



Existing mechanisms and processes for child and youth participation in Disaster Risk Reduction (DRR) in Estonia, Latvia, Lithuania, Poland and Sweden

Mapping Report

October 2023



Acknowledgements

This report was primarily drafted by Maria Antonia Di Maio, Independent Consultant. It was produced thanks to the precious contribution of many individuals from CBSS.

The authors express their gratitude for the key support provided by Staff members of the CBSS and PA Secure Kids Project partners and other organisations in delivering the survey questionnaires, including: the Union of Baltic Cities UBC (Poland); the National Headquarters of the State Fire Services (Poland); the Liepaja Municipal Police (Latvia); the NGO TREPES (Latvia); the Union of the Baltic Cities Safe Cities Commission; the Estonian Rescue Board (Estonia); and the NGO Norden in Sweden.

Special thanks also go to the other individuals and institutions who helped distributing the survey questionnaires in the targeted countries: the Education Departments in Gdansk, Warsaw and Wrocław (Poland); schools, Education Departments and Youth Centres in Riga, Liepaja, Rezekne, Auce, Aizpute and Upesleja (Latvia); several Education Departments in Lithuania; school teachers in Estonia; the National Agency for Education, the Swedish Association of Local Authorities and Regions, and the Priority Area Education of the EU Strategy for the BSR, along with several teachers, in Sweden.

Above all, the authors' gratitude goes to the children and young people, as well as the adult informants, who participated in the survey, and generously gave their time, perspectives and insights which are presented in this mapping report.

Published by: Council of the Baltic Sea States (CBSS), www.cbss.org
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**Funded by
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Acronyms and abbreviations

BSR	Baltic Sea Region
CBSS	Council of the Baltic Sea States
DRR	Disaster Risk Reduction
EC	European Commission
EU	European Union
UNDRR	United Nations Office for Disaster Risk Reduction
UNISDR	United Nations International Strategy for Disaster Reduction

Key terms and definitions

FOR THE PURPOSE of this report, the following definitions are used:

Build back better: The use of the recovery, rehabilitation and reconstruction phases after a disaster to increase the resilience of nations and communities through integrating disaster risk reduction measures into the restoration of physical infrastructure and societal systems, and into the revitalization of livelihoods, economies and the environment. (UNDRR, 2020: 130-131).

A **child** is any person under the age of 18 years¹.

A **disaster** refers to a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources. (UNISDR, 2009: 9).

Disaster risk reduction is aimed at preventing new, reducing existing disaster risk, and managing residual disaster risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development. (UNDRR, 2020: 130-131).

A **hazard** is a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption, or environmental degradation. (Hazards include – as mentioned in the Sendai Framework for Disaster Risk Reduction 2015-2030 – biological, environmental, geological, hydrometeorological and technological processes and phenomena (UNDRR, 2020: 130-131).

Youth/Young persons are those persons between the ages of 15 and 24 years. (UNESCO, no date).

Resilience is defined as the ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform, and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through disaster risk management. (UNDRR, 2020: 130-131).

Risk assessment is a methodology to determine the nature and extent of risks by analysing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend. In the context of this Pre-Study, risk assessment most often refers to how individuals and groups (particularly children and young people) perceive the risk of hazard in their environment and how children and youth learn and

understand the risks facing their families and communities. (UNISDR, 2009: 26; Fothergill, 2017: 4).

Prevention of disasters means activities and measures to completely avoid the harmful impacts of a hazardous event. (UNISDR, 2009: 19). While certain disaster risks cannot be eliminated, prevention aims at reducing vulnerability and exposure in such contexts where, as a result, the risk of disaster is removed. (UNDRR, 2020: 130-131).

Preparedness refers to the knowledge and capacities developed by governments, response and recovery organisations, communities, and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters. (UNDRR, 2020: 130-131).

The **response** period refers to actions taken before, during or in the immediate aftermath of a disaster, which is the first minutes, hours and days, perhaps even up to a week, depending on the type and severity of the disaster event. It includes the provision of emergency services and public assistance in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. (UNDRR, 2020:42 and 130-131; Fothergill, 2017: 6, 14; UNISDR, 2009: 24).

Mitigating disasters means to lessen or minimize the adverse impacts of a hazardous event. (The adverse impacts of hazards, in particular natural hazards, often cannot be prevented fully, but their scale or severity can be substantially lessened by various strategies and actions. (UNDRR, 2020: 130-131).

Risk is generally intended as the combination of the probability of an event and its negative consequences. Disaster risk more specifically refers to the potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period. It shall be noted that risk is not an absolute and fully objective measure; rather, it relates to the properties of objects exposed to threats, including their vulnerability and resilience. Moreover, there is an important psychological dimension hidden in the definition of risk, which is related to risk perception. (UNISDR, 2009: 9-10, 25; Wolanin, 2017: 9).

Recovery refers to restoring or improving of livelihoods and health, and economic, physical, social, cultural, and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better” to avoid or reduce future disaster risk. (UNDRR, 2020: 130-131).²

Rebuilding/reconstruction refers to the medium- and long-term sustainable restoration of resilient critical infrastructures, services, housing, facilities, and livelihoods required for the full functioning of a community or a society affected by a disaster, aligning with the principles of sustainable development and “build back better” to avoid or reduce future disaster risk. (UNDRR, 2020: 130-131).

Security is a complex process, involving cultural, social, economic, organisational, and technical activities the function of which is to ensure the degree of resistance and protection against damage of various types of values, assets, and social actors (individuals, communities, organisations and institutions) that make up a specific community. Children and youth, as well as any other individual, play a double role in the context of security: on the one hand, they are subjects to protection, and on the other hand, they are a significant, active element in the entire security system. (Wolanin, 2017: 8, 17).

Vulnerability refers to the conditions determined by physical, social, economic, and environmental factors or processes which increase the susceptibility of an individual, a community, assets or systems to the impacts of hazards. (UNDRR, 2020: 130-131).

Background and introduction

BETWEEN 2000 AND 2019, disasters claimed approximately 1.23 million lives, an average of 60,000 per year, and affected a total of over 4 billion people (many on more than one occasion). (CRED, UNDRR, 2020). According to the United Nations Office for Disaster Risk Reduction (UNDRR), “by 2030, with current climate projections, the world will face some 560 disasters per year.” (UNDRR, 2023).

Women, children and people in vulnerable situations have been disproportionately affected by disasters. (UNISDR, 2015: 1.4). According to UNDRR, an estimated 535 million children, nearly one in four, live in conflict- or disaster-stricken countries, with restricted access to medical care, quality education, proper nutrition and protection. (UNDRR, 2020). “Child and youth well-being is under enormous threat due to hazardous events increasing in frequency and intensity on every continent. Disasters are reversing development gains for children and youth and the fulfilment of their basic human rights.” (UNDRR, 2020: 21).

The Sendai Framework for Disaster Risk Reduction 2015-2030 (Sendai Framework) calls for states and all other concerned stakeholders to enact “a broader and more people-centered preventative approach to disaster risk”. (UNISDR, 2015: 1.7). In particular, the Sendai Framework calls upon Governments to “engage with relevant stakeholders, including women, children and youth, persons with disabilities, poor people, migrants, indigenous peoples, volunteers, the community of practitioners and older persons in the design and implementation of policies, plans and standards”. (UNISDR, 2015: 1.7).

Children’s participation in disaster risk reduction is supported by children’s rights and related authoritative guidance, including by the UN Committee on the Rights of the Child³. Article 12 of the UN Convention on the Rights of the Child (UNCRC) states that “State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child”.

Stressing the important role that non-state stakeholders should play (while acknowledging the overall responsibility of states) for reducing disaster risks, the Sendai Framework considers children and youth as “agents of change [who] should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricula”. (UNISDR, 2015: V.36 (ii)).

The EU Strategy for the Baltic Sea Region stresses how many of the challenges faced by the region require action

at regional level, as responses at national or local level may be inadequate, and in light of the considerable interdependence demonstrated by the concerned countries. (European Commission, 2009). The latest Action Plan adopted by the EC in order to support the implementation of the above-strategy, under its Policy area “Secure”, identifies a key-action in achieving a common societal security culture in the BSR, in particular: “a) Encourage increased involvement of NGOs and volunteers in the field of civil protection and emergency management; b) Strengthen the role of children and youth in promoting a common societal security culture in the BSR, and their role as contributors to building resilient societies”. (European Commission, 2021: 3.9).

Among its long-term strategic objectives, the Council of the Baltic Sea States (CBSS) focuses on furthering a safe and secure region in the Baltic Sea. One of CBSS’s goals in this area is to make the Baltic Sea Region a safer place for the people living there. “To this end, the CBSS “strive to improve the well-being of our communities, build networks and trust to jointly respond to unexpected hazards and emergencies.” Children and youth participation is a cross-cutting area of all CBSS’s work. As stated in the CBSS Children at Risk Unit’s vision, each child should have equal opportunities and be offered meaningful opportunities for participation and active involvement in building a prosperous, safe, and secure region for all. (CBSS, 2020).

Between September 2020 and November 2022, the CBSS implemented the “ChYResilience Project”. The ChYResilience Project’s main activity and output was a Pre-Study, which explored the critical factors that enable or, conversely, prevent children and youth from playing an active role in building resilient societies, and which initiatives and good practice elements could help prepare children and youth to contribute to the stability and resilience of society. (Di Maio, M.A., 2022).

Among its main findings, the Pre-Study highlighted that, for participation of children in DRR to be effective, this must become embedded in institutions and processes that influence children’s everyday lives and grounded in sustainable and steady resources. Participation needs to be regarded as a regular, ongoing process and not as a one-off event, and it should be appropriately supported and evolve throughout different life stages, including through access to information and capacity building opportunities for children and youth. The Pre-Study also highlighted that the single most important factor hampering children and youth’s active role in building resilient societies resulted to be the lack of knowledge, awareness, and capacity of adults around them.

In March 2023, the CBSS together with partner organisations launched the “PA Secure Kids Project - Strengthening child participation in disaster risk reduction activities and building resilient societies”, funded by the European Union. Building upon the ChYResilience Project, the PA Secure Kids Project aims to contribute to sustainable and inclusive mechanisms for child participation in planning, implementation and follow up of national and local measures for building resilient societies.

The first step in developing the above mechanisms was to carry out a mapping exercise of existing practices to involve children in disaster risk reduction (DRR). Children, young people, and adults from some of the project countries were consulted through a survey. The survey was delivered via project partners, organisations, and with the support of several school teachers in the project countries. .

The intended primary users of the mapping Report in hand are the CBSS and its partners in the PA Secure Kids Project. Indeed, one of the core activities envisaged in the framework of the Project, of which the mapping will represent the basis, is the subsequent development of child and youth participation mechanisms in DRR activities, and of practical tools for adaptation of the mechanisms to different countries and contexts. The report also targets children and relevant ministries, state agencies (civil protection agencies) and local authorities and services, non-governmental organisations working with building capacity, knowhow, and procedures for providing voice, space, audience, and influence in decisions that concern planning and action to ensure societies that are safe and secure for children and young people.

Mapping methodology

THE PURPOSE OF THIS MAPPING is to offer an up-to-date overview of mechanisms and practices that exist in the Baltic Sea Region (BSR) to involve children and young people in DRR practices. In particular, the mapping aims to investigate to what extent children are, or have been involved, in the following stages of the DRR cycle:

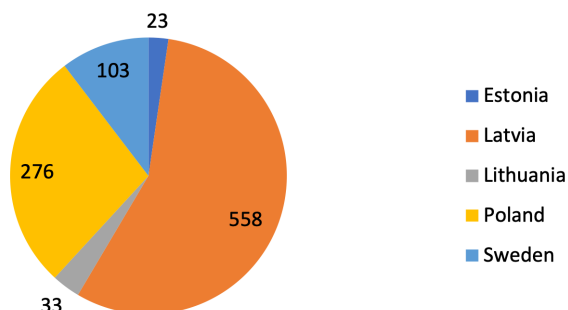
- Risk Assessment;
- Prevention and Mitigation;
- Preparedness and Response; and
- Recovery and Rebuilding.

The targeted populations of the mapping survey corresponded, in principle, to all children and young people present in the countries covered by the PA Secure Kids Project.

A non-probability sampling technique was applied to select children and youth who would be directly involved in the mapping. In terms of sampling method, a largely convenience sampling method was applied – selecting children and youth who were easily accessible to partner organisations. Where possible, convenience sampling was combined with quota sampling, in order to ensure a balanced representation of children and young people belonging to all age groups targeted by the project.

The survey questions were asked to a sample of the targeted child and youth population in: Estonia, Latvia, Lithuania, Poland and Sweden. Overall, a total of 993 child and youth respondents answered the survey questions, of whom: 23 in Estonia (2%); 558 in Latvia (56%); 33 in Lithuania (3%); 276 in Poland (28%); and 103 in Sweden (10%).

Graph 1. Respondents' distribution by country.



Due to limited partners' capacity, independent organisation working with children and young people were contacted in Finland and Denmark, including school boards. Unfortunately, despite these efforts, children and young people in Denmark and Finland could not be reached and are therefore not included in the survey.

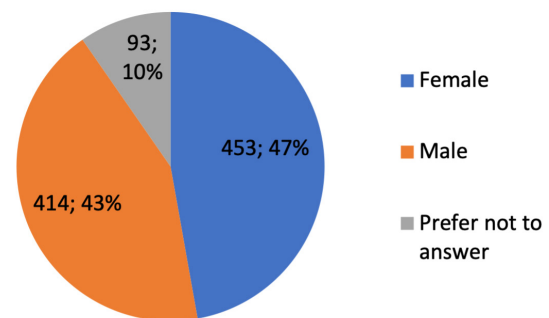
Two different Questionnaires were devised, translated into local languages, and administered to children and young people aged 9-13, and 14-18. These questionnaires – along with the one addressed to adult key informants (see below) – are enclosed in Annex II.

Out of the total of respondents: 224 respondents (25% of the total) were aged between 9 and 13 years, while 641 respondents (71%) were aged between 14 and 18 years⁴.

In three of the countries where the survey was carried out, the majority (or totality) of respondents were from the age group 14-18 (Poland – 89%; Sweden – 97%; and Lithuania – 100%). In Estonia, on the contrary, 78% of respondents were children aged between 9 and 13 years. In Latvia, a rather equal distribution of respondents between the two age groups was achieved (41% belonged to the age group 9-13; whilst 56% were from the age group 14-18).

Concerning gender distribution, 47% of participants to the survey identified themselves as females, while 43% as males. In 10% of cases, respondents preferred not to answer the question related to their gender.

Graph 2. Gender distribution of respondents.



The answers provided by children and young people were complemented by the perspectives of selected adult key-informants. These were targeted professionals who work on disaster risk reduction, particularly on the involvement of children and youth. In total, 10 adult key-informants filled in the questionnaire in Sweden, Denmark, Estonia and Latvia.

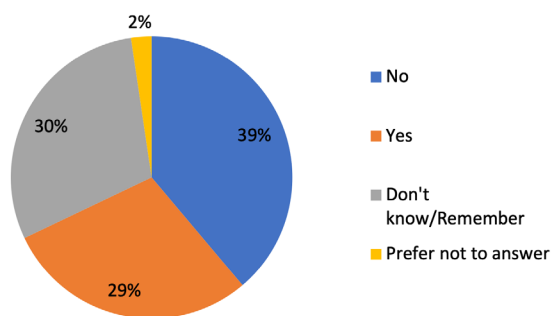
Since questionnaire responses are treated anonymously, the list of respondents is not available.

Main Findings

Risk assessment

According to the survey results, most children and young people from both age groups have not been **exposed to information and/or involved in activities to assess the risks** that they and other people in the area where they live could face.

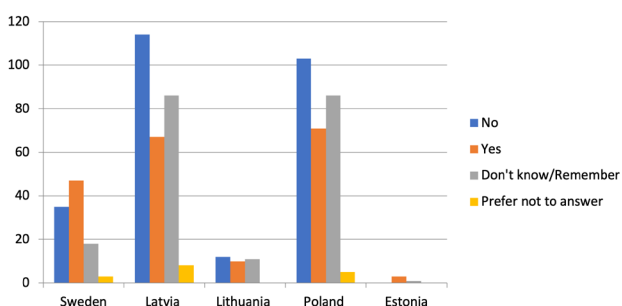
Graph 3. Involvement of respondents aged 14-18 in risk assessment activities. Overall percentages.



Across all countries, 39% of respondents from the age group 14-18 stated that they have never been involved in risk assessment activities, whilst 30% answered that they “don't know/remember”, and 29% of the total answered positively.

In Latvia, 41% of respondents stated that they have never been involved in risk assessment activities. Similar proportions of negative answers among respondents from the age group 14-18 were observed in Lithuania (36%) and Poland – in this latter case, while 39% of respondents declared that they have never been involved in risk assessment activities, 32% stated that they did not know/remember, keeping the overall percentage of “yes” answers to just 27%. In Sweden, the majority of children and young people (46%) involved in the survey stated that they had been involved in activities to assess disaster risks in the area where they live.

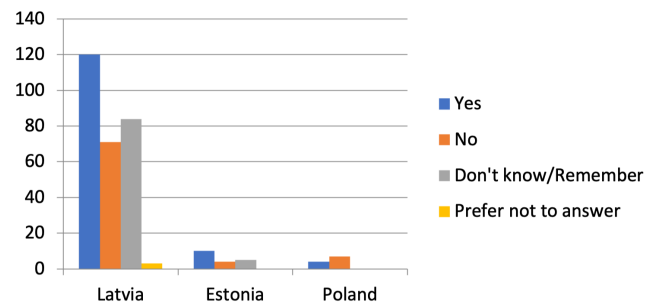
Graph 4. Involvement of respondents aged 14-18 in risk assessment activities. Breakdown per country.



The situation is more diversified when looking at the age group 9-13. While in Estonia and in Latvia most child respondents belonging to this age group declared to have been informed about disaster risks in their area, in Poland 64% of the children responded negatively. (Graph 5).

The results also indicate that children are generally informed about at least some of the risks that may affect them, their families and communities; whereas they are less frequently proactively engaged in activities aimed to systematically map disaster risks.

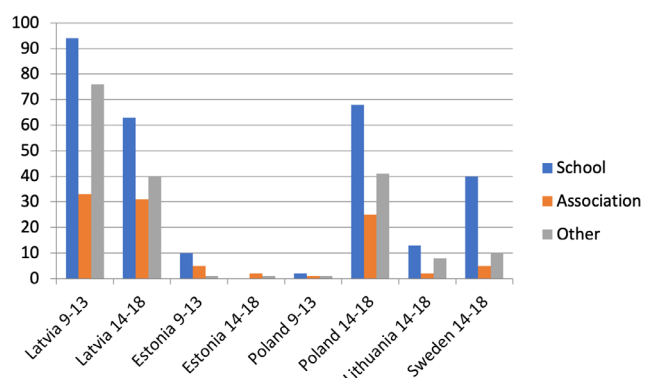
Graph 5. Exposure of respondents aged 9-13 to information about disaster risks.



These results are confirmed by adult key-informants: in most cases, they believe that children and young people are involved in educational activities about disaster risk awareness, but that they are not regularly engaged in risk assessment activities, nor are there specific mechanisms to facilitate such regular involvement.

When asked about the setting(s) in which they have been either informed about risks, or involved in risk assessment exercises, the majority of children and young people mentioned school in first place.

Graph 6. Exposure of respondents to risk assessment and disaster risk information – Settings.

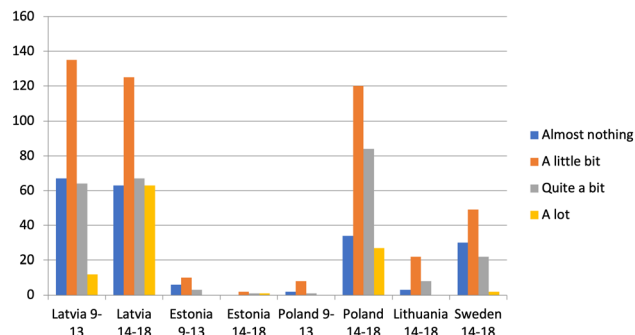


The answers point to the importance of school as a setting in which children and youth of different ages are and could be involved in DRR activities. The centrality of school is reflected also in adult respondents' feedback, according to which in a large number of cases, children and young people are involved in disaster risks education at school. However, both children and adults also pointed to the relevance of associations (for example Scouts' associations) in making children and youth familiar with disaster risks in their area.

Both age groups were asked how often they had been informed and/or involved about disaster risk and risk assessment. The majority of children from both age-groups stated that this happened "sometimes". Only a few respondents from both age groups were often involved in such activities or discussions.

Both groups were asked how much they know about disasters that could happen in the area where they live. The most frequently selected answer from the options given in the questionnaire appears to have been "a little bit" (46%).

Graph 7. Participants' answers to the question: "How much do you think you know about disasters that can happen where you live?"

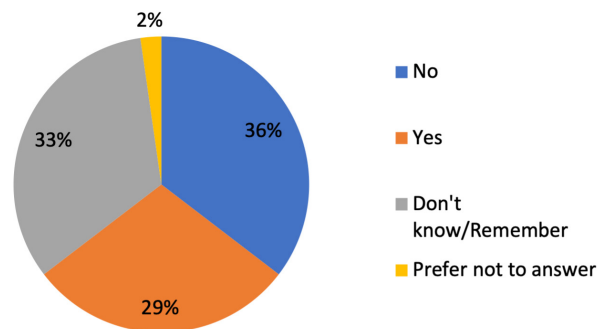


The proportion of children across age groups and countries who declared to know "quite a bit" was 24% and 20% declared to know "almost nothing". With the exception of Latvia (both age groups) and Poland (age group 14-18), in all other countries almost no respondents stated that s/he knew "a lot" about disaster risks in their area. As found in previous research undertaken by the CBSS and partners, children and youth generally feel that, while they would like to be engaged in risk assessment activities, they would need more information and training about the topics entailed. (Di Maio, M.A., 2022: 45).

Prevention and mitigation

Children in the age group 9-13 were asked **whether anyone has spoken to them about what they could do to prevent disasters from happening in their area.** To this question, the majority answered **negatively.**

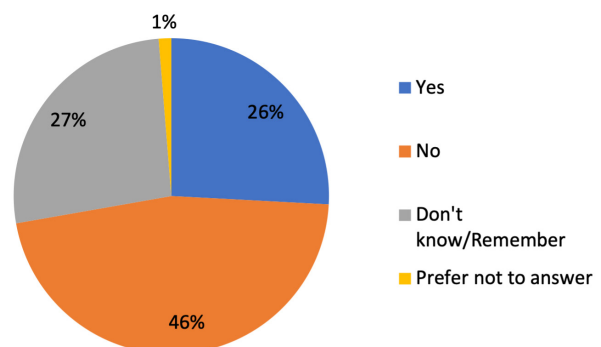
Graph 8. Participants' (9-13) answers to the question: "Has anyone ever spoken to you about what you and your peers could do to prevent disasters from happening?"



However, almost one in three children answered "yes", that someone had spoken to them about what they could do to prevent a risk from turning into an actual disaster. Similarly, 33% did not know or did not remember whether this occurred or not. This points to the need of clarifying concepts of risks, hazards and disasters, when engaging children in any conversation and work around DRR activities. As uncovered in previous research, children demonstrate knowledge about what disasters are, and their ability to conceptualise risks, disaster and safety becomes deeper and more nuanced as they grow up. However, it is important for adults to understand how children 'rate' disaster risks, and the reasons why some types of disasters appear more intimidating to them than others. (Di Maio, M.A., 2022: 35-36).

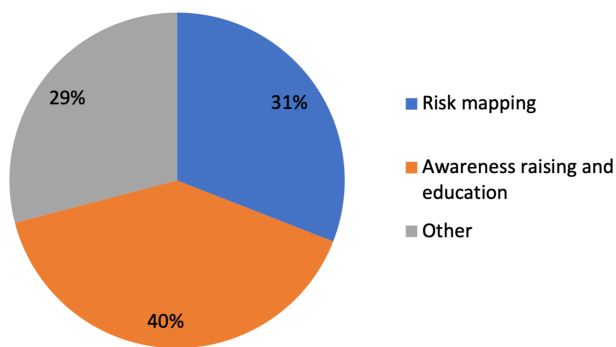
Older children and young people aged 14-18 were asked whether they had been **involved in activities to prevent disasters.** The majority of respondents (46%) answered negatively across all countries.

Graph 9. Participants' (14-18) answers to the question: "Have you ever been involved in activities to prevent disasters from happening?"



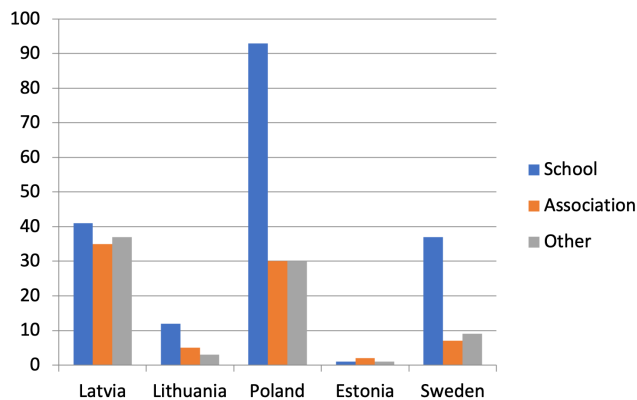
Out of the 26% of respondents who have been involved in disaster prevention activities, 40% chose "awareness raising and educating others about risks and hazards, and how to prevent and prepare for these"; whilst 31% selected "risk mapping exercises" among the options given in the questionnaire.

Graph 10. Participants' (14-18) answers about which types of activities to prevent disasters they had been involved in.



Most respondents indicated that “**school**” was the **primary setting** in which they had been involved in disaster prevention activities. However, several respondents also indicated that they had been involved in these activities through various associations. This is further supported by the answers to the stakeholder questionnaire. To this questionnaire, 55% answered that school is the primary setting in which children and youth of all age groups are engaged in disaster prevention and mitigation activities, which mainly include some form of training. One respondent stated: “I would say normally they are not involved in disaster prevention, but I think they talk about it in school.”

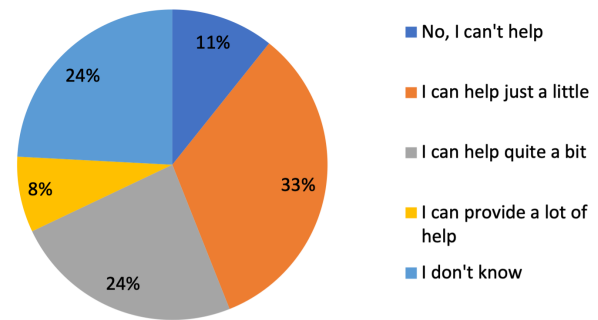
Graph 11. Participants' (14-18) answers when asked in which settings were they involved in disaster prevention activities.



Children and young people were invited to assess their **capacity to actively contribute to prevention and mitigation activities**. Graph 12 reveals the overall percentage of answers across the countries and both age groups.

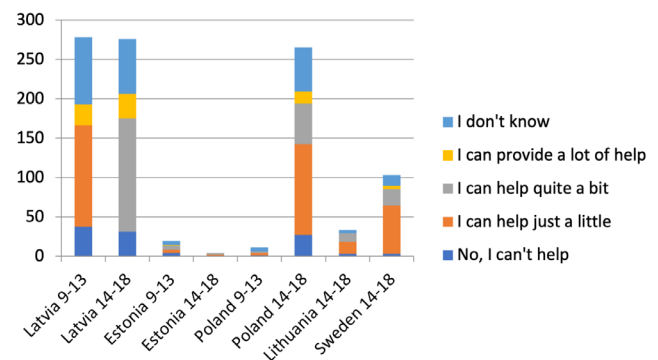
The majority of respondents (33%) stated that they can help “just a little” in such situations; followed by 24% of participants who stated, “I can help quite a bit”. Only 8% of respondents felt that they “can provide a lot of help” in preventing disasters, whilst 11% stated that they cannot help. Almost one-fourth of all respondents were not in the position to assess their capacity in disaster prevention and mitigation.

Graph 12. Participants' answers to the question: “Do you think you could help others to prevent disasters from happening?”



The answers were similarly distributed among age groups and countries, with the exception of the age group 14-18 in Latvia, where many perceived that they could provide “quite a bit” of help in disaster prevention activities.

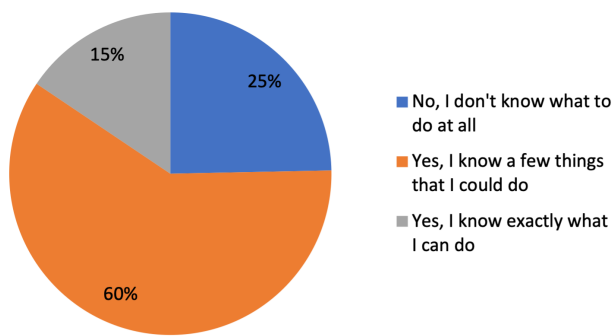
Graph 13. Participants' answers to the question: “Do you think you could help others to prevent disasters from happening?”. Variations across age-groups and countries.



Preparedness and response

Participants among children and youth were also asked questions about **preparedness and response** to a disaster. When asked whether they **would know what to do in the event of a disaster in the area where they live**, a majority (60%) of children aged 9-13 stated that they would know a few things that they could do. One-fourth of respondents stated that they would not know what to do, whilst 15% appeared to be confident that they would know exactly what to do.

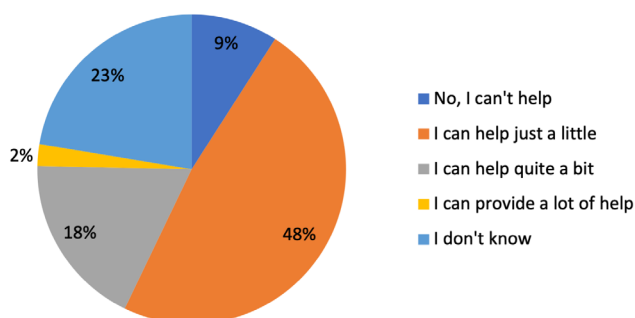
Graph 14. Respondents' (9-13) answers to the question: "Do you know what to do if a disaster would happen where you live?"



The above results are supported by previous research undertaken by some project partners, which suggests that, when asked what they would do in the event of a disaster, several young people demonstrated to have some clear ideas about actions that they and their peers could undertake. (Di Maio, M.A., 2022: 49). According to the same research, when confronted with an imaginary disaster situation, even very young children showed great empathy and willingness to help.

In this survey, children aged 9-13 were asked whether they think that they could also **help others if a disaster occurred**. As seen in the graphs below, almost half of the children, 48%, felt that they could help, but just a little. Only 9% of children considered themselves unable to help in the event of a disaster, whilst 2% stated that they could provide a lot of help. 23% of respondents could not tell whether they would be able to help or not in such a situation, and to which extent.

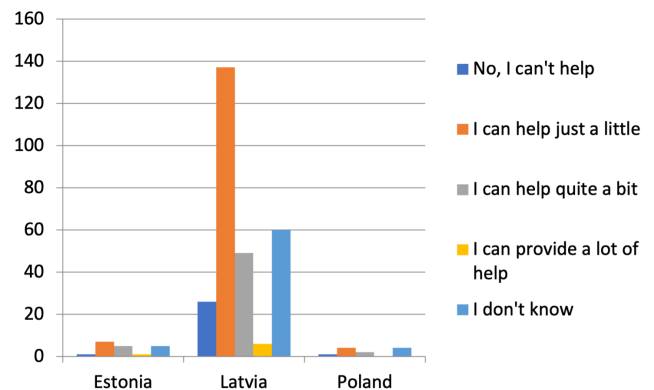
Graph 15. Respondents' (9-13) answers to the question: "Do you think that you could also help others after a disaster has occurred?"



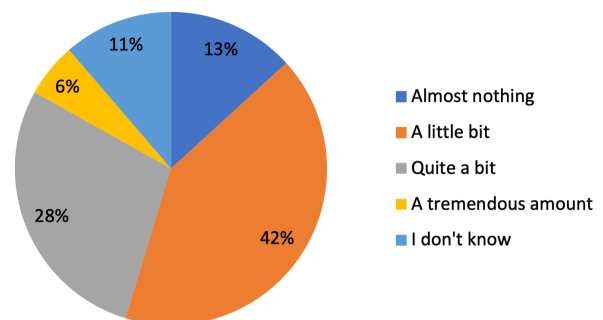
Despite the differences in the sample sizes, the answers above are reflected in the three countries where children from the age group 9-13 responded to the survey.

Older children (aged 14-18) were asked how much they would know about **how to act, if a disaster occurred in the area where they live**. The distribution of answers is similar to the answers provided by the younger children.

Graph 16. Respondents' (9-13) answers to the question: "Do you think that you could also help others after a disaster has occurred?" – Breakdown per country.

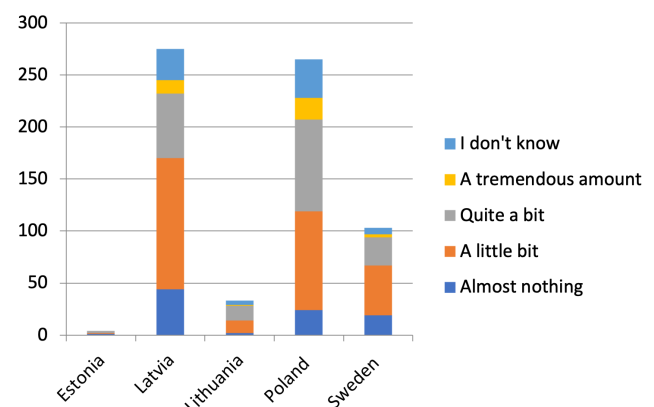


Graph 17. Respondents' (14-18) answers when asked how much they know about what to do in the event of a disaster.



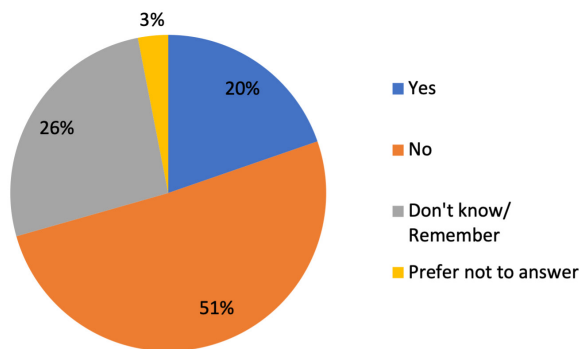
Most children and young people (76%) displayed some level of awareness of what to do in the event of a disaster, with a majority (42%) stating that they know "a little bit", and 28% "quite a bit". One in four responded that they know "almost nothing" (13%) or that they don't know (11%). A similar distribution of answers can be observed among the countries covered by the survey.

Graph 18. Respondents' (14-18) answers when asked how much they would know what to do in the event of a disaster. Breakdown per country.



Participants aged 14 to 18 were also asked whether they had been **involved in any activity to respond to disasters**, in case they occurred, or **activities aimed to prepare for such a scenario**. Slightly more than half of respondents answered “no”; 20% stated that they had been involved in some such activities; whilst the remaining 29% stated that they do not know/remember – or preferred not to answer this question.

Graph 19. Respondents’ (14-18) answers when asked whether they had ever been involved in activities to respond to disasters (or to prepare them for such scenario).



The majority of those who had been involved in preparedness activities specified that these activities related to drafting and/or implementing preparedness plans, for example making a list of children and youth in your city/village, evacuation plans exercises, and checking spaces designated for children and youth and their suitability to shelter them. Other activities highlighted include fire evacuation drills at school, plan to clean the local forest together with other children, and a fundraising initiative to support people living in war-affected Ukrainian territory.

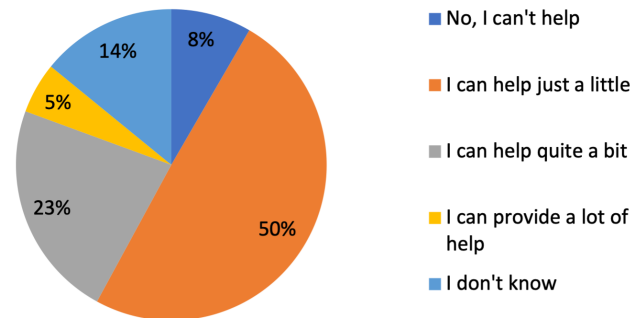
Adult respondents mentioned trainings on “firefighting” and “rescue, response and first-aid”. According to half of the respondents, such training is organized at schools, but also at associations promoting the involvement of youth volunteers with an interest in firefighting and rescue operations.

When asked whether they thought that they could **help others after a disaster has occurred**, 50% of respondents aged 14 to 18 stated that they can help “just a little”. 8% of respondents in this group felt that they cannot provide any help in the event of a disaster; whilst 23% stated that they could help “quite a bit”.

Compared to the group of younger children, the proportion of respondents who thought that they could provide a lot of help in such a situation was slightly higher (5%, compared to 2% among younger respondents). This result is compatible with previous research findings, according to which older children generally seem to have received some training on risks and safety when they were younger.

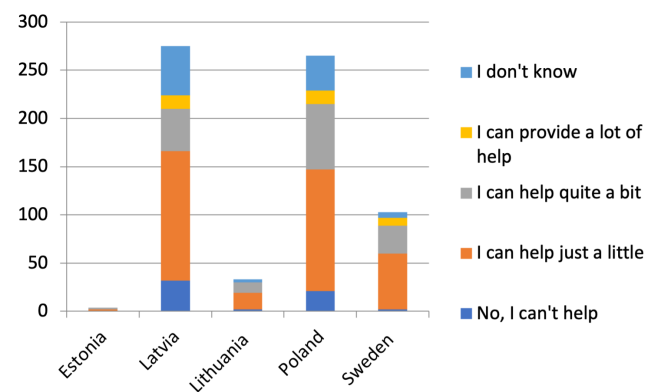
However, these appear to have been focusing mainly on daily accidents, and to have been delivered occasionally rather than regularly throughout their school years. (Di Maio, M.A., 2022: 8). Thus, children and young people’s increased capacity to contribute to preparedness and response actions does not seem to be progressively supported by adequate training and involvement in DRR activities appropriate to their age.

Graph 20. Respondents’ (14-18) answers to the question: “Do you think that you could help others after a disaster has occurred?”



No substantial differences were observed between the countries.

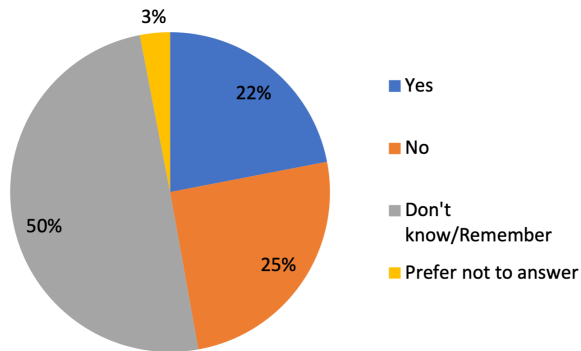
Graph 21. Respondents’ (14-18) answers to the question: “Do you think that you could help others after a disaster has occurred?” Breakdown per country.



Recovery and rebuilding

Participants from both age groups were asked if they knew of any cases where children and young people have been involved in the rebuilding phase after a disaster had occurred. Across the countries and both age-groups, the majority (52%) declared that they did not know or did not remember. There were almost as many positive answers (22%) as it were negative 25%.

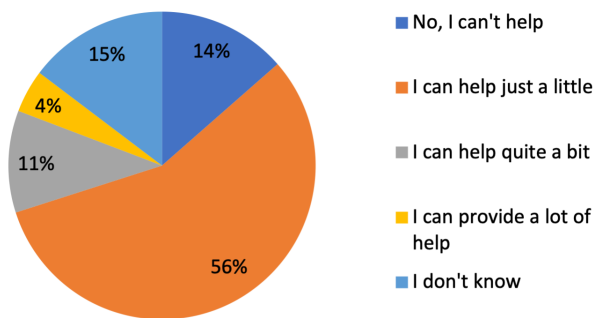
Graph 22. Respondents' answers when asked whether they knew of children who had been involved in recovery and rebuilding activities in their area.



Adult respondents confirmed and strengthened these findings, as all respondents (100%) stated that children and young people in their countries have never been involved in the rebuilding phase after a disaster that occurred. They also stated with no exceptions that they were not aware of specific mechanisms to regularly involve children and youth in this phase of the DRR cycle.

Participants from both age groups were asked if they can **help others to rebuild after a disaster occurred**.

Graph 23. Respondents' answers when asked whether they think they could help in the recovery and rebuilding phase.



As illustrated in the graph, most respondents (56%) – from both age groups and across all countries – selected the option “I can help just a little”. This result reflects participants’ responses about the help they think they could provide in other DRR phases.

However, the proportion of respondents who felt that they could “help quite a bit” was lower when it came to recovery and rebuilding – 11% of the overall sample, compared to 24% in prevention.

Conclusions

THE SURVEY INDICATES that the respondents have, in general, been **informed about, or involved in, DRR-related activities**. However, such engagement takes place sporadically, rather than regularly. When respondents were asked how much they thought they knew about disasters that could happen in the area where they live, the most frequent answer was “a little bit.” Similar responses were provided concerning children and young people’s self-assessment of their **ability to prevent disasters, and to react in case a disaster occurs**.

Most children and young people who declared to have been **informed about disaster risks**, stated that they had received such information at school. This finding points to the high importance of school as a setting in which children and youth of different ages are and could be involved in DRR activities.

Both younger and older children participating in the survey were also asked to **assess their own capacity to react** throughout the different DRR phases. Generally, most respondents rated their capacity as limited. However, even younger children were confident in asserting – in most cases – that they “would know a few things that they could do”.

Overall, children and young people interviewed tended to be even more conservative in their evaluation of their **ability to be proactively engaged** in the event of a disaster in order to **help others** – peers, family, community. The majority of respondents stated that they can help “just a little”.

A majority (52%) declared that they did not know or did not remember if there had been occasions where children were involved in **recovery and rebuilding** in their country. These results are not surprising on the one hand, as the countries covered by the survey have been less prone to disasters than many other countries and areas of the world. It is therefore likely that children and youth don’t have first-hand experience of disaster situations. On the other hand, it points to the rather limited activities aimed at equipping children and young people with the skills needed to get involved in the phase of recovery and rebuilding after a disaster.

It is encouraging that only a few respondents consider themselves unable to undertake any action to prevent or respond to disasters. However, the number of those who feel sufficiently prepared to help themselves or others is low. This suggests that children and youth do not feel confident about their capacity to engage in DRR at any levels.

In general, the proportion of children and young persons who selected answers pointing to **uncertainty** (e.g., “I don’t know/remember”) is considerable, and consistent across the various sections of the survey questionnaires. In other words, many children and youth cannot tell whether they know enough about disasters, whether they would be able to react effectively, and to even help others. This circumstance suggests that, above all, children and young people in the countries involved in the survey need support in understanding what hazards, risks and disasters really are, how do they appear (or can occur) in their lives, and what DRR activities consist of. Being fully aware of their knowledge and capacity would be the first step to build on their skills and to contribute to and engage in DRR activities effectively and with confidence.

Finally, **no mechanisms** seem to be in place in the countries targeted by the survey to regularly involve children and young people in DRR activities, besides awareness raising and education in schools, and training activities offered by some associations. As confirmed by previous research, effective engagement of children and youth in DRR requires regular opportunities for children and youth of different ages and life experiences to have a presence in decision-making spaces. Further, such participation needs to be embedded in institutions and processes, and to be grounded in sustainable and steady resources. (Di Maio, M.A., 2022: 28).

The present survey results reiterate the **need to build effective and sustainable mechanisms to regularly involve children and young people** in assessing disaster risks, in preventing and responding to disasters, and to prepare them for recovery and rebuilding activities in which they can play an active role.

Annexes

Annex I - Bibliography

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Annex II – Questionnaires used for the survey

Mapping DRR mechanisms involving children and young people – Questionnaire for age group 9-13

Hello!

We work in the Baltic Sea Council (BSC). The organisation provides a place for the exchange of opinions and ideas on topical issues for the region.

We are implementing an initiative to create more opportunities for children and youth to participate in “Disaster Risk Reduction (DRR)”, which means trying to prevent and react to disasters. We think that everyone, including children and young people can play an important role in preventing the damages disasters can create.

First of all, we would like to know if, and how much, children and young people already participate in preventing and responding to disasters in your country. That is why we are kindly asking you to answer the questions below. Answering the whole questionnaire should take between 5 and 10 minutes.

Your answers, thoughts and ideas are very important! Thank you very much for taking the time to answer to our questions. We will make sure that we share with you what we found out!

Risk Assessment

<p>1. Has anyone talked to you about disasters that can happen where you live?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know/remember</p> <p><input type="checkbox"/> Prefer not to answer</p>
<p>2. If yes, where did that occur?</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Association (e.g., Scouts etc.)</p> <p><input type="checkbox"/> Other (please, describe)</p>
<p>3. If yes, how often did someone talk to you about the above risks?</p> <p><input type="checkbox"/> Only once</p> <p><input type="checkbox"/> Sometimes</p> <p><input type="checkbox"/> Often</p> <p><input type="checkbox"/> Very often</p>
<p>4. How much do you think you know about disasters that can happen where you live?</p> <p><input type="checkbox"/> Almost nothing</p> <p><input type="checkbox"/> A little bit</p> <p><input type="checkbox"/> Quite a bit</p> <p><input type="checkbox"/> A lot</p>

Prevention and Mitigation

5. Has anyone ever spoken to you about what you and your peers could do to prevent disasters from happening (i.e. to avoid that a risk turned into an actual disaster)?

- Yes
 No

- Don't know/remember
 Prefer not to answer

6. Do you think you could help others prevent disaster risks?

- No, I can't help
 I can help just a little
 I can help quite a bit
 I can provide a lot of help
 I don't know

Preparedness and Response

7. Do you know what to do if a disaster happened where you live?

- No, I don't know what to do at all
 Yes, I know a few things that I could do
 Yes, I know exactly what I can do

8. Do you think that you could also help others *after* a disaster *has occurred*?

- No, I can't help
 I can help just a little
 I can help quite a bit
 I can provide a lot of help
 I don't know

Recovery and Rebuilding

9. Do you know if children and youth in your country ever helped fixing things that were destroyed after a disaster where they lived?

- Yes
 No

- Don't know/remember
 Prefer not to answer

10. Do you think you could do something to help others to fix things that were destroyed in a disaster?

- No, I can't help
 I can help quite a bit
 I can provide a lot of help
 I don't know

Personal information

All personal information that you share about yourself will be treated confidentially! This means that we will never share your age, gender identity, place where you live or school you attend with anyone outside our organisation.

How old are you?
To which gender identity do you most identify? <input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Transgender female <input type="checkbox"/> Transgender male <input type="checkbox"/> Gender variant/Non-conforming <input type="checkbox"/> Not listed (please, specify): <input type="checkbox"/> Prefer not to answer
Location (city, country) where you live:

Mapping DRR mechanisms involving children and young people – Questionnaire for age group 14-18

Hello!

We work for the Council of the Baltic Sea States (CBSS), which is an international organisation that identifies political goals, develops action plans, proposes and implements projects important to the region. The organisation also serves as a forum for the exchange of opinions and ideas on issues relevant to the Baltic Sea region.

CBSS, together with other partner organisations in the Baltic Sea Region, is implementing a project named "PA Secure Kids". The PA Secure Kids Project is aimed to create lasting and inclusive mechanisms for children and youth to participate in preventing and responding to disasters. (You can find out more about our Organisation at: www.cbss.org, and learn more about the PA Secure Kids Project at: <https://cbss.org/projects-cbss/pa-secure-kids/>).

The first step we are undertaking is to carry out **research to find out whether – and to which extent – children and young people participate in disaster risk reduction (DRR) in your country.** Therefore, **we kindly invite you to answer the questions below.** Answering the whole questionnaire should take **about 10-15 minutes.**

With the data gathered from you and all the other child and youth respondents, we will produce a report on existing practices to involve children and young people in DRR. All data collected will be treated confidentially: this means that no identifying information (that is, information about your age, place where you live etc.) will be included in any document, nor will it be disclosed with anyone outside the PA Secure Kids Project Staff.

Your views and perspectives will be extremely useful for the successful accomplishment of our Project. We **thank you very much** in advance for your time and dedication! . We will make sure that we share with you what we found out!

Risk Assessment – knowing what risks we may encounter

1. Have you ever been involved in activities to assess the risks that you and the other young people, children and adults face in the area where you live?

Yes

No

Don't know/remember

Prefer not to answer

2. If yes, where did that occur?

School

Association (e.g., Scouts etc.)

Other (please, describe)

3. If yes, how often were you involved in the above activities?

- Only once
 Sometimes
 Often
 Very often

4. How much do you think you know about disaster risks that you and the other young people, children and adults face in the area where you live?

- Almost nothing
 A little bit
 Quite a bit
 A lot

Prevention and Mitigation – to avoid that risks turn into disasters

5. Have you ever been involved in activities to prevent disasters from happening?

- Yes
 No

 Don't know/remember
 Prefer not to answer

6. If yes, which types of activities are they involved in?

- Raising awareness and educating others about risks and hazards, and how to prevent and prepare for these
 Risk mapping exercises (mapping expected disaster areas, evacuation routes etc.)
 Other (please, describe)

7. If yes, where did that occur?

- School
 Association (e.g., Scouts etc.)
 Other (please, describe)

8. Do you think you could help others to prevent disasters from happening?

- No, I can't help
 I can help just a little
 I can help quite a bit
 I can provide a lot of help

 I don't know

Preparedness and Response – what to do when a disaster strikes

9. If a disaster did occur in your area, how much would you know what you should do in that event?

- Almost nothing
 A little bit
 Quite a bit
 A tremendous amount

 I don't know

<p>10. Have you ever been involved in any activity to respond to disasters in case they occur (or aimed you to prepare you for that)?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know/remember</p> <p><input type="checkbox"/> Prefer not to answer</p>
<p>11. If yes, in which activities have you been involved?</p> <p><input type="checkbox"/> Drafting and/or implementing preparedness plans (for example: making a list of children and youth in your city/village; evacuation plans exercises; checking spaces designated for children and youth and their suitability to shelter them; etc.)?</p> <p><input type="checkbox"/> Other (please, describe)</p>
<p>12. Do you think that you could help others <i>after a disaster has occurred</i>?</p> <p><input type="checkbox"/> No, I can't help</p> <p><input type="checkbox"/> I can help just a little</p> <p><input type="checkbox"/> I can help quite a bit</p> <p><input type="checkbox"/> I can provide a lot of help</p> <p><input type="checkbox"/> I don't know</p>

Recovery and Rebuilding – fixing what has been destroyed (and make it stronger)

<p>13. As far as you know, have children and young people in your country ever been involved in the rebuilding phase after a disaster that they – or others – experienced?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Don't know/remember</p> <p><input type="checkbox"/> Prefer not to answer</p>
<p>14. If yes, in which activities have they been involved?</p> <p><input type="checkbox"/> Translating materials and announcements (e.g., on the location of relief centers etc.)</p> <p><input type="checkbox"/> Peer counselling</p> <p><input type="checkbox"/> Raising funds for rebuilding</p> <p><input type="checkbox"/> Advocacy for safer building/re-building</p> <p><input type="checkbox"/> Other (please describe)</p>
<p>15. Do you think you could do something to help others fix and rebuild everything that broke or was damaged in case a disaster occurred?</p> <p><input type="checkbox"/> No, I can't help</p> <p><input type="checkbox"/> I can help just a little</p> <p><input type="checkbox"/> I can help quite a bit</p> <p><input type="checkbox"/> I can provide a lot of help</p> <p><input type="checkbox"/> I don't know</p>

Personal information

How old are you?
To which gender identity do you most identify?
<input type="checkbox"/> Female
<input type="checkbox"/> Male
<input type="checkbox"/> Prefer not to answer
Location (city, country) where you live:

Mapping DRR mechanisms involving children and young people – Survey and Questionnaires: Accompanying note for teachers and other adults administering the questionnaire to children and young people

Dear Madam/Sir,

On behalf of the Council of the Baltic Sea States (CBSS), I would like to thank you very much for your support in undertaking this **survey** about the ways in which **children and young people are involved in Disaster Risk Reduction ('DRR')** activities and initiatives!

A little bit of background to this initiative: Implemented by the CBSS along with other partners, the **PA Secure Kids Project** aims **to contribute to sustainable and inclusive mechanisms for child participation** in planning, implementation and follow up of national and local measures for **building resilient societies** that are equipped to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions. Further information about the Project can be found at: <https://cbss.org/projects-cbss/pa-secure-kids/>

The first step in developing the above mechanisms is to carry out a **mapping exercise of existing practices** to involve children in DRR. That is why **we kindly ask you to support your students in answering the questionnaire** we sent you, which is aimed at assessing the level and type of child participation in DRR activities in your country. As specified in the Questionnaire, all data collected will be treated confidentially. No identifying information will be included in the mapping report, nor will it be disclosed to anyone outside the PA Secure Kids Project Staff. Answering the whole questionnaire should take between **5 and 10 minutes**. Once completed, if printed format used, **please kindly return the filled-in questionnaires to sven.wilson@cbss.org to: sven.wilson@cbss.org**.

In order to support you in administering the questionnaire, **we enclose herewith a list of definitions that are relevant to the survey, adapted to the age of children and youth**. We figured that including the definitions in the questionnaire (for children and young persons to familiarize with by themselves) would make this exercise too heavy. Thus, **we are hoping that you could help us by introducing them to the following concepts** (see next page) before they fill in the Questionnaire.

Also, we are sending in a separate document a **template for informing children and young people's parents or caregivers** about the survey, and the fact that their son/daughter will be invited to fill in the Questionnaire. This document is meant to be adapted as you deem it more appropriate, and to be shared with parents/caregivers of each student who will be involved in the survey, and we kindly ask you to do that.

Protecting the privacy and data of children is of utmost importance for us. Please ensure that you are in compliance with national legislation regarding data collection from children. Before collecting information, please obtain proper consent from both the children and their parents or legal guardians, as required by the national legislation.

We **thank you very much** in advance for your support and dedication! We commit to share with the participants and with yourself the mapping results once available.

If you have any questions, please contact Sven Wilson at the Council of the Baltic Sea States at sven.wilson@cbss.org.

Sincerely,
PA Secure Kids Project Team.

Informative note to children and youth's parents/caregivers

Dear Madam or Sir,

We are writing to inform you that our school is taking part in a **survey on children and young people's participation in Disaster Risk Reduction (DRR)**, that is, in activities and initiatives aimed at preventing and reducing existing disaster risk, and responding to disasters if they occur, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.

The above-survey is carried out by the **Council of the Baltic Sea States (CBSS)**, an international organisation working to promote regional cooperation among States in the Baltic Sea Region. (You can find further information about the CBSS at: www.cbss.org). The CBSS is working for – among others – enhancing children and youth's active participation in matters concerning them, including to strengthen resilient societies in their countries.

Your son/daughter will be kindly asked to fill in a **Questionnaire** about whether s/he has ever been involved in activities aimed to prevent or reduce disaster risks (such as: mapping exercises; awareness raising campaigns, etc.), and how would s/he assess her/his ability to react and help others in case a disaster occurred.

Filling in the Questionnaire will take about 10 minutes, and it will be done in cooperation with the class teachers, who will be there to answer any questions and to support students in this exercise.

The CBSS is carrying out this survey in several countries in the Region, and will provide feedback about results to the students who participated.

The information shared by students as part of the Questionnaire will be used only for the purposes of the above-mentioned survey. The Questionnaire is anonymous. All data collected will be treated **confidentially**: this means that no identifying information (that is, information about your son/daughter's age, place where you live etc.) will be included in any document, nor will it be disclosed with anyone outside the PA Secure Kids Project Staff.

Should you have any question concerning the survey or the Questionnaire, or any reservation about your child's involvement, please contact us.

We **thank you very much** for your cooperation!

Mapping DRR mechanisms involving children and young people – Questionnaire

Dear Madam/Sir,

The PA Secure Kids Project aims to contribute to sustainable and inclusive mechanisms for child participation in planning, implementation and follow up of national and local measures for building resilient societies that are equipped to resist, absorb, accommodate, adapt to, transform, and recover from the effects of a hazardⁱ in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

Further information about the Project can be found at: <https://cbss.org/projects-cbss/pa-secure-kids/>

The first step in developing the above mechanisms is to carry out a mapping exercise of existing practices to involve children in disaster risk reduction (DRR)ⁱⁱ. We kindly invite you to answer the questions below, which are aimed to assess the level and type of child participation in DRR activities in your country. All data collected will be treated confidentially. No identifying information will be included in the mapping report, nor will it be disclosed to anyone outside the PA Secure Kids Project Staff.

Answering the whole questionnaire should take between 8 and 15 minutes. Please, kindly note that we will be able to process inputs that reach us no later than Friday, 30th of September 2023.

We kindly ask you to mention **any relevant activity** that you are aware of, even in case these are not/have not been undertaken on a regular basis.

Your input will be extremely valuable for the successful accomplishment of the mapping exercise, and of the Project more broadly. We **thank you very much** in advance for your time and dedication! We commit to share with you the mapping report once available.

Sincerely,
The PA Secure Kids Project Team.

Risk Assessmentⁱⁱⁱ

1. Are children ^{iv} and young people ^v involved in risk assessment activities in your country? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. If yes, in which settings? <input type="checkbox"/> School <input type="checkbox"/> Association (e.g., Scouts etc.) <input type="checkbox"/> Other (please, describe)
3. If yes, what is/are the age range(s) of children and youth who are involved? <input type="checkbox"/> 6 or younger <input type="checkbox"/> 7-9 <input type="checkbox"/> 10-12 <input type="checkbox"/> 13-15 <input type="checkbox"/> 16-18 <input type="checkbox"/> 18 or older
4. Are there specific mechanisms to regularly involve children and young people in the disaster risk assessment phase in your country? If yes, could you briefly describe these, including any institution or organisation involved?

Prevention^{vi} and Mitigation^{vii}

<p>5. Are children and young people involved in disaster prevention and mitigation activities in your country?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>6. If yes, which types of activities are they involved in?</p> <p><input type="checkbox"/> Raising awareness and educating others about risks and hazards, and how to prevent and prepare for these</p> <p><input type="checkbox"/> Mapping exercises</p> <p><input type="checkbox"/> Other (please, describe)</p>
<p>7. If yes, in which settings?</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Association (e.g., Scouts etc.)</p> <p><input type="checkbox"/> Other (please, describe)</p>
<p>8. If yes, what is/are the age range(s) of children and youth who are involved?</p> <p><input type="checkbox"/> 6 or younger</p> <p><input type="checkbox"/> 7-9</p> <p><input type="checkbox"/> 10-12</p> <p><input type="checkbox"/> 13-15</p> <p><input type="checkbox"/> 16-18</p> <p><input type="checkbox"/> 18 or older</p>
<p>9. Are there specific mechanisms to regularly involve children and young people in the prevention and mitigation phase in your country? If yes, could you briefly describe these, including any institution or organisation involved?</p>

Preparedness^{viii} and Response

<p>10. Are children and young people involved in disaster preparedness and response activities in your country?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>11. If yes, which types of activities are they involved in?</p> <p><input type="checkbox"/> Drafting and/or implementing preparedness plans (such as: making a list of children and youth in their city/village; evacuation plans exercises; checking spaces designated for children and youth and their compliance with child-safe standards; etc.)?</p> <p><input type="checkbox"/> Other (please, describe)</p>
<p>12. If yes, in which settings?</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Association (e.g. Scouts etc.)</p> <p><input type="checkbox"/> Other (please, describe)</p>

<p>13. If yes, what is/are the age range(s) of children and youth who are involved?</p> <p><input type="checkbox"/> 6 or younger</p> <p><input type="checkbox"/> 7-9</p> <p><input type="checkbox"/> 10-12</p> <p><input type="checkbox"/> 13-15</p> <p><input type="checkbox"/> 16-18</p> <p><input type="checkbox"/> 18 or older</p>
<p>14. Are there specific mechanisms to regularly involve children and young people in the preparedness and response phase in your country? If yes, could you briefly describe these, including any institution or organisation involved?</p>

Recovery^{ix} and Rebuilding^x

<p>15. Are there plans to involve children and young people in the disaster recovery phase in your country?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>16. Have children and youth in your country ever been involved in the rebuilding phase after a disaster that they – or others – experienced?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>17. If yes, in which activities have they been involved?</p> <p><input type="checkbox"/> Translating materials and announcements (e.g., on the location of relief centers etc.)</p> <p><input type="checkbox"/> Peer counselling</p> <p><input type="checkbox"/> Raising funds</p> <p><input type="checkbox"/> Advocacy for safer building/re-building</p> <p><input type="checkbox"/> Other (please describe)</p>
<p>18. If yes, what is/are the age range(s) of children and youth who were involved?</p> <p><input type="checkbox"/> 6 or younger</p> <p><input type="checkbox"/> 7-9</p> <p><input type="checkbox"/> 10-12</p> <p><input type="checkbox"/> 13-15</p> <p><input type="checkbox"/> 16-18</p> <p><input type="checkbox"/> 18 or older</p>
<p>19. Are there specific mechanisms to regularly involve children and young people in the recovery and rebuilding phase in your country? If yes, could you briefly describe these, including any institution or organisation involved?</p>
<p>20. How children's participation becomes a real influence?</p> <p><input type="checkbox"/> It influences decisions of responsible authorities</p> <p><input type="checkbox"/> It increases children knowledge</p> <p><input type="checkbox"/> Other (please, describe) _____</p>
<p>21. Country/organisation</p>

ⁱ A **hazard** is a process, phenomenon or human activity that may cause loss of life, injury or other health impacts, property damage, social and economic disruption or environmental degradation. (UNDRR, 2020).

ⁱⁱ **Disaster risk reduction** is aimed at preventing new, reducing existing disaster risk, and managing residual disaster risk, all of which contribute to strengthening resilience and therefore to the achievement of sustainable development.

ⁱⁱⁱ **Risk assessment** is a methodology to determine the nature and extent of risks by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihoods and the environment on which they depend. (UNISDR, 2009).

^{iv} Defined as any individual below 18 years of age (UN CRC, art.1).

^v Defined as individuals aged between 16 and 24 years. (UNESCO).

^{vi} **Prevention** of disasters means activities and measures to completely avoid the harmful impacts of a hazardous event. (UNISDR, 2009).

^{vii} **Mitigating** disasters means to lessen or minimize the adverse impact of a hazardous event. (UNDRR, 2020).

^{viii} **Preparedness** refers to the knowledge and capacities developed by governments, response and recovery organizations, communities and individuals to effectively anticipate, respond to and recover from the impacts of likely, imminent or current disasters. (UNDRR, 2020).

^{ix} **Recovery** refers to restoring or improving of livelihoods and health, and economic, physical, social, cultural and environmental assets, systems and activities, of a disaster-affected community or society, aligning with the principles of sustainable development and “build back better” to avoid or reduce future disaster risk. (UNDRR, 2020).

^x **Rebuilding/reconstruction** refers to the medium- and long-term sustainable restoration of resilient critical infrastructures, services, housing, facilities and livelihoods required for the full functioning of a community or society affected by a disaster, aligning with the principles of sustainable development and “build back better” to avoid or reduce future disaster risk. (UNDRR, 2020).

Endnotes

1. Art.1, United Nations Convention on the Rights of the Child (1989).
2. For children and youth, it generally means that recovery starts when they return to school/work, their homes have been repaired or replaced, and their parents (or other caregivers) have returned to their jobs. In other words, for children and youth recovery happens when they reach a semblance of stability, routine, well-being, and predictability in all spheres of life. However, it must be acknowledged that there are many children and youth living at the margins of society before a disaster strikes, who live a daily existence lacking stability, sense of routine, or predictability.
3. In particular, as expressed in the UN Committee on the Rights of the Child's General Comment No.12 (2009) on "The rights of the child to be heard".
4. In 4% of cases (39 respondents), the age group was not specified in the answers.

