


## Plan and Disaster Education in the UK and overseas




### Outline of the Presentation

- Introduction to Plan International & our Disaster Risk management work
- Our work on DRR, climate change and Education
- Lessons
- 8 minute film
- Questions and debate



### About Plan International

- an international, **child-centred community development organisation** with no religious or political affiliations
- working in 49 developing countries in **Africa, Asia and Latin America** & 17 developed countries
- benefiting over **11 million children** and young people, their families and communities
- Many of the **23,000 communities** we work with are facing an **escalation in disaster risks**
- Since 2001 Plan responded to 190 emergencies



### “Children and young people at the centre of disaster risk reduction”

#### Protecting our investments in education and reducing the risk of development failure

Aim is to embed a culture of safety for communities, partners & Plan by exploring how best to work **with** children.



**HOW:**

- Projects in 10 countries, taking disaster events or threats as entry points, **starting in schools**
- National and international networking, learning, exchange and advocacy, nationally and internationally.
- Using this experience to develop Plan's country, regional and international policies, strategies, programmes and projects.




### Child-centred disaster risk reduction work

- Helping children (up to 18) to learn about risks and hazards and **take positive action to prevent disasters**. **Aim – to raise the profile and credibility of children as agents for change.**
- Child friendly risk mapping and action planning for local preparedness and child-led prevention and risk reduction
- Micro grants for local projects initiated by children such as anti-quarrying campaigns, tackling flood threats and local pollution issues, learning about climate change, etc...
- Peer to peer exchanges including theatre, video, radio, etc
- Curriculum development and teacher professional development work.

### Development Education at Plan UK

- Create positive change in the present
- Give young people around the world the skills they need to create their own future



3 key areas:





### Development Education work on disasters in the UK

- **Knowledge** - we are experts
- **Skills and attributes** – we create connections
- **Platforms for action** – we don't just talk

### Make the Link - Climate exChange

Interactive web platform

Lesson plans




Taking action




### Empowering youth, inspiring change



*The most exciting part about the project is that my opinions and ideas are valued and I have the real ability to help shape the project from a young person's perspective.*


- Make the Link – Climate exChange youth fellow



### What have we learnt?


#### Children have great ideas

- They don't take "no" for an answer
- They turn ideas into action
- Their ideas are often different from those of their elders: **they are less fatalistic and challenge the status quo & power relations**
- Empowerment is key
- *Plan is supporting children's ideas on building resilience with a micro-grants programme*
- **BUT: Most adults are sceptical, until they see the evidence.**





### Children influence what happens at home

- Effective DRR needs every household to change what they do to address their vulnerabilities to disaster risks
- Schools are the widest outreach mechanism for governments and key hubs for community mobilisation
- If schools teach about DRR, children use the knowledge to influence what happens in their homes and the wider community
- Especially in vulnerable areas where children are often better educated than their parents
- *Plan is working with schools and education ministries to get DRR into school curricula (El Salvador, Philippines, Indonesia, Sierra Leone, Cambodia, Bangladesh Myanmar, and more)*
- **BUT: Curriculum change is very expensive, takes time and has to be part of wider sectoral reform.**



### Children are powerful advocates

- Children represent the future, especially important in light of climate change
- If children are organised and mobilised they can be very influential
- They know what is happening within communities and help to hold government to account for the delivery of Hyogo framework
- *Plan worked with others (UNICEF, Save, WV, etc) to get children's views represented at the 2009 UNISDR Global Platform.*
- **BUT, advocacy spaces are rarely child-friendly. AND:**
- **Child protection standards must be respected, so facilitating agencies such as Plan must not dominate children's views & voices**

## Conclusion

- **Adopt an all risks approach**, expanding the boundaries of what constitutes "disaster" in DRR. Development is about managing risks.
- **Include children** in all aspects of DRR planning, implementation, and monitoring.
- **Integrate DRR at all levels of government**, multi-lateral and civil society 'development'.
- **Reform education sector initiatives to promote DRR** so, eg: EFA and the FTI, and education sector plans (ESPs) recognise and promote Hyogo framework priorities that all governments have adopted
- **Disseminate information about and advocate for DRR via existing institutions committed to DRR** – such as INEE, the ProVention Consortium, and the UN/IASC Education Cluster.
- **Smart advocacy** – COP16

**INSTITUTIONALISE DRR WITHIN EDUCATION SECTOR**

