



COMMUNICATING WITH DISASTER-AFFECTED CHILDREN:

A CASE STUDY
FROM THE 2015 NEPAL EARTHQUAKE RESPONSE

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A special thanks to all of the children who participated in the interviews and for the photos, the youth reporters and for all of the support provided by Plan International's Country Office in Nepal.

June 2016

This publication is also available online at www.plansverige.org

First published 2016 – Text and photos © Plan International 2016

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The report was co-financed by Sida.

Recommended citation: Claessens, L. and Forsberg, O. (2016). *Communicating with Disaster-Affected Children: A case study from the 2015 Nepal earthquake response*, Stockholm, Plan International Sweden.



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FOREWORD

In disasters worldwide, about half of the affected people are girls and boys below the age of 18 years. In the media children are often portrayed as passive victims of an emergency, their photos taken to raise funds and sympathy, and also in the humanitarian response they are rarely treated as active responders with specific needs and capacities. Communication of children's needs is often limited to the consultation of adults about the needs of children. Girls and boys themselves also are rarely asked to share their views, provided with information, or consulted on what they really need and prioritize. Very seldom they are treated like actors who are able to provide analysis and solutions – despite they have the right and capacities to do so.



Within Plan International we are trying to change that. Communication with disaster-affected children is not only their human right, but our experience also tells us that engaging girls and boys in our humanitarian response helps us to respond better and in more relevant ways. Children who are well informed and have opportunities to communicate about decisions affecting their lives, will be able to make better contributions to communities that are safe for them and in which their rights are respected.

This report looks at communication with children in the emergency preparedness and response during the first six months after the earthquake that hit Nepal on 25 April 2015. Based on a desk review and together with affected children and adolescents we take stock of children's views on the information provision and their role in response and communication activities.

Our findings show that we should invest in better and more effective ways to provide information to and communicate with girls and boys of different ages and abilities and invest in children's capacities to do so.

With this report we hope to inspire reflection and action of humanitarian actors to increase and improve the meaningful communication with children and young people in their work. We provide some concrete recommendations on how this can be done.

A handwritten signature in black ink, appearing to read 'Pia Stavås Meier', written over a horizontal dotted line.

Pia Stavås Meier

Program Director / Deputy National Director
Plan International Sweden

1. INTRODUCTION

All girls and boys have the right to be informed, be heard and participate in decisions that affect their lives. Participation is one of the core principles of the UN Convention on the Rights of the Child (UNCRC)¹, the most widely ratified international human rights treaty in the world. Yet girls' and boys' perspectives are often overlooked, especially in situations of crisis and disaster.

This report examines the information provision by humanitarian responses and their communication to and with girls and boys affected by the 2015 Nepal earthquake. The report is divided into three sections that present successes and gaps in the meaningful participation of children and youth of the earthquake response, based on documented initiatives, such as the inter-agency children's consultation² as well as individual interviews and group consultations with girls and boys. It aims to answer the following questions:

- 1. HOW WERE CHILDREN PROVIDED WITH INFORMATION AND CONSULTED ABOUT THEIR NEEDS AND PRIORITIES AFTER THE EARTHQUAKE IN NEPAL?**
- 2. HOW DID HUMANITARIAN RESPONDERS COMMUNICATE WITH CHILDREN?**
- 3. HOW WERE CHILDREN ENGAGED IN ACCOUNTABILITY MECHANISMS?**

THE NEPAL EARTHQUAKE

On 25th April 2015, a 7.8 magnitude earthquake struck the country. The quake was followed by a 7.3 magnitude earthquake less than three weeks later and hundreds of after- shocks. The earthquakes left roughly 2.8 million people, including 1.7 million children, across 14 districts in need of humanitarian support. The earthquakes caused nearly 9,000 deaths and injured over 100,000 people. Many children lost friends and family members, got injured and faced risk of lifelong disability, causing high levels of psychosocial distress among children and their families. Basic services like shelter, food, clean water and functional health services were lacking. An estimated 1 million children were unable to return to school due to widespread destructions to schools infrastructure. Loss of livelihoods,

displacement and lack of protection led to an increased risk of sexual violence, child exploitation and abuse such as trafficking, forced prostitution and (early) marriage for many girls and boys³.

Why communicate with children after a disaster?

Globally, children make up at least half of the affected population in any emergency⁴. In Nepal, children made up an estimated 60%⁵ of the affected population. Girls' and boys' needs and priorities should therefore be central to the humanitarian response and they should be able to raise their concerns and opinions to hold humanitarian actors to account for their actions.







For humanitarian responders, communicating with children is crucial to understand the needs of girls and boys and to be able to prioritize and address those needs. While the humanitarian response plans in Nepal reflected an understanding of the fact that children were disproportionately affected by the earthquake and faced serious protection risks⁶, the first and main consultation that took place to explore children's needs in more depth was the inter-agency children's consultation conducted by several child-rights organizations and the Government in May 2015⁷.

Children's roles

Children can and do play a crucial role in their own protection and in their communities' response to an emergency. Despite having experienced the earthquake, children in Nepal have shown remarkable resilience and capacity in supporting their peers, providing relief, sharing life-saving

information, and caring for others. Girls and boys have a right to be informed and listened to, so that they can make these significant contributions. Participation has positive immediate and long-term effects on children's personal skills, sense of belonging and ability. Children who know how to protect themselves and others, and who are empowered to participate in the humanitarian response, can better contribute to long-term recovery and development after the crisis⁸.

Communicating with children is also critical to improve the quality, accountability and effectiveness of humanitarian response and recovery⁹. The Core Humanitarian Standards (2015) and the IASC Commitments on Accountability to Affected Populations (2011) provide humanitarian actors with clear guidelines and benchmarks to be accountable and engage crisis-affected people, including children.

2. METHODOLOGY

This report is a desk review based on reports and interviews carried out with children in the 14 affected districts during the first three to six months of the Nepal earthquake 2015 response. To validate the documented information, primary data has been collected through in-depth interviews and consultations with girls and boys of different ages held by Plan International Nepal. A child is a person between 0-18 years old. In this report youth is defined as a person between 15-24 years old.



The map is showing the 14 most affected districts in Nepal after the earthquake in 2015.

KEY RESOURCES

After the Earthquake: Nepal's Children Speak out (May 2015)

This report is referenced as the child consultation in the report.

The most prominent and comprehensive consultation with children on their participation, needs and views. A total of 1,838 children from 14 districts, aged 8-12 and 13-18 years, were interviewed in 166 focus group discussions. The child consultation was undertaken by Plan International, Save the Children, World Vision and UNICEF in collaboration with the Government of Nepal. Some of the quotes from the child consultation report stated for example (boy, age 13-16) which means that there is an uncertainty of the specific age of the child but participated in the focus group for that age span.

Plan International in-depth interviews with children (June 2015)

Plan International carried out 9 in-depth interviews with girls and boys, aged 7-15 years, explore their experiences and views on recovery in the aftermath of the earthquake.

Focus Group Discussions with Plan International's Youth Reporters (August 2015)

Plan International's Youth reporters project in Nepal is a youth-led participatory media project. Adolescent girls and boys between 15 and 18 years old are trained on creative media and reporting. In the aftermath of the earthquake they document their experiences, reported on life after the Earthquake and captured progress and changes made in the community. Plan consulted with six Youth Reporters on child-friendly information provision, levels of child consultation during the response and their views on their participation in the response.

Other documentation used –see bibliography for a complete reference list

- Plan International Nepal's Community Engagement Programme which includes feedback from children and young people on Plan's relief distributions;
- Documents of the Communicating with Communities working group in Nepal on the web portal www.humanitarianresponse.info for the Nepal response.
- The Inter Agency common feedback project: Community perception of youth (15-24) (November 2015)
- Plan International Nepal – International Girl Day Celebration Report 2015

Ethical considerations

All children's names and locations in texts and photos have been altered to protect their identities. Usage of images and text have been approved by their caregivers.

Limitations

The desk study only includes documented children's consultations and reports that are available through the Nepal humanitarian response website and the clusters. It should be regarded as a complementing document to the child consultation report.

3. FINDINGS





1. HOW WERE CHILDREN PROVIDED WITH INFORMATION AND CONSULTED ABOUT THEIR NEEDS AND PRIORITIES AFTER THE EARTHQUAKE IN NEPAL?

Children's level of preparedness and access to information before the earthquake

Many of the consulted children reported they had no prior knowledge about earthquakes; they did not know what is or what to do when it happened. *"I knew nothing about earthquakes before. Afterwards I learned that we should go to open spaces"* (Rakesh, 10 years, Dolakha). A youth reporter stated that he thought that it was a "helicopter and a tractor" making the ground shake when the earthquake started (Makwanpur, 2015). Some of the children described what they did when the earthquake happened:

"I was with my grandmother (...) outside our house when the earth started to shake. I got so afraid and ran inside but my grandmother dragged me out" (Rubita, 7 years, Dolakha).

Some children reported that they had learnt about earthquakes prior to the 2015 quake. One of the youth reporters in Makwanpur had been told about earthquakes by seniors in his school that had taken part in training through a local NGO, while another noted that he had been taught by a neighbor. Others said they had received basic preparedness lessons in school that taught them to *"go under a table or bed and cover"* but when



the quake occurred they said that they “just sat down” (Kamana, 15 years, Dolakha, 2015). In the inter agency feedback, 40% of the youth (age 15-24) reported that their perceptions on preparedness were good (that they knew what an earthquake was and what to do if it occurred), which in this survey was high in comparison to other age groups which all had a feeling of being less prepared for another disaster¹⁰.

In the child consultation, children brought emphasized the importance of ensuring that preparedness trainings are well explained since there were reported cases of misinterpretations of the earthquake drills, which led to catastrophic consequences during the quake. This was largely because many of the children who had taken part in an earthquake drill had mainly practiced indoors. Some of the children reported, during the consultation, that when the actual earthquake happened, some children who were outdoors, had run indoors to find something to hide under - just as the drill had taught them to do.

The consequences of this practice became grim for many children and their families; *“during the second earthquake my friend died and I feel very sad. He died because he went inside the house as in school we were taught to go under the table”* (boy, age group 8-12 years, Rasuwa)¹¹.

The majority of the children quoted in the child consultation report said that they wanted to receive more information about disasters and how they could prepare for them – thus increase their protection. They reiterated the importance of access to education and integrating disaster preparedness into the school curriculum.¹² But the children also highlighted the need of getting the correct information as well to achieve a safer future *“[we need to know] what kind of constructions we should use to make our houses safe, what the ground is like [and] if it is safe to build where we live”* (Kamana, 15 years, Dolakha).





Needs assessments

Immediately after the 25th April earthquake in Nepal at least 70 agencies including UN, INGO, local NGOs and government carried out a number of rapid assessments for various sectors to identify immediate needs. No comprehensive, coordinated Multi Cluster/Sector Initial Rapid Assessment (MIRA) was carried out upon request of the Government that “no assessments be undertaken in districts without continuous delivery of relief assistance”¹³. In the aftermath of the earthquakes, the Government conducted a Post Disaster Needs Assessment (PDNA) that examined the scale of the destruction and needs. The PDNA warned for the potentially “disastrous consequences” of the earthquakes on the protection of “women, girls and children”¹⁴ and outlined

key concerns, vulnerabilities and priority needs. In the PDNA reference was made to the outcomes of the inter-agency children’s consultation¹⁵.

The youth reporters highlighted that the children’s involvement in the assessments had not been considered and they said that *“their parents neglect them (...) think their ideas are useless and not worth asking”* (youth reporter, age group 13-16, Makwanpur). Some children had reported to the youth reporters that they had instead turned to their friends to speak about their situation.

Moreover, children expressed concerns that adults and elders in the community did not understand the specific issues facing children in the aftermath of the earthquake.



Needs of adolescent girls and boys

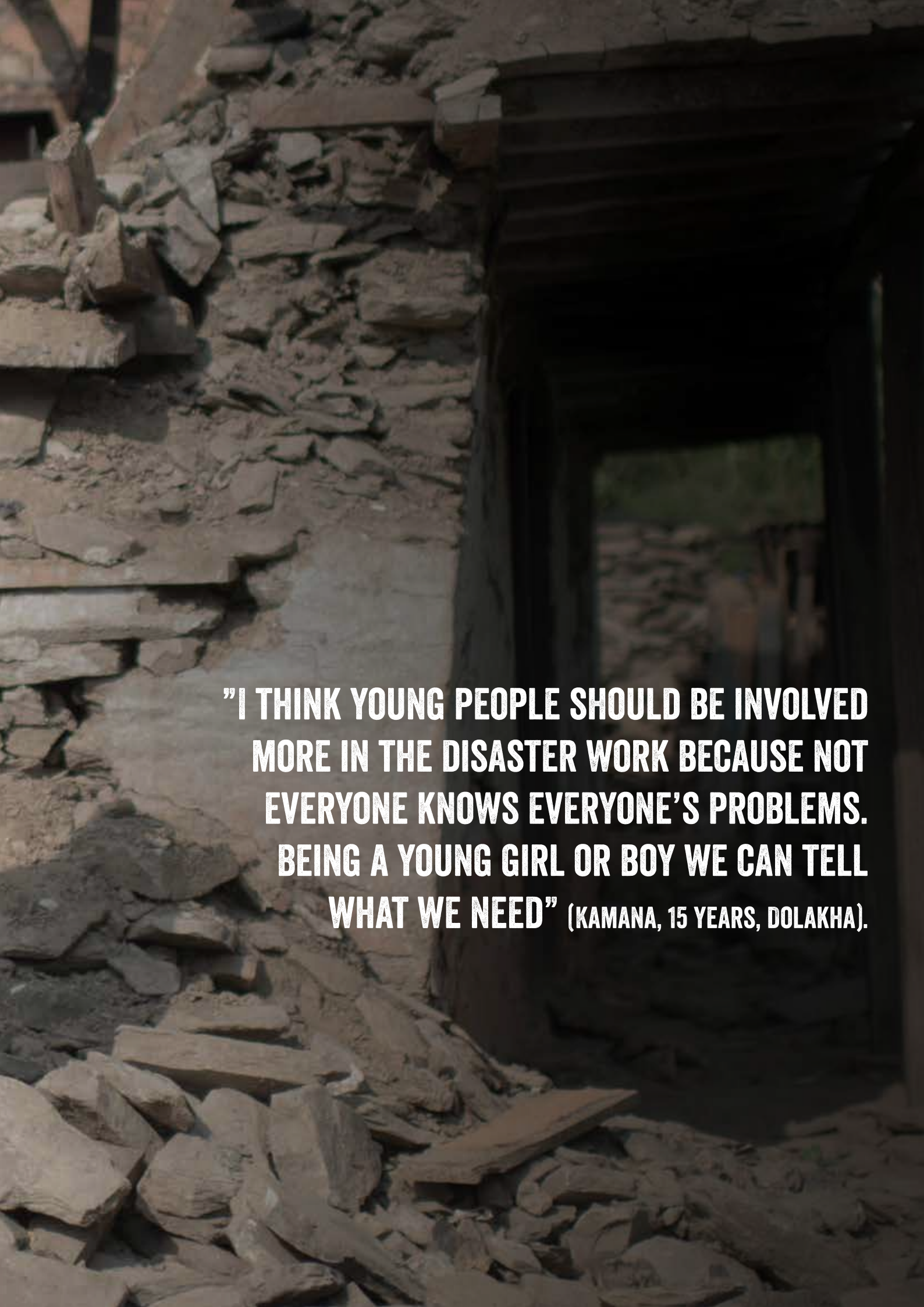
Several interviewed children gave the example of girls' privacy during the menstruation period: *"young girls have problems with menstruation during disasters like this. During menstruation we are not allowed to go into the kitchen or worship rooms and this can be difficult when we don't have our normal houses. No one talked to us about this. The biggest concern is shelter and food but other things like this are important too"* (Kamana, 15 years, Dolakha).

According to the WHO rapid needs assessment, more than 637,000 adolescent girls lived in the 14 of the most affected districts¹⁶, indicating the significance of the concern expressed by

girls, which if overlooked in the response could have great implications for girls' physical and psychosocial well-being.

The Common Feedback Project (CFP)¹⁸ brought together 18 humanitarian agencies who jointly collected feedback from affected communities. Analysis of the specific needs priorities of youth (15-24 years old) showed that this age group did not feel heard in the response¹⁹. Despite of high levels of youth engagement on informal community level there had been little effort from humanitarian actors to bring them into formal response mechanisms. A youth reporter noted that: *"no one asked (...) not even parents or teachers"* (youth, age 13-16, Makwanpur).



A photograph of a damaged stone building with a dark doorway, overlaid with a quote. The building's wall is made of rough, uneven stones and is partially collapsed. The doorway is dark and shadowed. The ground in the foreground is covered with rubble and debris.

"I THINK YOUNG PEOPLE SHOULD BE INVOLVED MORE IN THE DISASTER WORK BECAUSE NOT EVERYONE KNOWS EVERYONE'S PROBLEMS. BEING A YOUNG GIRL OR BOY WE CAN TELL WHAT WE NEED" (KAMANA, 15 YEARS, DOLAKHA).



Despite of the existing informal youth groups and volunteer networks, adolescents and youth were not specifically targeted, nor consulted on a wider level on the response efforts. The majority of the children had received information about the earthquake, its impact and initial response through radio messages:

"While listening to the radio my father said (...) that the schools had closed and we got information about what NGO is going to which village" (Kamana, 15 years, Dolakha).

Other sources of information were community members such as neighbors, or information provided through text messages via cell phones. None of the consulted youth reporters had experienced community outreach activities to share initial information about the earthquake and relief.

Examples of information

Children reported that in the initial relief phase they had received information on how to prepare safe drinking water; how to build makeshift shelter with available materials; and advise not to re-build shelter near damaged areas. Kamana recalled that government officials said that *“if your house is safe you can go inside but if it has cracks you’re not allowed. During aftershocks you have to be alert and don’t go to nearby buildings”* (Kamana, 15 years, Dolakha, 2015). Rumors started to spread fast after the earthquake about risks of new quakes and aid distributions etc. A youth reporter in Makwanpur explained:

“nobody shared adequate information about the earthquake. Only rumors were spread about the bad effects of earthquake and other issues to scare people (...) they [the children] believed that their local leader was hiding news from their locality about distribution or relief items” (youth reporter, age group 13-18, Makwanpur).

The youth reports said that no children knew about the recovery and reconstruction phase. Only two out of six consulted youth reporters said they knew that relief distributions had taken place and only after the distributions had occurred²⁰.







Access to information

Children in four different groups during the children's consultation raised concern about the lack of or inadequate information about relief distributions, such as the date, location and content of distributions. When asked about accessibility of the available information, the youth reporters' didn't think that the information provided was suitable for children with disabilities or illiterate persons. One child said that "it's like one-way traffic – they [humanitarian actors] tell people where to go and give them materials, but they don't think of how people will get to those areas or how they [disabled people] will be able to rebuild" (youth reporter, age group 13-16, Makwanpur).

In September 2015, the inter-agency Common Feedback Project collected feedback about the perceptions of youth (15-24 years old) about the first phase of the response. The report revealed that 48% of surveyed youth (15-24 years old) in the Community Feedback project believed their information needs had been met, a higher percentage than older respondents.²¹

The report suggests that this is attributable to the fact that younger generations have a better understanding of and access to education, technology and social media.²²





2. HOW DID HUMANITARIAN RESPONDERS COMMUNICATE WITH CHILDREN?

Communication with disaster-affected children can be an effective means to improve meaningful engagement of girls and boys in decisions about the relief and recovery efforts in their community and country. This chapter examines children's experiences and involvement in the relief efforts after the earthquake.

Relief distributions

Children expressed a desire to be better informed and more actively involved in the response; however, they thought that *"the distributions were done at their [humanitarian actors] convenience and did not take the time to find the real affected people" and "aid workers did not give us time to get involved"*²². One boy voiced his concerns over unplanned distributions that did not take peoples different needs in consideration: *"a few old people and persons with disabilities were not able to get the support"* (Boy, 16 years).²³

Also adolescents expressed the desire to be more involved in the relief phase as they believed that it would make a better response: *"I was asked by my brother and neighbor to participate in the distribution. Some thought that only the poorest should get the tents and not the teachers in the village. But I said that if the teachers are affected they should get help too. Otherwise we won't get education. I would have liked to help more. If I got the opportunity, I would focus on the children and older people and pregnant women. I have skills to help people"* (Nivuta, 16 years, Dolakha, 2015).

Children repeatedly expressed their ability and willingness to help others: *"I can carry relief material or provide advice to children to stay with their parents and not argue with them"* (Santosh, 14 years, Dolakha) and: *"I can educate people and tell them how to be safe"* (Bibisha, 12 years, Dolakha).



HOTEL COZY HOME
DAKAR-5
हेटेल कोजी होम
- दामर ५



One youth reporter recalls that he did not feel his views were listened to when he tried to communicate with some villagers who were building temporary shelters in damaged lands or in dangerous areas.

Kamana (15 years) reported that she had in fact played an important role in helping the NGO's retaining the order during the distribution "when people were getting excited and chaotic I made a queue with everyone and told them to stay calm and not to worry (...) and whatever we have should be shared and eaten".

Advocacy

Several national and international child rights organisations organised advocacy events to support children and young people to get a stronger voice in the relief and recovery work. On the International Day of the Girl Child on 11 October 2015, national and international child rights organisations collaborated with district adolescent networks in Dolakha, in an advocacy event that called for better communication and consultation with adolescent girls. Adolescent girls from the district prepared a 30 point-declaration with their priorities for the recovery and rehabilitation phase,

which they discussed with key decision makers from district level Education, Social Welfare and Health authorities.

Girls asked questions;

- Related to health:
"Why can't we see female doctors in the hospital? We feel hesitation when male doctors ask us questions"
- Related to education:
"Why do secondary schools not have female head teachers?" and "What are the plans for disability-friendly schools and infrastructure?"
- Related to security:
*"Most of the police men are teasing us during travelling/walking to school and they drink alcohol while on duty. Can you punish them?"*²⁴.

Girls also highlighted issues of gender-based violence, discrimination and early marriage. The above event led to success: decision-makers signed the declaration, indicating their commitment to communicating with adolescent girls, and prioritising their issues and their participation in the response.



3. HOW WERE CHILDREN ENGAGED IN ACCOUNTABILITY MECHANISMS?

Feedback collection with children

In the Nepal response, agencies collected systematic feedback from communities through different methodologies. However, while older children (above the age of 15 years) were part of some of these

feedback mechanisms, younger children were not systematically included. The child data collected were often not sex- or age disaggregated thus did not distinguish between the needs and priorities of younger and older children.

After the earthquake, the UN announced an inter-agency common service that was aimed at ensuring access to information and systematic feedback mechanisms that enabled affected people to “influence the strategic direction of the humanitarian response”²⁵. Individual agencies undertook their own accountability work, including community meetings, surveys, suggestion boxes and phone hotlines on agency-specific services²⁶.

The majority of these initiatives did include children; however, often only those of 16 years and older, as part of the category ‘youth’.

Inter-agency consultations

In May 2015 an Inter Agency working group on Communicating with Communities was established to improve accountability in the Nepal response. One of the main initiatives was the Inter Agency Common feedback project (CFP) that consolidated monthly inter-agency community feedback on the overall response. In September 2015 the CFP published a 3- month report (July-September 2015) that represented feedback from 1400 surveys collected by 18 agencies in 14 affected districts on information provision, progress in the response and satisfaction with government and NGO relief. Children of 15 years and older were included in the age group 15-24 years that represented ‘youth’ (14% of all respondents).

However, children (below the age of 18) were not distinguished from this group and children below 15 years old were not included in the feedback collection. Neither does the reports distinguish between the sex of the responders, which is problematic as Nepal is a patriarchal society in which girls have less access to decision-making and access to information.

Strategies to reach the most marginalised children with information

After the earthquake, many mountainous and remote villages were completely cut off from assistance. Access to reliable information is crucial to help children and adults to protect themselves, to access humanitarian aid and take decisions affecting their lives. A lack of information could cause or worsen the high levels of stress people experienced after the quakes. Plan International used different strategies to reach the most marginalised children and their families with information and assistance:

- During all distributions, Plan established Help and Information Spaces that provided life-saving information, awareness raising among children, adolescents and caregivers, and collection of real time feedback about Plan’s assistance.
- In the first six months of the response, Plan created Child Friendly Spaces; safe places where children could come to play, learn and receive important information about how to stay safe after the earthquake. In each location child clubs were supported to carry out their own activities including peer-to-peer education about disaster risks and protection.
- In the most isolated mountain villages Plan deployed Mobile Teams to provide multi-sectoral humanitarian assistance and live-saving information including education and child protection. In total 59 teams of four community mobilizers were established, who reached a total of 18,123 girls and 17,342 boys in the districts of Dolakha, Sindhupalchowk, Sindhuli and Makwanpur in the first 6 months of the response.





Feedback systems

Plan International systematically collected feedback among children and adults through its community engagement project, which included the collection of real-time feedback on distributions and response programming in line with the Core Humanitarian Standards. Both paper surveys and mobile phone applications such as Poimapper were used. During the first five months of the response nearly 3,000 individuals had provided feedback to Plan through surveys, feedback boxes, telephone hotline, text messages and community-based Help and Information spaces. The data from Plan was disaggregated by sex and age groups, allowing for analysis of the concerns raised by children. For example, feedback data from the period between May 5th and June 20th showed that adults' top concern was shelter (69%) while children actually prioritized education (60%)²⁷. A limitation was that children's age groups had not been disaggregated; hence the specific concerns and priorities of younger children and adolescents could not be distinguished.

Youth reporters project

The Youth Reporters project was an innovative media project that helped raise the voice of girls and

boys and hold decision-makers accountable. Twenty four (24) adolescents were trained in storytelling, photography, radio and making video about issues affecting their lives.

The project empowered children and youth to gain more confidence and skills to express their opinions and ideas about the response and recovery: *"After the earthquake, we successfully transmitted radio messages on child protection and importance of safe schools through radio"* (Khusi, youth reporter Plan International, 2015). The youth reporters also monitored the progress of response efforts and documented the unmet needs that children highlighted in their villages. Children involved in the children's consultation said the following about their participation in consultations and feedback:

Students should be consulted about their concerns about temporary and longer-term education issues by School Management Committees and village leaders. - There should be spaces for children, (...) for children to play and discuss issues with friends.²⁸

4. CONCLUSIONS



Girls and boys affected by the 2015 earthquake in Nepal want to be better informed and consulted before, during and after disasters. Children of all ages want to be involved in disaster preparedness and relief work, and have demonstrated the ability to do so. More effective communication with children is vital to help them protect themselves and others from harm.



Information provision and consultation

Girls and boys of different ages felt that important information had not reached them; life-saving disaster preparedness information before and after the earthquake as well as post-disaster information about ongoing relief work had clearly not reached all children. Moreover, girls and boys pointed out that the information they had received was not age-appropriate for the youngest children, nor inclusive for those with disabilities or without access to technology such as radio, television and internet.

Girls and boys of different ages want to be consulted about their needs and priorities in emergencies. However; many children, especially the younger ones, did not get the opportunities to voice their needs, ideas and feedback, or to make informed decisions about their immediate recovery. Girls and boys noted that they perceive themselves as having an important role to play to inform and protect themselves and their peers about disaster risk.

Key supporters of their participation should be parents, teachers and humanitarian aid workers; however, children felt that the same people often did not take them seriously.

Communication with children in the response

Girls and boys see a significant role for themselves in disaster preparedness and response and some had positive experiences of being informed, consulted and engaged in response work. Most consulted children had clear ideas about how to communicate

with children, as well as what role they themselves could play to inform others and help their communities recover. However, most children reported they had not had opportunities to do so.

Youth groups and child clubs can be important community resources during disaster preparedness and response. Mainly older adolescents and youth were active in the preparedness and response work, either as individuals involved with NGOs or as part of volunteer groups; however, limited evidence was found about the structural involvement of youth groups in information provision and communication in preparedness and relief work, nor about involvement of younger children.

Feedback and accountability

In the Nepal earthquake response several coordinated efforts have been made to increase communication with communities and humanitarian accountability. However, engagement with affected children has been sporadic, rather than a consistent element of disaster preparedness, response and recovery work in Nepal. The reviewed accountability initiatives show successful inclusion of older adolescents above the age of 15 years in their feedback mechanisms and responses, but to a far lesser extent meaningful inclusion of younger children. Moreover, data was often not sex and age disaggregated which made it difficult to distinguish between younger and older children or between girls and boys to distinguish needs and priorities.

5. RECOMMENDATIONS FOR ALL HUMANITARIAN ACTORS



❖ **PROVIDE CHILD-FRIENDLY AND INCLUSIVE INFORMATION ABOUT PREPAREDNESS AND DURING THE RESPONSE**

- ✓ Information, education and communication about preparedness and relief work should be available in child-friendly and local language;
- ✓ Information should be adapted and made accessible to girls and boys with disabilities;
- ✓ Ensure information is disseminated in methods adapted to the context and are easily accessed by girls and boys of different ages;
- ✓ Work with children and the key adults such as parents and teachers in preparing, disseminating and reinforcing key life-saving and response preparedness information for girls and boys;
- ✓ Involve girls and boys of all ages in peer-to-peer information sharing in preparedness and response, according to their evolving capacity.

❖ **INCLUDE CHILDREN'S CONSIDERATIONS AND PERSPECTIVES IN NEEDS ASSESSMENTS**

- ✓ Ensure that all needs assessments include questions about the needs of girls and boys of different ages and abilities, assess hazards and protection risks and their impact on children's wellbeing;
- ✓ Consult with children about their needs and priorities on a regular basis and ensure diversity in respondents to ensure equal representation of views.

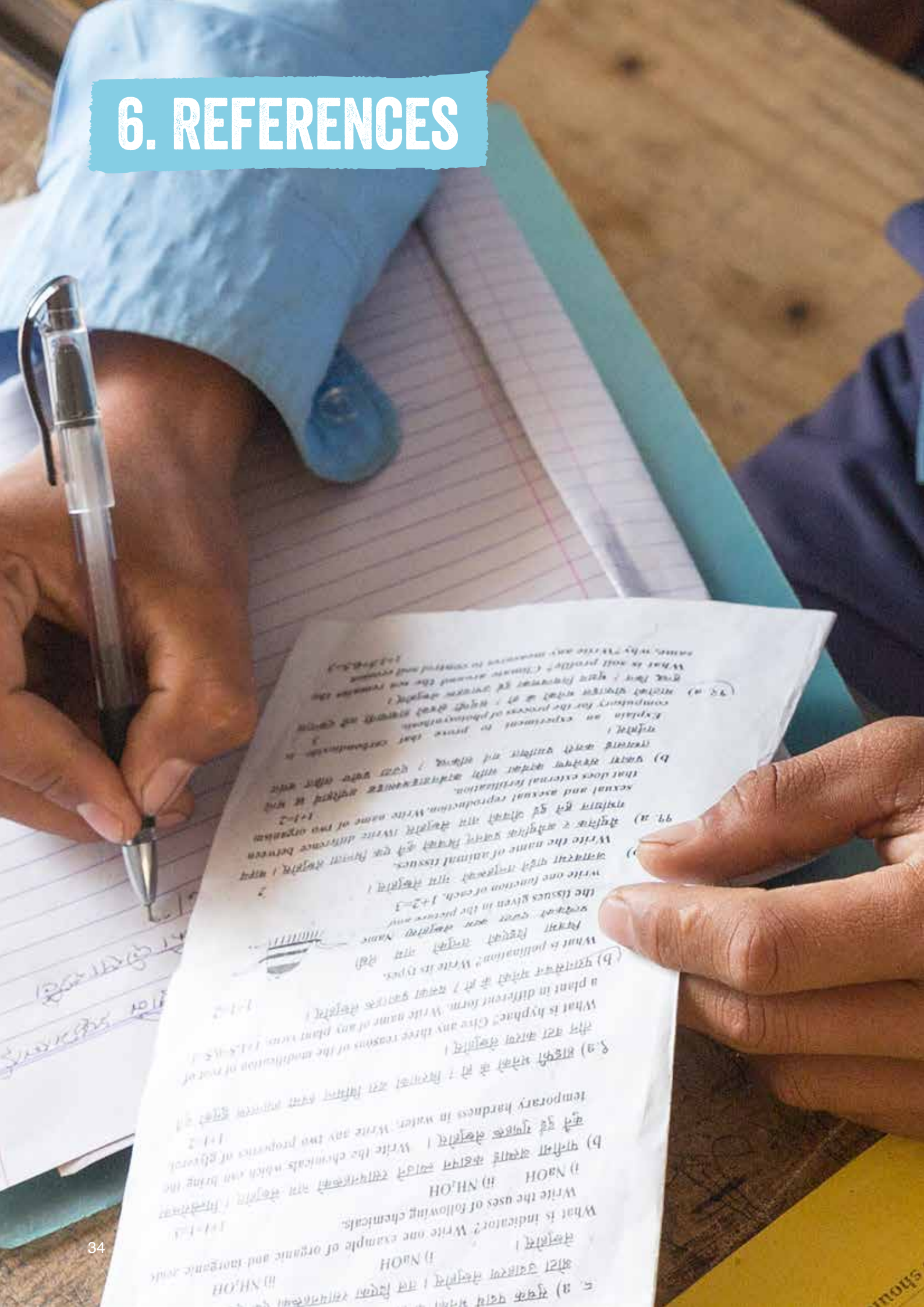
❖ **IMPROVE COMMUNICATION AND ENGAGEMENT WITH CHILDREN IN RELIEF WORK AND RECOVERY**

- ✓ Involve children and young people in designing and implementing emergency communication strategies to increase girls' and boys' ability to keep themselves and others safe;
- ✓ Engage adolescent boys and girls and youth in formal preparedness and response structures such as village disaster management committees and create opportunities for youth leadership;
- ✓ Include disaster risk reduction in formal and non-formal education programmes to increase children's disaster preparedness and response capacities.

❖ **INCREASE ACCOUNTABILITY TOWARDS CHILDREN IN A HUMANITARIAN RESPONSE AND RECOVERY**

- ✓ Promote children's access to communication channels to ensure children affected by disaster to ensure their needs are taken into account;
- ✓ Support girls and boys of different ages to hold humanitarian stakeholders accountable for their deliverance to affected children and communities before, during and after a disaster, through implementing child-friendly feedback and accountability mechanisms.

6. REFERENCES



98. a) Explain an experiment to prove that carbon dioxide is essential for the process of photosynthesis. Write the name of the organism used in the experiment. (1+2)

b) What does external fertilisation mean? Write the name of the organism in which it occurs. (1+2)

99. a) Write the name of animal tissues. (1)

b) Write one function of each. (1+2=3)

What is pollination? Write its types. (1)

b) Write the name of any plant which has a different form. (1)

What is hypsac? Give any three reasons of the modification of root of a plant in different form. (1+2=3)

9. a) Write the name of the indicator which is used to detect the presence of temporary hardness in water. Write any two properties of this indicator. (1+2)

b) Write the names of the chemicals which can bring the temporary hardness in water. (1+2)

10. a) Write the uses of following chemicals. (1)

b) Write the uses of following chemicals. (1)

Interviews

- Youth reporters, to girls & four boys, between age 13-16. (2015). Interviewed by Jessica Lomelin, Makwanpur, August 2015.
- Children from different villages interviewed by Sofia Klemming Nordenskiöld in Dolakha, Nepal, June 2015:
 - ◆ Bibisha, girl, 12 years old
 - ◆ Dilisha, girl, 12 years old
 - ◆ Kamana, girl, 15 years old
 - ◆ Nivuta, girl, 16 years old
 - ◆ Prashna, boy, 12 years old
 - ◆ Rakesh, boy, 10 years old
 - ◆ Ram, boy, 12 years old
 - ◆ Rubita, girl, 7 years old
 - ◆ Santosh, boy, 14 years old

Reference documents

- After the earthquake: Nepal's children speak out. Plan International, Save the Children, Unicef, World Vision (May 2015)
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- Preliminary report on Long Survey Form Analysis, Inter-agency common Feedback Project Nepal Earthquake 2015 (September 2015)
- Inter-agency common feedback project: Issue in Focus, Community Perceptions of Youth (15-24) (November 2015)
- International Girl Day Celebration Report, Plan International Nepal (2015)
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7. FOOTNOTES



- ¹ United Nations Convention on the Rights of the Child (1989)
- ² After the Earthquake: Nepal's Children Speak Out (May 2015).
- ³ UNICEF (2015) Humanitarian Situation Report: Three Months Review
- ⁴ UNHCR (2014) Global Trends Report 2013
- ⁵ Based on figures from the Revised Flash Appeal: 2.8 million people in need of humanitarian assistance, including 1.7 million children.
- ⁶ Flash Appeal April 2015 (UNOCHA 2015); Post-disaster Needs Assessment, Government of Nepal National Planning Commission (May 2015).
- ⁷ After the Earthquake: Nepal's Children Speak Out (May 2015).
- ⁸ Putting Children at the Heart of the World Humanitarian Summit, WHS Advisory Group on Children (2016)
- ⁹ Putting Children at the Heart of the World Humanitarian Summit, WHS Advisory Group on Children (2016)
- ¹⁰ Inter agency common feedback project (2015). Community perception of youth (15-24)
- ¹¹ Extracted from: After the Earthquake: Nepal's Children Speak Out (May 2015)
- ¹² Extracted from: After the Earthquake: Nepal's Children Speak Out (May 2015)
- ¹³ Nepal Earthquake, ECHO CRISIS FLASH No. 10, 25 April – 4 May 2015
- ¹⁴ Nepal Earthquake 2015 Post Disaster Needs Assessment, National Planning Commission (Kathmandu: 2015)
- ¹⁵ After the Earthquake 2015 Post Disaster Needs Assessment, National Planning Commission (Kathmandu: 2015)
- ¹⁶ WHO, Humanitarian crises after the Nepal earthquake 2015, Initial public health risk assessment and interventions, May 2015
- ¹⁷ Also: called: the Inter Agency Common Service Project, which included a Technical working group on Communicating with Communities during the Nepal Earthquake response.
- ¹⁸ Issue in Focus: Community Perceptions of Youth (15-24). Inter-agency Common Feedback project (November 2015)
- ¹⁹ Issue in Focus: Community Perceptions of Youth (15-24). Inter-agency Common Feedback project (November 2015)
- ²⁰ Youth reporter consultation, youth age group 13-16, Makwanpur, 2015
- ²¹ After the Earthquake: Nepal's Children Speak Out (May 2015)
- ²² Issue in Focus: Community Perceptions of Youth (15-24). Inter-agency Common Feedback project (November 2015)
- ²³ Plan International, Summary of community feedback, May 5-27, 2015
- ²⁴ Plan International Nepal – *International Girl Day Celebration Report*, 2015
- ²⁵ Flash Appeal Revision – April/September 2015 (UNOCHA 2015)
- ²⁶ For example, Plan International's Community Engagement project to ensure accountability throughout its humanitarian response.
- ²⁷ Data in June 2015. From: Summary of Feedback Plan International Nepal May 5 - June 20 (2015)
- ²⁸ Extracted from: After the Earthquake: Nepal's Children Speak Out (May 2015), p. 41

