take into account children's interests; and even in places where child participation is strong, it can be known in emergencies to fall by the wayside. In preparation for emergencies, or in planning for reducing risks or adapting to climate change, many of these issues are not taken into account either.

Child-centred DRR and CCA aims to address this – and one way of doing that is supporting children to understand their rights; and to act to support them or call for their fulfillment by duty-bearers.

Supporting children to voice their priorities and concerns is a central part of child-centred DRR. In many cases where children's direct participation action is not safe (see protection in participation box) or is not within the scope of an activity or a group's ability, advocacy for change is an effective way to achieve a desired goal.

However, it must be remembered that advocacy itself can have repercussions that present protection risks, and it can also be felt as a scary or intimidating process for both the children who are willing to express themselves, and for the adult who is willing to stand by the child – these must be part of a risk assessment for the participation process (see protection in participation box).

Different adults have different impacts on children's lives – both direct (including parents and teachers) and indirect (including private sector actors). Some of these have specific responsibilities for fulfilling children's rights– these adults are sometimes known as duty-bearers and include parents and teachers, governments and more (see the stakeholder mapping in Step 2: Situation Analysis). Often duty-bearers and other actors can only fully understand children's experience of risks if they hear it from children themselves. This means it is important both to support children to express themselves, and adult's willingness and capacity to hear children's voice and act on it. It is the duty of the duty bearer! Child-centred DRR has a focus on adults as well as children. Duty-bearers have different roles and authorities and as such advocacy or awareness activities should be targeted according to the different responsibilities and powers the adult actors have.

A key concept of any rights based approach is accountability: government is always the primary duty bearer for its citizens.

The diagram below shows a selection of stakeholders in child-centred DRR. Which of them are also duty-bearers? And in what way? You can discuss these questions using a simple spider diagram like this, or a stakeholder mapping like that described in Step 2 of the capacity building package to discuss roles and responsibilities and how some duty-bearers relate to children.

According to the desired change, different duty-bearers may be targeted for engagement in action and advocacy. Advocacy activities can include:
1. Participation is specific policy processes or stages of decision-making Petitions
2. Events (e.g. drama, music) with a message
3. Research and evidence
4. Video and other media communication
5. Awareness raising and campaigns.
   Resources for advocacy with children and young people including risk assessments for participation activities are available from Save the Children.

Advocacy for policy or institutional changes or improvements is often a good place to start where infrastructure or systemic issues are concerned – but also behaviour change or awareness raising can be effective – amongst community-based duty-bearers and other actors in the community. Awareness raising activities can often be important to reduce risk in the short term since policy changes often take some time to have an effect "in reality".

What can be done?
There are multiple options for supporting children's voice. These depend on the role of the targeted duty-bearer or actor, their openness to input from external parties – in particular children, and the governance context.

Policy advocacy at events and through bilateral engagement with government actors is in some cases a good way to inspire leadership in changing behaviour or securing the necessary infrastructure or institutions for risk reduction and resilience building. Knowing your government target – your government partners – and having good relations to begin with is crucial in this context.

Often a demonstration of success is a strong way to gain interest amongst more "hostile" or closed-door parties; and where policy influence is unlikely, awareness raising on the law and rights, and encouraging behaviour change in communities can be a good first step towards longer term policy change.

Creative activities like poster, drama, music, dance and other arts campaigns have been successful amongst children around the world. Where resources allow some strong participatory video activities have led to behaviour change and policy implementation.

Joining the adult arena and making recommendations for ways forward grabs adult attention: putting it in a format children know that adults will understand. Recommendations can be made for an agenda that's already been set (e.g. within a policymaking process or at an event) or as a way for children to set an agenda (e.g. a report or film to inform and influence).

Children in **Puntland, Somalia** have developed awareness raising messages about risks they have identified in internal displaced persons (IDP) camps, and run poster campaigns about the dangers of open wells and latrines as well as partnering with a local radio station in Garowe to spread messages about fire safety.

Children in Amhara region of **Ethiopia** have organized DRR events at their schools for raising awareness about risks and how they relate to everyday life for their families and communities. As a result many adults have adapted or changed altogether the way they do things from water usage to farming.

Children across **Kenya** have through the Kenya Climate Challenge Project, been involved in advocating for DRR and CCA activities on a global level at the climate change conference of parties organised by the UNCOP13. In addition they have also been demonstrating sustainable agriculture practices at schools based on soil and water conservation which have been showcased to and successfully adopted by local communities.

At the 2013 Global Platform for DRR, a meeting held by UN ISDR every two years, children from **Japan** advocated to a room full of DRR policymakers that technological disasters such as Fukushima should also be considered in DRR plans and frameworks.

APPENDIX A: AHEAD OF CHILD PARTICIPATION

So you are ready to involve children?

Does your project intend to have an ongoing involvement with children? Have you considered whether being involved will be in the best interests of the child and do them no harm?

- **No** → Don't create false expectations! Reconsider whether to involve children at this time
- **Yes** ↓

Have parents, guardians or other adults responsible for the children been informed and given their permission?

- **No** → Get their informed permission
- **Yes** ↓

Have the children been informed of the reasons for their involvement, the time it will take, how it could benefit them and have given their consent?

- **No** → Explain why you would like them to be involved – but only if they want to. Participation is a right, not an obligation!
- **Yes** ↓

Are you committed to meaningful involvement of children, listening to their freely expressed views and taking them into account?

- **No** → Reconsider whether to involve children at this time
- **Yes** ↓

Are all children being included?

- **No** → Consider how you would remove the barriers to some children's involvement, such as disability or language
- **Yes** ↓

Have the risks of children's involvement been considered, including issues of confidentiality?

- **No** → Consider what the risks might be and how you will handle confidential issues together
- **Yes** → **GO AHEAD**

APPENDIX B: TABLE 1 – SECONDARY RESEARCH - POSSIBLE SOURCES OF INFORMATION

Save the Children

INFORMATION REQUIRED	SOURCE OF INFORMATION	ETHIOPIA	KENYA	SOMALIA
LOCAL What is the community's 1 physical location; 2 demographic composition; 3 social structure 4 economic profile; 5 recent history; 6 political structure; 7 development plan? What natural resources exist in and around the community? What groups and organisations exist within the community or interact with the community? What governmental institutions exist within the community or interact with the community? What disasters have affected the community in the past 20 years, and how have people coped with them? What was the response of government and other actors? What changes to weather patterns and resource availability are being observed or predicted, and how are people coping with them? How does the local development plan affect the community? Does it address disaster risk and climate variability and change, and if so, how?	National census office Local or district government offices and staff Local development plan Church, mosque or other religious institution NGOs and CBOs working in the community – Baseline reports, Assessment reports Maps showing topography, agro-ecological regions, infrastructure, etc. (including GIS generated maps) Meteorological services	Household Economy Approach (HEA) Baseline/ Outcome Analysis	Household Economy Approach (HEA) Baseline/ Outcome Analysis	Household Economy Approach (HEA) Baseline/ Outcome Analysis
REGIONAL What is the disaster profile of the region? What impacts of climate variability and change have been observed or are predicted for the region? How does the regional development plan affect the community? Does it address disaster risk and climate variability and change, and if so, how? Which regional organisations and institutions are working on or have responsibility for DRR and/or climate change adaptation?	Seasonal forecasts and meteorological data on current climate trends, from the national meteorology service NGOs working in the region Regional government offices and staff Regional development plan Climate Change Coordination Unit (or similar national body)		FEWSNET	FEWSNET FSNWG FSNAU SWALIM
NATIONAL How does the national development policy affect the community? Does it address disaster risk and climate variability and change, and if so, how? What other national programmes or policies affect the community? Do they address disaster risk and climate variability and change, and if so, how? Which organisations and institutions are working on or have responsibility for DRR and/or climate change adaptation? What are the observed climate variability and changes, and available climate projections?	Poverty Reduction Strategy Paper or National Development Plan National Platform for DRR Hyogo Framework for Action (HFA) Monitoring Report Climate Change Coordination Unit (or similar national body) National Communications to the UNFCC Intergovernmental Panel on Climate Change (IPCC) Reports National Adaptation Programme of Action (NAPA) Country-level climate analysis at: http://country-profiles.geog.ox.ac.uk/	CRSP Kenya	CRSP Kenya	CRSP Kenya