

VOLUNTARY COMMITMENTS of
Children, Youth and Child-Centered Organizations Stakeholder Group

1. Name of individual organization, group of organizations or network

The Children, Youth, and Child-centered Organizations consist of two major coalitions: the Children in a Changing Climate Coalition (CCCC) and the Asian Coalition for School Safety (ACSS). The CCCC which was established in 2007 consists of leading child-centered development and humanitarian organizations that include Plan International, Save the Children, UNICEF and World Vision. On the other hand, ACSS which was set up in 2012 consists of IFRC, Plan International, Save the Children, UNESCO, and UNICEF. SEEDS Network also used to work with ACSS in 2012.

2. Brief narrative (300 words) of the context and deliverable/s:

UNESCAP indicates that 60% of the world's youth population, which is 750 million young people aged 15-24, are in Asia Pacific. The region is the most hazard-prone in the world, where children make up around 50% of those affected by disasters. It is also predicted to be one of the most affected by the projected impacts of climate change. Children and youth are especially vulnerable in disaster situations and face particular risks to their health, psychosocial well-being, protection, access to education as well as nutrition. Predictions suggest that globally by 2015 more than 175 million children will be affected by weather-related disasters every year. Already, the 2011 Global Assessment Report (GAR) confirms that disasters impact significantly and negatively on child welfare, with estimates of at least 66 million children affected by both extensive and intensive disasters.

Since the first Global Platform for Disaster Risk Reduction in 2007, child-focused agencies have worked together to raise the profile of children and youth both as those affected by disasters and as agents for change in risk reduction and resilience building. The Children's Charter for DRR, developed and endorsed by more than 1,200 children around the world was launched at the UNISDR's Global Platform for DRR in 2011. The charter consists of the children's five priorities for DRR which include safe schools; child protection; information and participation; safe community infrastructure and 'building back better, safer and fairer'; and reaching the most vulnerable. It based from these priority areas that the following

KEY TARGETS for inclusion in HFA2 are being advocated by this Stakeholder's Group:

- i. **Equity and accountability:** All targets under the HFA2 are achieved for all girls and boys of different age groups, ethnicity and abilities
- ii. **Access to basic social services and productive assets:** Increase access by risk prone households to quality social services, including education; health; water, sanitation and hygiene (WASH); and protection
- iii. **Education:** No child dies due to disaster in a school built or modified after 2015; and number of school days missed as a result of shocks or stresses is reduced by 50%.
- iv. **Child protection:** The number of children living outside family care as a result of shocks and stresses is reduced by 50%.
- v. **Child Participation:** Children are supported to meaningfully participate in local level DRR and development planning processes.

To contribute towards the realization of these targets, the Stakeholder's group is committed towards:

- a) Expanding programs and areas for implementing child and youth centered DRR and CCA;
- b) Dissemination of research and hosting of events and advocating with governments for the inclusion and meaningful participation of children and youth in DRR and policy development, planning, implementation, monitoring and evaluation processes;
- c) Creating a space at the regional level for discussion and sharing of technical resources, good practices/lessons learned and model policies on safe schools to minimize the impacts of disasters to children's education;
- d) Coordinating and promoting the adoption, development and implementation of the Comprehensive School Safety Framework (CSSF)

Specifically, this group has been focusing on the following work areas:

- Meaningful participation of children and youth in DRR and policy development, planning, implementation, monitoring and evaluation Processes
- Child and youth centered risk assessment to inform programs and policy decisions
- Safe Schools guided by the Comprehensive School Safety Framework (CSSF)
- Climate Change Adaptation
- Urban DRR
- Mainstreaming DRR and CCA in development and resilience programming

3. Actions related to the three sub-themes of the conference (1. Community Resilience 2. Public investments and 3. Private Sector engagement) [max. 6 actions to be implemented in 2-4 years time frame]

4. Actions related to evolving HFA2 priorities [towards a) Risk Prevention, b) Risk Reduction , c) strengthening resilience – need to be based on the ‘Proposed elements Paper’]

No.	Action	Level	Targets	Indicators	Means of Verification	Timeframe
Meaningful participation of children and youth in DRR and Policy Development, Planning, Implementation, Monitoring and Evaluation Processes						
1	Children and Youth participation in DRR and CCA platforms and events	National, regional, global	<ul style="list-style-type: none"> • Institutionalization of children and youth participation in national, regional, and global DRR and CCA platforms 	<ul style="list-style-type: none"> • Number of national, regional, and global platforms and events on DRR and CCA with meaningful and active participation of children and youth 	Consolidated reports from regional members (based on national reports)	2014-2015
2	Children and Youth participation in DRR and CCA platforms at national platforms are institutionalized	National, regional, global	<ul style="list-style-type: none"> • Children and youth as key stakeholder group in national DRR and CCA platforms • Meaningful participation of children/Youth to regional and global platforms and events 	<ul style="list-style-type: none"> • Number of countries with children and youth as key stakeholder group in DRR and CCA platforms • Policies, frameworks, etc. at regional and global level influenced by participation of children and youth in platforms at these levels 	Consolidated reports from regional members (based on national reports)	2015-2020
Child and Youth centered risk assessment to inform programs and policy decisions						
3	Child/youth centered DRR and climate risk assessments and planning	National, regional	<ul style="list-style-type: none"> • Child/youth centered/focused disaster and climate risk assessments methodology and tools are provided to and used by governments and partners 	<ul style="list-style-type: none"> • Child/youth centered/focused disaster and climate risk assessments methodology and tools developed, refined, and finalized • Child/youth centered 	Consolidated reports from regional members (based on national reports)	2014-2020

No.	Action	Level	Targets	Indicators	Means of Verification	Timeframe
				disaster and climate risk assessments and planning conducted in __ number of countries		
Climate Change Adaptation						
4	Child-centered DRR & CCA - Expand child-centered climate change program to build the capacity of children and their communities to manage the risk of a changing climate	National, regional	<ul style="list-style-type: none"> Increase country coverage 	<ul style="list-style-type: none"> Expanded to Indonesia, Vietnam, Myanmar, Philippines, China and the Pacific 	Consolidated reports from regional members (based on national reports)	2015-2017
5	Develop a Regional Asia Pacific Action Plan and Recommendations on Climate Change Education for Sustainable Development	Regional				?
Urban DRR						
6	Develop and implement child-friendly cities framework, research, etc.	National, regional, global	<ul style="list-style-type: none"> Framework developed and promoted for use with local government and partners Regional and national Urban DRR programs developed based on framework and research 	<ul style="list-style-type: none"> Member organizations are implementing urban DRR programs and projects in __ number of cities in partnership with local government and other stakeholders 	<ul style="list-style-type: none"> Consolidated reports from regional members (based on national reports) Documentation of good practices 	Started-2020
Mainstreaming DRR in Development and Resilience Programming						
7	Develop and implement multi-sectoral resilience theory of change, guidance, technical approaches, and	National, regional, global	<ul style="list-style-type: none"> Resilience theory of change, guidance, technical approaches, and indicators finalized and adopted 	<ul style="list-style-type: none"> DRR integrated into regular development work of member organizations such as WASH, Health and Nutrition, Education, 	Documentation of good practices	Started-2020

No.	Action	Level	Targets	Indicators	Means of Verification	Timeframe
	indicators incorporating DRR		<ul style="list-style-type: none"> Capacities of relevant staff strengthened to carry out resilience programming and implementation 	Child Protection, Youth, Economic and Agriculture Development, etc.		
8	Key Messages for Risk Reduction and Resilience	National	<ul style="list-style-type: none"> 10 countries in the region adopt a set of consensus- and evidence-based 'key messages' for risk reduction and resilience. 	<ul style="list-style-type: none"> National level adoption of key messages Key messages used for public communications and IEC materials development 	Key public sector and INGO/NGO stakeholders report access to, and use of key messages in national languages	2014-2016
Comprehensive School Safety						
9	Continue and expand comprehensive school safety initiatives	Regional, national	<ul style="list-style-type: none"> Governments to have common standards in building and maintaining school buildings and facilities, teacher and student training, school management and planning for disaster 	<ul style="list-style-type: none"> Building and maintenance standard document Documentation of good practice applications from the governments 	Standard document produced by ASEAN & reports of good practices from NDMOs/ related government agencies	2016
			<ul style="list-style-type: none"> Governments and key stakeholders to have a common model and tool set for addressing participatory school disaster management and risk reduction and resilience in holistic and integrated manner for all risks, and for all levels of the education sector: national, sub-national and school level 	<ul style="list-style-type: none"> Aligned approach to school safety 	Developed common framework and tools: consensus-based messages for risk reduction, assessment checklists, risk reduction planning, standard operating procedures, educational continuity plan, and IEC support materials	2016
			<ul style="list-style-type: none"> Regional Strategic Framework on Education for Social Cohesion and 	<ul style="list-style-type: none"> Framework published and used by governments and partners 	Reports on implementation	?

No.	Action	Level	Targets	Indicators	Means of Verification	Timeframe
			Comprehensive School Safety developed			
			<ul style="list-style-type: none"> Curriculum framework for DRR education developed 	<ul style="list-style-type: none"> Curriculum developed by Ministry of Education in Vietnam 	Reports on implementation	?
			<ul style="list-style-type: none"> Disaster Safe School Network established, in order to have a common platform to work on DRR in education 	<ul style="list-style-type: none"> School network in Thailand established through Ministry of Education / Office of Basic Education Commission 	Report from MoE/OBEC	?
			<ul style="list-style-type: none"> Increase the target of Safe Schools Program in Asia 	<ul style="list-style-type: none"> Increased target to 3,794 schools which benefits 514,322 children in 1,641 communities (now existing in more than 11 countries and benefits around 2,719 schools and 318,999 children) 	Consolidated reports from regional members (based on national reports)	2016
			<ul style="list-style-type: none"> Expand integration of DRR into school curricula in Asian countries (ACSS) 	<ul style="list-style-type: none"> All students in schools where we operate will be familiar with hazard types, know how to assess risk, how to be prepared and act accordingly (programs currently in this number of countries with this number of schools with DRR-integrated into their curricula) 	Feedback on actions taken reported to Organizations and NDMO (through HFA Monitor)	Started-2020
10	Guidelines for Limited Use of Schools as Temporary Shelters in Disasters and Emergencies	Global, Sub-regional, National	<ul style="list-style-type: none"> Guidance template used by sub-regions or nations to improve disaster planning and educational continuity. 	<ul style="list-style-type: none"> Guidance finalized by key global stakeholders. Guidance in use by national ministries of education and included in endorsed sub-regional resources. 	National policies refer and align with these standards	2015

No.	Action	Level	Targets	Indicators	Means of Verification	Timeframe
Comprehensive School Safety CSS Indicators for progress: <ul style="list-style-type: none"> i. Safe School Facilities: As of 2016: Every new school facility will be safe from known hazards. As of 2030 in signatory countries every school facility (both new and existing) will be safe from known hazards. ii. School Disaster Management: As of 2016 National education authority will have a national level committee and full time focal point leading comprehensive school safety: safe school facilities, school disaster management and disaster risk reduction and resilience education. As of 2030 National education authorities will lead implementation of common approach to school disaster management (policies, mechanisms and guidance) for ongoing participatory risk assessment, risk reduction, response preparedness, and educational continuity planning at all levels of the education sector. School management will incorporate risk reduction and resiliency knowledge skills and competencies. iii. Education: Risk Reduction and Resilience Education: As of 2016 Set of Key action-oriented messages for DRR/CCA, and skills and competencies for risk reduction and resilience are adopted at national level and integrated into formal school curriculum at all levels of the education sector, with leadership capacity in teacher training institutes, and supported with quality learning materials. Quality basic education will include knowledge and skills for risk reduction and resiliency. 						

5. *NOTE: Each action to specify: [Each action need to **Specific, Measurable, Achievable, Relevant and Time bound**]*

- a. Level: local / national / regional / global [All action to specify the implementation level]
Example: Local to National level
- b. Targets:
Example: All communities where we operate will be familiar with flood forecasts and how to act on them (programmes currently in 12 countries with offices in 400 communities)
- c. Indicators:
Example: Seasonal forecasts acted on in all communities we work with
- d. Means of Verification:
Example: Feedback on actions taken reported to Organizations HQ and NDMO (through HFA Monitor)
- e. Timeframe:
- f. *Example: By Dec 2016*