



BNPB

GUIDELINES FOR USING A CHILD-CENTRED APPROACH

in the Development of
Contingency Plans



Guidelines for Using a Child-Centred Approach in the Development of Contingency Plans

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Published by

- Directorate of Preparedness Deputy of Prevention National Disaster Management Agency
2022

Credit that the photos were taken from the activities related to the development of the guidance by Predikt.

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in the Development of
Contingency Plans

In Collaboration with:



National Disaster
Management
Agency



Ministry of Women
Empowerment and Child
Protection



Ministry of
Social Affairs



Ministry of Villages
Disadvantaged Regions,
and Transmigration



Ministry of
Home Affairs



Ministry of Education,
Culture, Research and
Technology



UNICEF
Indonesia

FOREWORD

In praise and gratitude, we deliver in the presence of God Almighty the blessing of His gift, these completed **Guidelines for Using a Child-Centred Approach in the Development of Contingency Plans**.

As part of the undertaking to implement disaster management in the form of prevention and preparedness or pre-disasters, the development of contingency plans is mandated by Law no. 24/2007 concerning Disaster Management. This is also strengthened by the Minister of Home Affairs Regulation No. 101/2018 concerning Basic Service Technical Standards on Minimum Service Standards of District/City Disaster Sub-Affairs which obligates all district and city local governments to draw up a contingency plan.

Disaster management policies listed in government laws and regulations state that disaster management is based on togetherness and aims to build participation. Disaster management also includes the protection of vulnerable groups, including children. Guidelines for the development of applicable contingency plans are also based on the principle that contingency plans become a joint mandate of stakeholders, so meaningful involvement becomes one of the key factors for success in the preparation of contingency plans. Disaster risk management requires the involvement and partnership of all communities. It also requires inclusive, accessible and non-discriminatory empowerment and participation, including by children's groups.

In response, the Deputy of Prevention of the National Disaster Management Agency, together with its partners, has developed guidelines for the development of a Child-Centred Contingency Plan. These guidelines were created collaboratively across ministries and institutions based on lessons learned by humanitarian actors in capturing children's voices and aspirations and identifying the specific needs of children.

These Guidelines are an integral part of the existing national Contingency Planning Guideline (Renkon 5.0) to support child-centred contingency planning based on comprehensive, open and inclusive processes with the participation of children, young people and communities. These Guidelines are intended for planning and implementation by government agencies, civil society organisations and other stakeholders at the national and local levels.

I express gratitude to the Ministry of Women's Empowerment and Child Protection (KPPPA), the Ministry of Social Affairs (Kemensos), the Ministry of Home Affairs (Kemendagri), the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), UNICEF Indonesia, Mitra Muda Youth Network representatives and PREDIKT, as well as other partners who have contributed to the preparation of these Guidelines. I hope that these Guidelines can be applied robustly, become complementary to the National Guideline 5.0 and will guide the preparation of contingency plans at all levels and regions.

Jakarta, 1 May 2022

Deputy for Prevention



Prasinta Dewi, MAP

INTRODUCTORY REMARKS

Indonesia is a country that has both a high risk and high incidence of disaster events. Various disasters that occur in Indonesia have serious impacts on children, both physically and psychologically. Disasters increase the risk of children's exposure to various forms of violence and abuse, such as physical violence, sexual abuse and exploitation. Disasters can also disrupt children's access to education, health, food and nutrition. The Convention on the Rights of the Child states that children have rights, including in emergencies. This is in line with Law No. 35/2014 and amendments to Law No. 23/2002 concerning Child Protection.

To reduce the risk of children being affected by disasters, disaster preparedness efforts need to be carried out. Children need to acquire knowledge and skills in reducing disaster risk that are appropriate to their abilities and capacities. Children also need to be given access and support to be actively and meaningfully involved in decision-making processes

that affect their lives. Involving children in the preparation of a disaster contingency plan can provide a complete picture of their needs when a disaster occurs. In addition, children can also become pioneers of change in disseminating information on disaster preparedness and taking action to build disaster resilience in their surrounding environment.

These Guidelines are expected to produce a disaster management planning document that can address the specific needs of children when a disaster occurs. Furthermore, the Guidelines are expected to explain how to involve children in the process of preparing the document.

We appreciate BNPB and its partners that initiated the creation of this guiding document. It is anticipated that these Guidelines can be used more widely by the relevant parties in facilitating the preparation of disaster contingency plans across the regions.

Jakarta, 1 May 2022

Deputy for Child-Specific Protection



Digitally signed by:
Nahar

Deputy Bidang Perlindungan Khusus Anak
KEMENTERIAN PEMBERRDAYAAN PEREMPUAN
DAN PERLINDUNGAN ANAK

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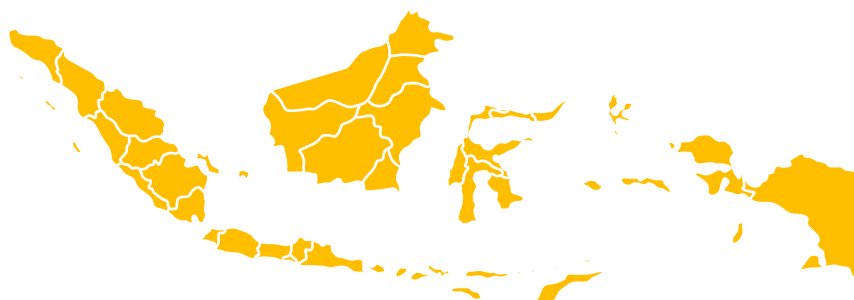
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INTRODUCTION

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1.1. BACKGROUND



Indonesia, the largest archipelago in the world, is located between the Indian and Pacific oceans. Indonesia faces many threats from natural factors, including earthquakes, tsunamis, volcanic eruptions, floods, landslides, strong winds and drought. Further, Indonesia has the fourth largest population in the world, with diverse ethnicities and cultures, along with a high pace of development. This makes Indonesia vulnerable

to disaster threats from non-natural factors such as climate change, environmental degradation, social conflicts, disease outbreaks, technological failures, and others.

In the last 10 years (2012-2021), Indonesia has experienced 3,000 to 3,500 disaster events every year, with some large-scale disasters having a wide impact on many people across various regions. Due to climate

change, disaster events have the potential to escalate year-on-year, becoming more unpredictable and with intensifying impacts, including environmental degradation from

land use that increases vulnerability to disaster risk, and infrastructure development that has not been made resilient to disasters.



Image 1
Using drawings, children can express their opinion, concerns, fears, ideas, and suggestions to strengthen the contingency plan.

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Analysis of Data from the **National Disaster Management Agency** highlights:



45 million children live in earthquake-prone areas



1.5 million in tsunami-prone areas



400,000 in eruption-prone areas



21 million in flood-prone areas



14 million in landslide-prone areas

These potential disasters would have a significant impact on people's lives, especially those from vulnerable groups, including children.

One of the government of Indonesia's efforts to strengthen disaster preparedness is by developing contingency plans. Contingency planning has been mandated by the Ministry of Home Affairs Regulation No. 101/2018 on Basic Technical Service Standards on Minimum Service Standards on Disaster Issues for district and cities, where all local governments at the district and municipal level are required to develop contingency plans. This is followed by the

Guideline on Contingency Planning 5.0, published by BNPB in late 2021.

In these Guidelines, it is stated that contingency plans are to be developed based on mutual consensus, are to be inclusive and open and are a mutual mandate for all stakeholders. Therefore, children and young people – as part of the community – have the right to participate in the contingency planning process and their voices are to be heard in the development process. This aligns with Law No. 35/2014 on Child Protection, as well as the Ministry of Women’s Empowerment and Child Protection Regulation No. 12/2015 concerning Guidelines on Child Participation in Development.

Based on data from the Central Statistics Agency (BPS), as of 2022, there are about 88 million children Indonesia;



52%
are girls



48 %
are boys

Therefore, development from a child rights perspective is needed to ensure representation of almost a third of the total population in Indonesia. This needs to be supported by (and as) a continuous process from various parties. It is also important to ensure that it applies to disaster situations. Positioning children as key subjects in their plans and meeting their basic needs in the event of a disaster is crucial. This is because there are specific needs that vary across each age group and gender.

Identifying these specific needs as part of children’s participation in the preparation of contingency plans is crucial. It allows for the opportunity to identify the possible impacts and existing gaps in the requirements of children in order to formulate potential solutions/fulfil the needs of the child. Therefore, it is necessary to guide the preparation of sensitive and child-centred contingency plans to ensure the fulfilment of children’s rights in disaster situations.



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Image 2

Children's perspectives should be utilized to strengthen risk assessment so that a more comprehensive assessment can be produced.

1.2. LEGAL FOUNDATIONS



In addition to key legal documents such as the Disaster Management Law and the Child Protection Law, this sub-section provides additional information regarding the legal framework related to disaster management and its minimum standards in regard to child protection, participation and disability-inclusive actions. This serves as a basis for inclusive processes in disaster management and development planning to ensure that no one is left behind.

- a. Law No. 8/2016** on People with Disability
- b. Law No. 23/2014** on Local Government has been amended twice; the most recent amendment is Law No. 9/2015 on the second amendment in lieu of Law No.23/2014 on Local Government
- c. Law No. 24/2009** concerning Youth
- d. Law No. 24/2007** concerning Disaster Management

- e. **Law No. 23/2002** on Child Protection has been amended twice; the most recent amendments are Law No. 17/2016 on the Adoption of Government Regulation in lieu of Law No. 1/2016 on the Second Amendment of Law No. 23/2002 on Child Protection
- f. **Government Regulation No.78 /2021** on Special Protection for Children
- g. **Government Regulation No. 59 /2019** on the Implementation of Child Protection Coordination
- h. **Government Regulation No. 2/2018** on Minimum Service Standards
- i. **Government Regulation No. 21 /2008** on the Implementation of Disaster Management
- j. **Presidential Regulation No. 25/2021** on Child Friendly Districts/Cities
- k. **Presidential Decree no. 36/1990** on the Ratification of the Convention on the Rights of the Child
- l. **Regulation of the Minister of Women's Empowerment and Child Protection Number 1/2022** on Changes to the Regulation of the Minister of Women Empowerment and Child Protection No. 18/2019 on the Implementation of the Children's Forum
- m. **Regulation of the Minister of Women's Empowerment and Child Protection No. 13/2020** on The Protection of Women and Protection of Children from Gender-Based Violence in Disasters
- n. **Regulation of the Minister of Education and Culture No. 33/2019** on the Implementation of the Disaster Safe Education Unit program
- o. **Regulation of the Minister of Home Affairs No. 101/2018** on Basic Technical Service Standards on Minimum Service Standards on Disaster Issues for District/Cities
- p. **Regulation of the Minister of Social Affairs No. 26/2015** on Guidelines for Coordination of Refugee Clusters and Protection in Disaster Management
- q. **Regulation of the Minister of Women's Empowerment and Child Protection No. 12/2015** on the Guidelines of Child Participation in Development
- r. **Decree of the Minister of Villages, Development of Disadvantaged Villages and Transmigration No. 71/2021** on Guidelines for Disaster Management in Villages

1.3. OBJECTIVES

These Guidelines are intended as:

1. A specific set of principles and recommendations to ensure meaningful participation of children and young people in all stages of contingency planning. The Guidelines form an integral part of the Contingency Planning Guideline 5.0.
2. The means to ensure the fulfilment of the needs and rights of all children and young people in the contingency plan documents prepared by the regions.



1.4. TARGET

These Guidelines are intended for **governments, non-governmental entities (i.e., including NGOs, faith-based groups, volunteer networks or forums, academics), consultants**

and facilitators appointed to assist in the preparation of contingency planning documents in any certain area.

1.5. SCOPE

These Guidelines discuss the steps and processes in developing a **Child-Centred Contingency Plan**. It starts by outlining why a child-centred

approach is important and relevant in the development of contingency planning and also discusses resources and stages required to support the involvement of children in contingency planning.

Key elements of these Guidelines include:



a. The concept of child and young people-centred contingency planning



b. Procedures for the development of child and young people-centred contingency plans



c. Stages and processes of child and young people-centred contingency planning



d. Toolkit for a child-centred approach for engagement with children and young people



e. Best practices for involving children and young people in contingency planning

The Guidelines are focused on the meaningful engagement of children and young people as well as other vulnerable groups who are part of at-risk groups in the community including the elderly, women, people with disabilities, minority groups and others. It must also be acknowledged that children also have unique capacities that can contribute significantly during pre-disaster, disaster and post-disaster times. They can play a role in identifying risks that may not be visible to adults, play a role in communicating risks and can also be agents of change in their communities. This is why they should be involved in the development and implementation of contingency planning.

1.6. DEFINITIONS

This section explains the definitions that are used in these Guidelines, including definitions related to disaster management, child protection and child participation.

1. A disaster

is an event or chain of events that threaten and disrupt the lives and livelihoods of the community caused by both natural factors and/or non-natural factors as well as human factors, resulting in human casualties, environmental damage, property losses, and psychological impacts. (Law No. 24/2007 concerning Disaster Management).

2. Contingency planning

is the process of planning the handling of disaster emergencies in certain types of hazards, in uncertain circumstances. With scenarios and objectives agreed upon, technical and managerial measures established and potential responses and deployment systems mutually agreed upon to prevent or better cope in emergencies and is manually established (Contingency Planning Guideline 5.0).

3. Contingency plan document

is a document containing agreements on the emergency response system of the entire contingency planning process, divided into supporting chapters and attachments (Contingency Planning Guideline 5.0).

4. A child

by the Convention on the Rights of the Child and for these Guidelines is defined as a human being under eighteen (18) years of age (Law No. 23/2002 on Child Protection).

5. Children and young people with a disability

are persons aged 0 - 19 years, who have long-term physical, mental,

intellectual, or sensory limitations that can face barriers when interacting with their environment and attitudes of their community, making it difficult to participate fully and effectively on the basis of equal rights (Government Regulation No. 78/2021 on Special Protection for Children).

6. Parents

are the biological fathers and/or mothers, or fathers and/or stepmothers, or fathers and/or adoptive mothers of a child (Law No. 23/2002 on Child Protection).

7. Guardian

is a person or entity that can exercise custodial power as a parent to a child (Law No. 23/2002 on Child Protection).

8. Custodial right

is the power of parents to nurture, educate, care for, foster, protect, and develop children in accordance with their religion and their abilities, talents, and interests (Law No. 23/2002 on Child Protection).

9. Child protection

is any activity to guarantee and protect children and their rights to live, grow, develop and participate optimally in accordance with human dignity and to be protected from violence and discrimination (Law No. 23/2002 on Child Protection).

10. Child protection in the context of Humanitarian Action

is the prevention of and response to abuse, neglect, exploitation and violence against children¹. (Minimum Standards for Child Protection in Humanitarian Action, 2019).

11. Children's rights

are part of human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, countries, state, regional and local governments (Law No. 23/2002 on Child Protection).

¹ Taken from the 'Minimum Standards for Child Protection in Humanitarian Action', *the Alliance for Child Protection in Humanitarian Action* (2019)

12. Child participation

is the involvement of someone who is not yet 18 years of age in the decision-making process on everything related to them (him/herself) and is carried out with awareness, understanding, and common will so that the child can enjoy the results or benefit from the decision (Regulation of the Minister of Women's Empowerment and Child Protection Number 1/2022 on the Implementation of the Children's Forum).

13. Children's Group

is a group consisting of several children and is formed based on the similarity of the situation/s faced by the children, which are spontaneous and unstructured. (Regulation of the Minister of Women's Empowerment and Child Protection Number 1/2022 on the Implementation of the Children's Forum).

14. Children's Forum

is a forum for children's participation where its members are representatives of a Children's Group or children's activity group or individuals, managed by children and supported by the government, as a means of channeling the aspirations, voices, opinions, desires, and needs of children in the development process. (Regulation of the Minister of Women's Empowerment and Child Protection Number 1/2022 on the Implementation of the Children's Forum).

15. Facilitator

is someone who helps a group of people to work together better, understand their common goals and plan how to achieve these goals during meetings or discussions. A facilitator can be government staff, individual consultants, civil society organisational staff or others who have relevant competences and experiences.

16. Peer facilitators

are facilitators who are in the same age group as the target group that is facilitated.

17. Restoration of family relations

is a process that is carried out to restore family relationships that are separated / disrupted due to disasters, prevent separation, provide certainty about the fate of a person and unite vulnerable groups with their families.

18. Central government

hereinafter referred to as the 'government', is the President of the Republic of Indonesia who holds the power of the government of the Republic of Indonesia as referred to in the 1945 Constitution of the Republic of Indonesia.

19. Regional/local government

constitutes governors, regents and mayors as well as regional apparatus as elements of government administration.

20. Non-governmental institutions

are all institutions, groups or organisations at the international and national levels that operate outside the control and influence of the government.

21. Child-friendly

is an approach that can guarantee, fulfil, and respect the rights of children and the protection of children from violence, discrimination and other wrong treatment, and support child participation.



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Image 3

Children can also share their hopes and dreams, including during emergency situations.

THE CONCEPT OF CHILD-CENTRED CONTINGENCY PLANNING

2

2.1. CHILD-CENTRED APPROACH TO DRR

A child-centred approach to DRR makes the concerns, interests and life experiences of children the centre or subject of the process or activity. This approach emphasises the importance of engaging children in a protective environment in a process that is fun and safe for the best interests of the child. The child-centred approach also emphasises the importance of choosing the right methods when working with and undertaking activities with children.

The child-centred approach is designed to have a positive impact at every stage of a child's growth and development, from birth to adulthood. The child-centred approach creates opportunities to address every problem, where children are the starting point for breaking potential cycles of exclusion and intergenerational patterns of discrimination. This also ensures that all efforts are made for the best interests of the child and oriented towards realising and fulfilling the rights of children,

including providing a safe and clean environment and ensuring sustainable human development. This approach is also a basis for disaster risk reduction – for and with children – which has been

specifically developed by UNICEF as a Child-Centred Disaster Risk Reduction. A child-Centred Disaster Risk Reduction (CCDRR) approach² means:



RIGHTS-BASED:

CCDRR puts the rights of children and young people at the forefront of efforts to identify, assess and reduce the potential loss of lives, health status, livelihoods, assets and services due to disasters.



HOLISTIC AND MULTISECTORAL:

CCDRR works both for and with children and young people through sectoral interventions that deliver benefits at the level of individuals, households, communities and systems, so they are more responsive and more resilient.



INCLUSIVE:

CCDRR prioritises reaching and engaging the most marginalised and disadvantaged children and young people to address their specific hazard-exposures as well as the threats and vulnerabilities they face.

Children also have unique capacities that can contribute significantly during pre-disaster, disaster and post-disaster scenarios. They can play a role in identifying risks that may not be visible to adults, can play a role in communicating risks and can be agents of change in their community. Children can become pioneers of change by taking actions that can build the resilience of their community in the surrounding environment.

Children also have different characteristics and needs, so

a child-centred approach is important throughout the process of preparing contingency plans to ensure meaningful participation for children. Children's involvement strengthens the analysis of the impact of disasters on children and the surrounding environment, as well as analysis of the needs of children at the time of disaster. This ensures that efforts related to the protection and fulfilment of children's needs will be on target, effective and in accordance with the needs of the child herself/himself.

² UNICEF, "Every country protected; Every child resilient", New York, 2021

“Meaningful participation” means involving groups of children who are part of society so that they can have an impact on the processes, policies and programs that are being structured. Participation means not only consulting to provide input, but also jointly planning or conducting program development efforts, having access to data and resources to make decisions based on existing information, being considered in the decision-making process and participating in monitoring and evaluating the processes, policies and programs implemented.

Box 1. Meaning of “meaningful engagement”

2.2. WHY IS A CHILD-CENTRED APPROACH IMPORTANT?

Disasters have different impacts on individuals in a society, including on children. In the Law on Disaster Management No. 24/2007, disaster management efforts are described as needing to ensure the fulfilment of the rights of people affected by disasters in accordance with minimum service standards. As such, disaster management efforts need to provide special protection to vulnerable groups, one group of which is children.

When a disaster occurs, children are the group most affected by the

disaster. The impact on children after disasters includes aspects of children’s health (physical and psychological), survival, growth and development, loss/disconnection of care due to the loss of parents/family, the right to education, and vulnerability to exploitation, trafficking and all forms of violence. This places children as a group that requires focussed attention in disaster prevention and preparedness, especially in areas with a high disaster risk index³. Therefore, in Law No. 24/2007 on Disaster

³ In 2021, BNPB released an assessment of disaster risk areas at the province and district level across Indonesia. Fifteen provinces are considered high risk and 19 provinces are considered moderate risk. Out of 514 districts in Indonesia, 221 districts are considered high risk and 293 districts are considered moderate risk.

Management, children are categorised as a vulnerable group.

The needs of children are unique, both from gender category and the age category. A child-centred approach will help to map needs when disasters occur. These needs must include efforts to fulfil children's rights

such as the right to life, the right to growth and development, the right to protection and the right of participation. Applying this approach in the process of preparing contingency plans will ensure efforts are being taken to fulfil children's rights in emergency or disaster situations.



2.3. EXPECTED OUTPUTS

By using a child-centred approach in the preparation of contingency plans, the government has demonstrated its commitment to fulfil children's rights in emergency situations. The contingency plan document contains information related to efforts to fulfil these rights based on an impact analysis on the basic needs of children, based on gender and age at the time the disaster. This includes how the disaster may differently affect children with disabilities.



The child-centred contingency plan document will contain an overview of efforts to fulfil the rights of children via an initial analysis of a region.



The selection of the type of threat or danger that has the potential to be catastrophic **was agreed upon through consultation with children**

and other community members involved in the process. The document should also describe how the established scenario affects or impacts the fulfilment of the child's rights. Furthermore, a Child-Centred Contingency Plan will show the specific needs of children when disaster scenarios occur, with the results obtained from activities with children that will facilitate a multisectoral emergency response. Identifying and addressing the specific needs of children through sector-specific interventions in health, food and nutrition, child protection, education, water, sanitation and hygiene, shelter and social protection during emergencies will allow for the correct interventions to protect children from secondary hazards and enable them to recover faster and stronger.

The child-centred approach also means that the finalised contingency plan documents are then presented back to the community to receive feedback, including from Children's Groups, so as to be understood by all components of society.

Disaster management that takes into account the specific needs of children and young people, including children with disabilities, and provides meaningful participation, can contribute to more targeted interventions in the form of child-specific data, assistance, services and child-friendly-facilities.

Child-friendly services and assistances

- 1. Access to children's health services**
- 2. Access to healthy and nutritious food according to their developmental age**
- 3. Access to goods and services for children with special needs, including overcoming barriers/obstacles faced in accessing assistance and services**
- 4. Addressing the specific needs of girls**
- 5. Access to safe and quality education for all children**
- 6. Access for children to receive safe and comfortable temporary shelter/shelter**
- 7. Access to social support and protection for children**
- 8. Ensuring that children do not face the risk of being separated from their families**
- 9. Ensuring that children get protection from becoming victims of violence and crime**
- 10. Ensuring children receive psychosocial support to recover from trauma and fear**

11. Availability of **an Information space/room** for children

12. Availability of **women and child-friendly spaces as a centre for complaints, information, and activities** for children in the evacuation centres.

2.4. CRITERIA FOR A CHILD-CENTRED CONTINGENCY PLAN

Contingency planning is one of the most effective efforts for disaster preparedness. In the development of a contingency plan, an analysis of the estimated impact and needs of communities that are potentially exposed to a disaster is required. In addition, contingency planning should provide an analysis of the risks which the affected population may face as well as their capacity to overcome the situation. The community itself consists of various groups where children have been identified as being at high risk from disasters.

To produce a child-centred contingency plan, facilitators need to have a sufficient understanding of children's rights; this is done through training on the Convention on the Rights of the Child. The contingency plan considers the recommendations provided by children from the results of a consultation process or joint activities with children. Taking into consideration the inputs from children and other participants of the process, a child-centred contingency plan should, at minimum, include:



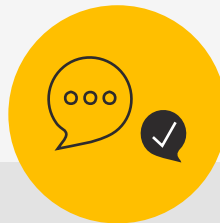
a. Assess the situation - or analyse the risks and impact - of specific disaster scenarios on children, according to the characteristics of their age groups, gender, and disability status.



b. Identify the factors that influence the risk, including those that may hinder access to humanitarian assistance or information needed to make informed decisions.



c. Understand the capacities of children – according to the characteristics of their age group, gender, and disability status – in their involvement/participation in data collection, caring for younger children, contributing to filling children’s free time in the evacuation centres with creative and educational activities, as well as keeping themselves and their surroundings safe.



d. Respond to the specific needs of children in times of disaster.





Children represent a group with a relatively broad age range

 **0-18 years of age**

where the needs, vulnerabilities and capacity of each age group can be significantly different. For example, between babies, pre-schoolers, school-age children

and adolescents; between boys and girls; and between children with disabilities and no disabilities, there will be significant differences. Therefore, throughout the development of the contingency plan, including scenario development, impact assessment and response decisions, there is a need to consider all these differences.

Table 1. Description of a Child-Centred Contingency Plan based on the intervention sector

NO.	INTERVENTION SECTOR	RECOMMENDED COVERAGE OF THE ANALYSIS
1	<p>Access to essential health services for children and mothers</p> 	<p>Disaster scenarios impacting essential health services for children of a certain age and gender. The essential health services include, but are not limited to, maternal newborn/child health services (MNCH), immunisation/vaccination services to targeted children in the population, availability of child health kits and health services for at-risk populations, including young people. This also applies for children with disabilities.</p>
2	<p>Education</p> 	<p>The developed disaster scenario has an impact on access to educational services; the number of educational units that are estimated to be affected, the number of teachers and the number of students affected both directly and indirectly.</p>
3	<p>Food and nutrition</p> 	<p>The developed disaster scenario has an impact on the availability of food and nutrition for children according to their developmental stages. Nutritional needs in children aged under five years of age will be different from the needs of school-age children or adult groups.</p>
4	<p>Water, sanitation and hygiene</p> 	<p>The disaster scenario developed has an impact on the need for clean water and sanitation for children, especially girls who have hygiene needs related to reproductive health.</p>


5	<p>Shelter</p> 	<p>The disaster scenario developed has an impact on where children and their families live after a disaster occurs.</p> <p>The scenario should also consider accessible shelter options for children with disabilities.</p>
6	<p>Child protection</p> 	<p>The disaster scenario developed will have an impact on the development of child protection issues such as physical, psychological and sexual violence, child separation, kidnapping, illegal adoption, child trafficking, child labour, child marriage and so on.</p> <p>This also includes a referral system for the specific and special needs of children.</p>
7	<p>Children, young people and community engagement</p> 	<p>A child-centred contingency plan is one that is drawn up with the active, inclusive and meaningful involvement of all children and young people, including with disabilities at each stage of the process.</p>
8	<p>Social protection</p> 	<p>Disaster scenarios impacting socio-economic status of disaster affected populations, including children. Disasters push households into poverty and exacerbate existing poverty of poor communities. The contingency plan should be linked to the access of disaster-affected populations to government social protection programmes in emergencies, including other programme initiatives such as cash voucher assistance (CVA).</p>



Image 4
Children can express their opinion using various forms of media, including digital media such as video.

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2.5. SPECIFIC SECTORAL AND CROSS-SECTIONAL AREAS TO INCLUDE IN THE CHILD-CENTRED CONTINGENCY PLAN

The development of a contingency plan is mandatory at the district/municipality level as part of the minimum service standard required of the local government. The head of the district or municipality is accountable, with the district disaster management

agency (BPBD) leading the process. The child-centred process is a shared responsibility that needs to involve all sectors and levels of society. It is important to be able to identify the specific needs of children from various aspects according to the

characteristics of age groups, social, cultural and other factors, so that coordination mechanisms can ensure appropriate action and the allocation of resources required is available for children in a disaster response situation. In the coordination mechanism, not only are local governments involved, but also various other elements/entities such as child practitioners, volunteer carers for children, the private sector and non-government organisations.

In addition, it is important to always strive for the mainstreaming for the best interests of children in terms of providing protection and fulfilment of the specific needs of children. This acknowledges children have special/specific needs that are of course different from the needs of adults. The principles of gender mainstreaming, disability inclusion and participation of young people can also be a mechanism to prevent sexual exploitation and abuse of children. Therefore, in the process of preparing a contingency plan, it is important for the contingency plan drafting/development team to **involve various sectors in disaster management in the activities/discussions they run with children's groups/participation** to find out the specific needs, vulnerabilities and capacities of children according to the characteristics of their age groups, social and cultural groups, and other factors.



The elements in disaster management that should be in place to ensure child safety and children's social welfare include:

- 1. Disaggregated data collection** according to age, gender, and disability status (including risk assessment, rapid assessment, in-depth assessment and post-disaster assessment)
- 2. Food availability**
- 3. Health and nutrition services**
- 4. Clean water, sanitation, and hygiene assistance services**
- 5. Safe and comfortable shelter**
- 6. Evacuation centres/places** (including the presence of women and children-friendly spaces)
- 7. Child participation and protection** (including involvement of child practitioners and childcare volunteer groups)
- 8. Education** (including availability of learning facilities)

- 9. **Activities/entertainment** for children
- 10. **Social protection**
- 11. **Psychosocial support services**, motivation reinforcement and mental health services
- 12. **Child protection**, including protection from physical violence, gender-based violence, psychological violence and sexual violence, as well as child labour and child marriage
- 13. **The needs of children with disabilities, including barriers that may exist**, are identified and addressed
- 14. **The needs of children separated from parents/guardians** are identified and addressed

Furthermore, it is also important to ensure that other disaster management plans, such as thematic/sector plans and other

contingency plans, as well as standard operating procedures (SOPs), are aligned and mutually reinforcing or complementing the child-centred contingency plan to ensure that disaster management can run effectively and in a coordinated manner when a disaster occurs.

It is possible to have a separate process between the development of an overall contingency plan (CP) and sector-specific CPs and SOPs, for example, CPs for health, education, nutrition, shelter, and in other areas. However, it is important that these sector-specific CPs and/or SOPs are integrated and part of the overall CP, and it is also important that the process considers children's specific risks and vulnerabilities. Sector-specific CPs should be guided by the response standards and principles, including the **Core Commitments for Children in Humanitarian Action (CCCs)** and those that exist at the national and/or local level.



PROCEDURES FOR DEVELOPING A CHILD- CENTRED CONTINGENCY PLAN

3

3.1. FACILITATOR CRITERIA AND COMPETENCIES

For the development of a Child-Centred Contingency Plan, a facilitator is needed with the criteria described in the Contingency Planning Guideline 5.0⁴, with the addition of special criteria, such as:

- 1. Trained and with a good comprehension of the rights of the child**, including the

Convention on the Rights of the Child (CRC) and **Core Commitments for Children in Humanitarian Action (CCCs)**.

- 2. Have knowledge and competence of child protection** in disaster situations.
- 3. Have competence in the application of participatory**

⁴Please see pp. 15-17 of the Contingency Planning Guideline 5.0 for reference

planning methods with children.

- 4. Sign an integrity pact or statement related** to the code of conduct for activities with children.

It is possible that all required expertise may not be met by one single person. Therefore, a team of facilitators can be formed to ensure that all criteria are met and a child-centred approach can be effectively undertaken. In addition to the above criteria and competencies, a contingency plan facilitator must understand and comply with the principles in the CRC, namely:

1. Non-discrimination

All children should enjoy their rights and should never be subjected to any discrimination, i.e., not distinguishing by ethnicity, race, religion, gender, language, political understanding, national origin, economic status, physical and psychological condition of the child, or other factors.

2. Best interests of the child

In all actions concerning children, the best interest of the child shall be the primary consideration.

3. The right to right to survival and development

Ensure to the maximum extent possible, the survival and development of the child.

4. The views of the child

Ensure a child who is capable of forming his or her own views the rights to express those views freely in all matters affecting the child, with the view of the child being given due weight in accordance with the age and maturity of the child.

In addition, the aspect of confidentiality arises with the aim of protecting the interests of child participants to be protected by confidentiality regarding their conditions, characteristics and personal data. The principle of confidentiality is also intended for facilitators themselves, as individuals trusted by participants to capture their aspirations.



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Image 5

Contingency planning facilitators need to ensure all perspectives from various groups to be considered and informed the development of the contingency plan.

3.2. FACILITATOR ROLE



a. As a guide

- Facilitators guide the preparation of contingency plans while still providing opportunities for children to be fully involved in the development planning process without discrimination or intimidation.
- Facilitators provide access to children in terms of voicing their aspirations.
- The facilitator is expected to be able to explain the positive and negative sides of a decision. However, the facilitator's explanation does not eliminate the dimension of choice for the child to participate in the decision-making process for the preparation of the contingency plan.



b. As an educator

- Facilitators provide knowledge related to disasters to children so that children receive a comprehensive understanding of the importance of disaster issues.



c. As a friend and motivator

- Facilitator also acts as someone with whom children can share joys and sorrows, especially those related to the fulfilment of the right of child participation in conveying their thoughts and feelings when preparing a contingency plan.



d. As an analyst

- In preparing a contingency plan, a facilitator must be able to capture and accommodate needs and recommendations conveyed by a child and outlined in the contingency plan document.
- Facilitators need to recognise the condition, ability and interests of a child so that the process of preparing a contingency plan can run effectively and in accordance with the needs of the child.




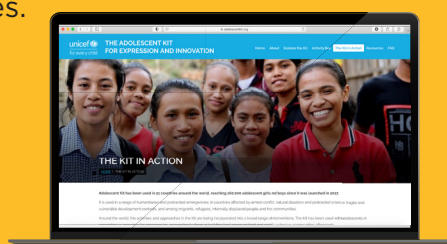
e. Peer facilitator

Children's participation is key in the development of a Child-Centred Contingency Plan because, in essence, every child has the ability and opportunity to be involved and convey their views and knowledge. Thus, children and young people, including those with disabilities, can play the role of peer facilitators to be able to enable the preparation of a Child-Centred Contingency Plan with the following criteria and competencies:

- Be at least 12 years of age and under the age of 19 years of age.
- Understand the required actions and conditions to enable the meaningful participation of a child.
- Have basic knowledge related to disaster management.
- Have good communication skills.
- Come from Children's Forums, Children's Groups, children's activity groups, and/or individuals.
- Fill out a statement of willingness to be a facilitator and attach a letter of approval from a parent or guardian.

One of the tools that can be used to facilitate meaningful engagement with children and young people is the Adolescent Kit which serves to encourage children to develop key competencies that can help them work together in challenging situations, build healthy relationships, learn new skills and engage positively in their communities. The tool enables adolescent girls and boys to participate actively by identifying issues that exist in their environment and developing ideas and solutions for these issues.

This toolkit can be downloaded at <https://adolescentkit.org/activityBox/resources.html> and is available in Bahasa Indonesia. 



3.3. THE PROCESS OF DEVELOPING A CHILD-CENTRED CONTINGENCY PLAN

When interacting with children, it is important to take steps to ensure child safeguarding and

safety. Child safety focusses on preventative measures to ensure that all children are protected

from deliberate or unintentional acts that lead to or may cause risk or actual harm. The goal of child safeguarding is to create and maintain a safe culture that is child-focused and community-driven. In the context of developing a contingency plan, these steps are taken to ensure that children are safe and protected.

The policies and regulations related to child protection⁵ contain important mechanisms for protecting children from all forms of violence, exploitation, neglect and other mistreatment. The facilitation team that carries out the preparation of Child-Centred Contingency Plans are required to have a child protection and safeguarding policy in the form of a code of conduct that outlines both prohibited actions and compulsory actions that must be taken when engaging in activities with children.

The scope of the implementation of this code of conduct is binding for all employees of the regional apparatus or agency, facilitators including peer facilitators, volunteers and external partners (i.e., consultants, expert teams of other institutions, researchers and other institutions that participate).

As part of preparing contingency plans, each person that directly interacts with children must know, read, understand and sign the code of conduct as a form of approval/agreement before commencing the implementation of activities.



The head of the relevant regional agency or apparatus must ensure that each party signs the code of conduct and that this process is supervised/witnessed. The code of conduct contains prohibited actions as well as actions that must be adopted when engaging in activities with children. The facilitators must ensure that all parties involved in the preparation of contingency plans also know, understand and agree on the code of conduct for activities with children. In its implementation, a facilitator must also supervise the signing/agreement process.

⁵ This refers to policies outlined on Section 1.2 - point c, g, h, l, j, k, and m

a. Aspects that are prohibited when engaging in activities with children

Aspects that **ARE PROHIBITED** when engaging in activities with children, including for peer facilitators, are as follows:

- **Committing physical, psychological, sexual violence, exploitation and neglect of children.**
- **Using language, words or committing acts that fall into the categories of discrimination, harassment and violence.**
- **Humiliating, degrading, criticising or insulting a child.**
- **Showing different, unfair, or privileged treatment of certain children over others.**
- **Performing physically inappropriate and coercive acts** such as holding, hugging, kissing, touching, or other physical contact deemed degrading to the child.
- **Ignoring the child's views and opinions.**
- **Using technology or social media platforms** for the purposes of child exploitation and abuse.
- **Witnessing or allowing incidents of bullying, violence, abuse, exploitation and not reporting** these occurrences to the appropriate authorities.
- **Acting in ways that can lead to abuse or put the child in a state** that is vulnerable to abuse.
- **Spending excessive time with the child** in a place away from other children and guardians.
- **Showing children inappropriate images, movies, and websites** including pornography or extreme violence.
- **Exhibiting sexually inappropriate or provocative behaviour.**
- **Engaging in sexual activities or sexual intercourse with a child.**
- **Exploiting children who bring benefits** such as money and so on.

b. Aspects that must be adhered to when engaging in activities with children

Aspects that **MUST BE CARRIED OUT** when engaging in activities with children are as follows :

- **Treat children with respect** without distinction of race, gender, disability status, language, religion, ethnicity, sexuality or other status.
- **Treat children with full respect.**
- Involve children in **all planning, implementation and monitoring** and **evaluation of activities.**
- **All thinking, decision-making and implementation** will always be based on the best interests of the child.
- **Use approaches that are appropriate to the situation, conditions and needs of the child.**
- **Needs related to personal data and documentation of children:** In the event that the child is not willing to give consent/response/answer, the facilitator and all parties must respect the child's views.
- **Before engaging in activities with children, ask for consent** (can use informed consent) from the children and parents or guardians which includes:
 -  a. The place where the activity will take place
 -  b. Activities that are expected to be carried out by, for and with children
- Be aware of **situations that may cause a risk of violence** and **mitigate the situation.**
- **Whenever possible, always be in a visible place** where you can be seen when working with children.
- **Ensure that there is an atmosphere of openness** so that any problems or concerns can be raised and discussed.

- All actions and engagement with/toward children are intended to foster or **encourage their participation with a culture of openness in a safe atmosphere**, where children feel comfortable in asking questions, expressing opinions and asking for help, which is done as follows:



a. When interacting with children, the facilitator positions himself/ herself equal to or at the same level as the child's position.



b. The facilitator ensures all participants are in good health and ready to participate in the activity



c. Using language that is simple and easy for children to understand, according to their age, needs and education level



d. Pay attention to how a child responds and adapts to the appearance and body language of adults and other children



e. Listen actively without interrupting the child's conversation and without rushing to give an assessment of the child's point of view.



f. Seek consent from children and parents or guardians when/ if taking photos or videos involving children and ensure that every image or video taken is in accordance with the principle of maintaining the child's dignity.

c. Protection from sexual exploitation and abuse

When interacting with children, the facilitator should be committed to protecting children from sexual exploitation and abuse following six core principles, such as:

- **Sexual exploitation and abuse by humanitarian workers** constitute acts of gross misconduct and are therefore grounds for termination of employment.
- **Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally.** Mistaken belief regarding the age of a child is not a defence.
- **Exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour is prohibited.** This includes exchange of assistance that is due to beneficiaries.
- Any sexual relationship between **those providing humanitarian assistance and protection and a person benefitting from such humanitarian assistance and protection that involves improper use of rank or position is prohibited.** Such relationships undermine the credibility and integrity of humanitarian aid work.
- Where a humanitarian worker develops concerns or suspicions regarding sexual abuse or exploitation by a fellow worker, whether in the same agency or not, he or she **must report such concerns via established agency reporting mechanisms.**
- **Humanitarian workers are obliged to create and maintain an environment which prevents sexual exploitation and abuse and promotes the enforcement of their code of conduct.** Managers at all levels have particular responsibilities to support and develop systems which maintain this environment.”

Additional references:

- For the Dos and Don'ts, please check also:
 - The Adolescent Kit Facilitators manual: <https://bit.ly/AdolescentKitIndonesiaVersion>
 - Engage and Heard! Guidelines (English): <https://bit.ly/EngageAndHeardGuidelinesEnglish>
 - Engage and Heard! Guidelines (Bahasa): <https://bit.ly/EngageAndHeardGuidelinesBahasa>
- UNICEF's Guidance on Consultations with Young People: <https://bit.ly/GuidanceonConsultationswithYoungPeople>

⁶ The six principles of PSEA (in English) can be accessed at <https://psea.interagencystandingcommittee.org/update/iasc-six-core-principles> (last accessed 5 September 2022)

STAGES AND PROCESSES OF CONTINGENCY PLAN DEVELOPMENT

4

This chapter reviews the key steps to ensure all children and young people can participate in contingency planning processes. This chapter is structured similarly to the Contingency Planning Guideline 5.0 and is designed to complement the methodology in the Guideline 5.0 and as an integral part of the process. **The current National Guideline 5.0 describes four steps (see Figure 1) that need to be completed.** This chapter describes how a child-centred approach should be incorporated in the process of the contingency planning process with additional steps to ensure the specific needs of children are captured and how to gain meaningful participation in the contingency planning development process.

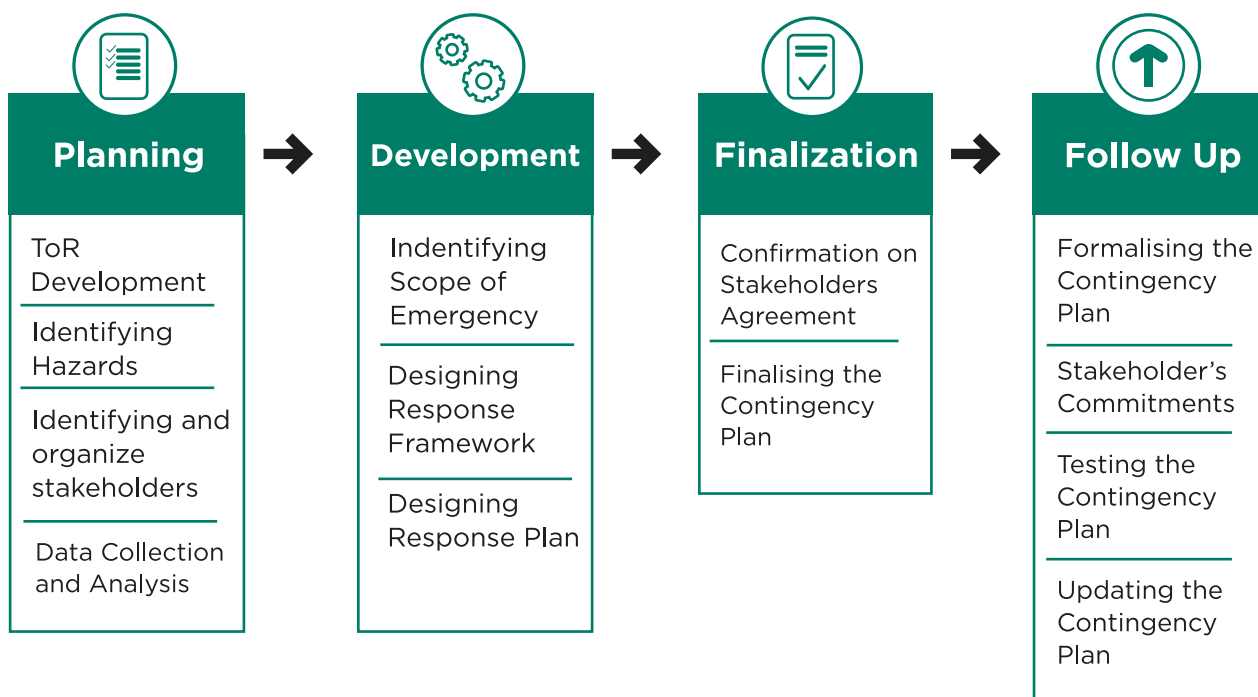


Figure 1. Contingency Planning process (Renkon 5.0)

One of the principles in preparing a contingency plan is to be *participatory*, which means that there is involvement of various parties from the preparation stage to the follow-up stage. Involvement of various parties includes vulnerable groups, such as people with disabilities (including children with disabilities), the elderly, children, young people, women and pregnant women.

The involvement of children and young people in the stages and processes of preparing contingency plans is important considering the disaster experiences of children and young people are different from adults, including their own needs and priorities. Children and young people are valuable resources yet are often less involved, especially in all pre-disaster stages and processes,

as well as during disasters and post-disasters, one of which is the preparation of contingency plans. The involvement of children and young people should not just occur in the final stage where they are only invited to attend and listen to the results of all the planning that has been prepared by the adults. Every stage of the process must include their involvement, so as to convey opinions and

ideas that concern their needs and priorities as children, and for future improvements. Methods and techniques across the stages and processes must therefore adjust to the groups involved, namely children and young people. An Adolescent Kit, a specific tool that provides guidance and recommendations on meaningful engagement of children and young people, is explained further in section 4.1.



4.1. PREPARATION STAGE

The preparation stage plans the involvement of children and young people in the preparation

of contingency plans. The preparatory stage is carried out through additional steps as follow:

1. Facilitator preparation



Implementation of preparatory activities: facilitators (including peer facilitators) who expedite the implementation of the preparatory stage alongside representatives of Children's Forums and other groups will work together to:

- **Determine the representatives of children and young people Groups/ Forums includes a range of age groups and genders at all stages.** The selection of representatives of children and young people's Groups/Forums is carried out and facilitated by the government (*Dinas*) or non-governmental organisations that accompany children's Groups/Forums. Representation of all groups of children and young people includes the most vulnerable groups, such as people with disabilities and survivors of disasters.
- **Ensure children and young people are available to be involved,** including the selection of children's attendance schedules so

as not to interfere with teaching and learning activities (KBM), and the removal of barriers for children with disabilities to participate.

- **Perform child protection risk assessment and mitigation.** Identify and assess the plan of activities involving children and young people.
- **Involve children and young people to determine the purpose and objectives of their engagement in the contingency planning process as well as the results to be achieved** in order to develop a framework of reference for activities that are *child-friendly* and easily understood by children/young people who will be involved in those activities.
- **Prepare a willingness [to participate] sheet/form and a parental/primary caregiver permission form** to ensure child protection policies are implemented.

Facilitators must understand the vulnerability of children and their specific needs in order for children to be optimally engaged. This step is carried out by identifying the characteristics of the child, the specific needs of the child (i.e., such as the needs for a sign language interpreter), the values and norms that apply in the environment, as well as whether the child has previously experienced a disaster directly

or not. Such identification can be used to determine the method that the facilitator can use so as to anticipate and minimise any

obstacles that may arise in the process of involving children and young people.

The Children's Forum is a forum for children's participation aimed at encouraging children's involvement in the decision-making process about decisions that affect them. Consultations are carried out with awareness, understanding and mutual will/desire so that children can enjoy the results or benefit from these decisions. In addition to the age requirement, other requirements to become a member of the Children's Forum including joining on the basis of self-awareness, having parental/guardian permission and being willing to show personal responsibility and responsibility towards the organisation. The Children's Forum is not an exclusive group. As a forum for children's participation in development, there is no limit for children to become members of the group/Forum. This Forum is developed at every level of government administration from village level to sub-district, district/city, province and national level. One of the indicators for a child-friendly village, sub-district, district/city is the existence of a Children's Forum.

Box 2. Overview of Children's Forum

2. Informing children and young people about the contingency planning process



Conduct orientation sessions and activities for the children and young people groups who will be involved in the contingency planning process by providing knowledge and understanding about disasters and potential disaster threats that will occur, particularly if there is a disaster risk in their local area. In addition, the orientation should also

inform the group of children and young people what process they will go through and who will be involved across the entire process of preparing the contingency plan documents. After completing the orientation, ensure that children have understand the information provided regarding disasters and their potential threats.

Activities should be carried out with group discussions (focus

group discussion / FGD) through consultation with children in existing Children's Forums, children's groups and in schools. Information can also be shared through social media or instant messaging platforms, or by developing flyers, newsletters and other printed media to explain the contingency planning process and its outputs, and the importance of using a child-centred approach.

Throughout this stage, the facilitator needs to be aware that the group/s may consist of children who have different backgrounds and abilities. The selection of tools and methods should consider the participation of children with disabilities.



4.2. IMPLEMENTATION/CCCP DEVELOPMENT STAGE

In the implementation stage, activities are being carried out through a consultation process involving children and young

people who have received or who took part in the orientation at the preparation stage.

a. Children and young people's consultation

In the event of a disaster, a child's situation and condition will be impacted by the high risk of the environment and system around them not being able to function normally, or the protective function being disrupted. This causes the child to experience a high level of vulnerability and therefore risk of experiencing separation, being forced into an underage marriage,

becoming a victim of human trafficking or kidnapping, being forced into child labour, loss of access to education, limited access to health services or experiencing various forms of violence and other exploitation. With all these risks, children need to be invited to discuss what efforts can be put in place to prevent these things from happening in the event of a disaster.



Facilitators can direct preemptive discussion questions to the child, such as:

- If you see a friend experiencing violence, what do you think you can do?
- If you see a friend that looks like they are affected psychosocially, what should you do?
- If daily habits change due to a disaster situation, what needs to be considered?

Box 3. Guiding questions for discussions

At this stage, facilitators should also carry out activities to conduct a child-centred risk, capacity and vulnerability assessment with the children⁷. This activity will also result in the contribution of children and young people in the process

of collecting data on children in evacuation centres and maps of villages or neighbourhoods to identify which locations and places are safe and which are at risk, including conducting accessibility assessments. For example,

⁷ Please see references section for tools and methodology related to child-centred risk assessment

determining the appropriate accessible evacuation routes for children with disabilities. In mapping their environment, it is also possible to identify the risks and impacts that may occur

to children and young people in the event of a disaster as well as discussing how children and young people can help each other deal with the impact of disasters.

b. Identification of specific needs for children and young people

After conducting a risk assessment, the identification of specific needs for children and young people can be carried out, especially assessing the basic needs and priorities of children and young people based on their rights. The Minimum Standards for Child Protection in Humanitarian Action and the Core Commitments for Children in Humanitarian Action can serve as references where there are descriptions of the various impacts of disasters on children.

These needs include shelter, clean water and sanitation needs, food, nutrition and non-food related needs, education, child protection, prevention of gender-based violence, as well as other facilities and infrastructure in the evacuation centre, including assessing the needs of children with disabilities. Those needs should be integrated into sector-level contingency plans.

Furthermore, these needs must be based on children's rights based on direct child rights groups/clusters, including: civil rights and freedoms; violence against children; family environmental rights and alternative parenting; basic health and welfare rights; the right to education, leisure and cultural activities; and special protection measures. Boxes 2 and 3 explain best practices in capturing children's aspirations to identify needs from the point of view of the children's groups.

Furthermore, it is necessary to identify information about the available service institutions. This can be done by mapping the resources that can support the implementation of child protection, the actors that can be involved and the mobilisation mechanisms that can be carried out to ensure that assistance and services can be available in times of an emergency.

In the preparation of the Merapi Eruption contingency plan in Sleman Regency, the facilitator completed a series of discussion groups together with a Children's Group. The discussion resulted in a declaration of aspirations of the Children's Forum (see Figure 1) which contained aspects that needed to be met to answer the specific needs of children living in a shelter after the Merapi Eruption.

DECLARATION OF CHILDREN'S FORUM ASPIRATION

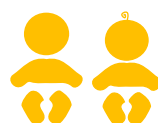
1. In the event of emergency, the vulnerable groups are prioritised
2. The needs for food, clothes, and shelter should be met
3. Prevent sexual violence to children
4. Conduct periodical disaster mitigation activities with children
5. Basic rights for education, health, and space for sharing and to gather are realised by the government
6. Increase disaster-related signage that are easy to understand by children and evacuation routes should have proper lighting
7. Develop evacuation maps
8. Ensure evacuation centers are comfortable for vulnerable groups
9. Empower children to be caregivers for others
10. Children require variety of menu and needs to be differentiated with adults in the evacuation centers
11. Government provide partnership opportunities with others and do not exploit children during disasters
12. Accelerate the production of missing administrative documents
13. Transportation modes for vulnerable groups
14. Increase number of latrines in the evacuation centers and differentiate latrines for children and adults
15. Availability of health workers and psychosocial support services for children
16. There are trauma healing activities as a priority
17. Increase space for children at the evacuation centers
18. Use of social media as communication channels

Figure 2. Declaration of aspirations of the Children's Forum in the Contingency Plan of Mount Merapi Sleman Regency (Sleman Regency Government, 2021).

This declaration shows children's attention to needs related to education, prevention of violence against children, food menus, transportation and evacuation processes.

The analysis carried out needs to pay attention to the different needs of each child's age group, disability and the sex and gender of the child.

The selection of groups of children is essential because the needs of each group have significant differences. The division of age groups that can be used include:



Children aged
0-2 years



Children
under 5 years
of age (toddlers)



Children of primary
school age
5-11 year-olds



Children of secondary
school age
12-17 year-olds



Youth
18-24 years old

There are specific needs for children under five years of age that need to be considered during emergencies. Parents and caregivers of children aged under five years should be involved in identifying specific their needs and vulnerabilities in an emergency setting. This includes any challenges and/or constraints to obtaining life-saving critical information and receiving adequate supplies and services to fulfil the needs of young children and their families. For children aged 5-11 years, discussion involves the playing traditional games and drawing and for children aged between 10-19 years (adolescent

age), facilitators discussion possible interventions directly with the children.

Facilitators also need to also explore the specific and differentiated needs of boys and girls. The needs of girls, especially in adolescence, will be different to the needs of boys. The needs of children with disabilities will also have their own needs and characteristics that are unique and different from others.

Previous lessons learned in disaster management have shown the importance of establishing women and child-friendly spaces. These centres serve as a space for collecting feedback from children and women, a place for children to partake in activities and the space also helps to identify the needs of children and women in times of disaster. This information can then be coordinated with relevant parties to ensure that these needs can be met promptly and on target. Women and child friendly spaces (or centres) also assist child and women survivors/displaced in reporting situations that occur during disaster emergencies, including reporting cases of violence against children and women. These spaces can also serve to collect feedback and provide vital information as part of the accountability mechanism to the affected people. Women and child-friendly spaces can be included in the contingency plan document, especially when preparing SOPs or standard procedures (see Box 4).

The Merapi Eruption Contingency Plan in Sleman Regency describes that a women and child-friendly centre (POSKO Ramah Perempuan dan Anak) will be established to prevent and respond to child protection concerns during an evacuation. This is written in the document and becomes the responsibility of the local government agency in charge of the issue, which is the Office of Women Empowerment and Child Protection.

Box 5. Good practices in the formation of women and child-friendly posts in contingency plan document

Therefore, facilitators play an important role among the various parties and groups in the community, especially children's groups, in identifying how children can interact and carry out activities as normally as possible in disaster emergency situations. Children can also be invited to discuss the impact of disasters on their mental and psychosocial health, as well as efforts to minimise these impacts. This is relatively easier to do for children in their teens or for those who have experienced disaster events before.

At the time of facilitation with children, facilitators also need to pay attention to the condition of children when discussing disaster situations. In certain situations, children can become restless, anxious, sad, or even traumatised when discussing a catastrophic emergency situation. This is also common among children who have previously experienced disaster

events. Facilitators need to be prepared to anticipate and avoid such occurrences in advance as well as be prepared with strategies to deal with children who show symptoms of discomfort or restlessness during discussions. For further information related to this issue, please see guidelines from the Ministry of Women Empowerment and Child Protection on **psychosocial support guidelines for children affected by disasters**.

The results of this implementation stage are to serve as an input for the draft contingency plan which is then agreed upon by various parties.



4.3. FINALISATION STAGE

The next step is the finalisation stage, which is about ensuring that the opinions of children and young people are not only heard and accommodated but actually taken into consideration and incorporated into the final contingency plan document.

a. Confirmation and feedback from children and young people



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Image 6

All stakeholders in the community have roles in disaster risk management, including women's group, volunteers network, police and the military.

This activity is carried out by disseminating the draft contingency plan and asking for confirmation or feedback from children and young people – as well as parents/primary caregivers of children aged 0-2 years old – who have been involved from the

preparation to implementation stages. The aim is to ensure that the opinions of children and young people are included in the documents. At this stage, the child can also provide additional information that has not been given at the implementation stage.

In addition, children and young people get information about the results of the contingency plan agreement that have been carried out by the adult group/s. The method for this activity is the presentation of a summary of the draft document and a request for confirmation of the agreement.

The summary is prepared using engaging media and uses language that is easily understood by children.

Make sure that the activities are carried out with the child's comfort in mind in terms of expressing their opinions.

b. Developing child-friendly version of the plan



Image 7

Contingency planning process needs to be supported in a participatory and inclusive way.

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The draft contingency plan is completed and the results of the contributions and inputs of the children and young people are also compiled in the form of a *child-*

friendly summary document so that children and young people can easily understand it. Young people can be invited to design the summary documents.

4.4. FOLLOW-UP STAGE

a. Dissemination of the contingency plan

Dissemination of the contingency plan to all parties or groups must be carried out to ensure that all parties, including children and young people, understand and know the implementation process/outcomes of the contingency plan. Dissemination of special contingency plan documents for children and young people in the form of child-friendly materials should be disseminated through social media, children and young

people group/forum websites, non-governmental organisations that focus on child rights and child protection, government agencies in charge of child protection and social welfare, the DRR Forum, BNPB/BPBD and other related agencies/institutions. Dissemination can also be done through workshops or training activities.

b. Joint monitoring and evaluation

The involvement of children and young people also occurs in the process of testing the contingency plan document. Activities can work in collaboration with schools, non-governmental organisations and community-based organisations. In addition, it is necessary to ensure that children/young people are also involved in joint monitoring and evaluation from the preparation stage through to follow-up plans. Implementation at each stage and process from the preparatory stage to the follow-

up stage must comply with child protection and child safeguarding policies.



Since children are involved in the preparation and development of contingency plans, it seems both appropriate and logical that they

should also take part in assessing the success or failure of the contingency plan. In other words, they should be involved in the monitoring and evaluation of the implementation of the contingency plan in which they participate and from which they are said to benefit. They are particularly well placed to help assess the extent to which a plan does in fact benefit them, especially when they are considered the main beneficiaries.

General guiding questions for monitoring and evaluation that can be used to guide the process are:

- Did the contingency planning process and implementation meet the needs of the community? Which parts of the plan that have been the most appropriate and why? Are there parts of the process and implementation that were less appropriate? Why?
- Did the contingency planning process and implementation achieve their purpose?
- What worked well and needs to be maintained (or further strengthened)? What went less well? Why? What can we do to improve the process and the plan and how can it be done?

- If you were back at the start of the process with the knowledge you have now, what would you do differently? What would be your suggestions to move forward?

There are many participatory methods and techniques that can be used to specifically engage with children and adolescents which are creative, active, game-based and interactive. This topic has also been discussed in the implementation stage section of children and young people's consultation. These include using drama and role play, drawing and model-making, storytelling and puppetry. Different methods are appropriate for different ages and abilities, but the overall benefits for children and adolescents include that:

- These methods are familiar, less threatening and build trust and relationships quickly.
- They feel more part of and in control of the process.
- They feel more comfortable and able to communicate their views and opinions and have a more positive experience as a result.

Using techniques specifically designed for children and adolescents can result in the disclosure of more information, as well as different information that might not be gained using other methods.



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Image 8

Children can conduct risk mapping and identifying issues in their surrounding environment.

CONCLUDING REMARKS

5

The Contingency Planning Guideline 5.0 issued by BNPB states that contingency plans are prepared based on mutual, inclusive and transparent agreements and that contingency plans are a joint mandate of stakeholders. Therefore, children and young people as a group/s in the community have the right to participate in the contingency planning process and their voices must be considered in the development process. This is also in accordance with Law No. 35/2014 concerning Child Protection and the Minister of Women's Empowerment and Child Protection Regulation No. 12/2015 concerning Guidelines for Child Participation in Development.

The Guidelines provide descriptions, procedures and adjustment on the stages and processes of preparing contingency plans to ensure meaningful involvement, particularly for children and young people. The adjusted stages and processes are as follow:



Figure 3. Child-Centred Contingency Planning process. Yellow boxes are additional steps that need to be undertaken for child-centred process

Descriptions and adjustments in these Guidelines can also be applied and adopted for other at-risk groups such as the elderly, women and people with disabilities. These Guidelines are an integral part of the existing national Contingency Planning Guideline (Renkon 5.0) to support child-centred contingency plans, based on a comprehensive,

open and inclusive process with participation of children and young people and communities. Relevant stakeholders, including government agencies, community organisations and other stakeholders at the national and local levels need to use these Guidelines as a reference for the development of contingency plans.



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Image 9
Representation of various groups in the community is important in the contingency planning process, including the involvement of men and women groups.

REFERENCES AND ADVANCED READING MATERIALS

6

- BNPB, 2021, *Contingency Planning Guidelines Version 5.0*
- Sleman Regency Government, *Merapi Volcano Eruption Contingency Plan Adaptation to COVID-19 Health Protocol*, 2020
- UNICEF, *Core Commitments for Children in Humanitarian Action*, 2020
- UNICEF, *Adolescent Kit: A Brief Guide*, 2021
- The Alliance for Child Protection in Humanitarian Action, 2019, 'Minimum Standards for Child Protection in Humanitarian Action', 2019 Edition, <https://alliancecpha.org/en/system/tdf/library/attachments/cpms_2019_final_en.pdf?file=1&type=node&id=35094>
- Save the Children, 'Guidelines for Children's Participation in Humanitarian Programming', 2012 <<https://resourcecentre.savethechildren.net/document/guidelines-childrens-participation-humanitarian-programming/>>

- UNICEF, *Mainstreaming Adolescent Participation in Indonesia for Disaster Preparedness, Response and Recovery*, 2021 <<https://www.unicef.org/indonesia/reports/mainstreaming-adolescent-participation-indonesia-disaster-preparedness-response-and>>
- UNICEF, *Child Protection in Emergencies: A toolkit for practitioners in Pacific Island countries*, 2015. <https://www.unicef.org/pacificislands/media/961/file/Child-protection-toolkit.pdf>>
- Save the Children, Child Rights Resource Centre, 'IASC Guidelines for Child Friendly Spaces', 2011 <<https://resourcecentre.savethechildren.net/document/iasc-guidelines-child-friendly-spaces/>>
- IASC Protection from Sexual Exploitation and Abuse webpage, <<https://psea.interagencystandingcommittee.org/>>
- Save the Children, Child Rights Resource Centre, 'Safeguarding children in emergencies: A pocket guide', 2012. <<https://resourcecentre.savethechildren.net/document/safeguarding-children-emergencies-pocket-guide/>>

ANNEX I. CHECKLIST ON CHILD-CENTRED CONTINGENCY PLANNING PROCESS

To facilitate meaningful participation in the development of a child-centred contingency plan, it is important to ensure the safety and well-being of children, as well as involving them in the planning process at every stage. There are key points that needs to be considered in the process, including:

DESCRIPTION	YES	NO	FOLLOW UP
Has the facilitation team read, understood the contents of the code of conduct, child protection and child safeguarding policies, and signed them?			
Have the children and young people, including with disabilities, been given an explanation about the process they will go through and who will be involved in the process of preparing the contingency plan document?			
Are representatives of children and young people, including with disabilities, invited and present during the implementation phase of the Contingency Plan development process?			
Are the children and young people, including with disabilities to the extent possible, involved (and asked for confirmation or feedback) in the finalization stage of the Contingency Plan development process?			
Are children and young people, including with disabilities, involved at the follow-up stage in the Contingency Plan development process?			
Are the representatives of the children and young people, including with disabilities, given a comfortable time/opportunity/space to express their opinions?			
Are there representatives from girls and boys, including with disabilities, attending the meeting?			
Has the Contingency Plan accommodated the specific and special needs (age, gender, disability sensitive, other) of children and young people?			

Examples of specific and special needs related to children and young people:

Access to comfortable learning spaces (at school/home/displacement camps), easy access to health/hygiene/nutrition services, easy access to safe and comfortable temporary shelter, services for children with disabilities, other services considering the differing needs of children, access to protection from all forms of violence, abuse and exploitation, as well as access to psychosocial support services

Has the contingency plan development process ensured that there are efforts to anticipate unpleasant treatment towards children and youth, specifically, and all participants in general?

Examples of unpleasant treatment:

Bullying, violent physical force, shouting, harsh words, harassment

Is the final result of the Contingency Plan presented/ disseminated in an interesting and child-friendly form for children?

Is there a child-friendly feedback mechanism for submitting complaints, suggestions and opinions regarding the contingency planning process?

Have all complaints/suggestions/opinions related to the preparation of the Contingency Plan been responded to?

ANNEX II. SAMPLE CODE OF CONDUCT

A code of conduct for consultation with young people is a set of safeguarding guidelines and principles that outlines the expectations and responsibilities of member of the consultation team who are engaging with young people in a consultation or advisory capacity. The purpose of a code of conduct is to ensure that the consultation process is fair, respectful, and inclusive, and that the voices and opinions of young people are heard and considered in decision-making processes.

*Source: Guidance on Consultations with Young People, UNICEF, 2022

Code of conduct for consultation team members and other relevant resource team members, such as translators, interpreters, accompanying adults, etc. Be sure to offer an alternative form of agreement (e.g., voice recording) for those who are unable to sign.

[Insert background information on the consultation here.]

[Name of organizing entity] strives to ensure that the activity does not in any way harm, abuse or commit any act of discrimination or violence against children. **[Name of organizing entity]** gives primary importance to the best interest of the child in all decisions and actions.

As a member of the consultation team (or a resource person), I agree that I will:

- Adhere to this code of conduct and contribute to creating a safe, inclusive and gender-sensitive environment that is free from discrimination and violence against children, including neglect and physical, mental and sexual exploitation and abuse.
 - Listen to children's voices, give due weight to their ideas and opinions and empower them so they learn about and are able to exercise their rights.
- language, religion, political or other opinions, national, ethnic, or social origin, property, disability, health, birth, sexual orientation, gender identity and expression, family composition, or other status.
- Treat children with respect and dignity and consider their best interests, irrespective of their race, colour, sex,

- Be a positive role model to other children by displaying high standards of behaviour at all times.
- Seek the informed consent of children and of their parents or guardians prior to taking children's photos or videos. Ensure that children are represented in a dignified, respectful manner and that accurate context for the child's story or image is always provided.
- Raise any concerns, problems or issues pertaining to child safety and wellbeing with the safeguarding focal point as soon as possible.
- Immediately report any violations of this policy.
- Encourage children to speak out and raise concerns about any issue, including any kind of harm.
- Cooperate fully and confidentially in any investigation of concerns or allegations of discrimination and violence against children.

I will not:

- Engage in any form of physical, emotional or sexual violence against children.
- Use language, images, emojis or make suggestions or offer advice that is inappropriate, offensive, abusive, discriminatory, sexually provocative or culturally insensitive.
- Act in ways intended to shame, humiliate, belittle or degrade children or otherwise perpetrate any form of emotional abuse.
- Encourage children or young people to do something harmful to themselves, others or property.
- Take photos or images of children that could endanger or adversely affect them by showing their home, community or general whereabouts; further stigmatize any child; include categorizations or descriptions that expose a child to negative reprisals, such as additional physical or psychological harm or lifelong abuse, discrimination or rejection.
- Take and share screenshots or recordings of online activity without the consent of all children and young people included in recording, photo or video.
- Publish a child's last name or any personal information that

could be used to identify a child's location.

- Ask for personal contact details (i.e., email address, phone number, social media contact) of a child, unless there has been explicit authorization from the organizers to do so for business purposes.
- Communicate with a child via digital platforms (e.g., Facebook, Twitter), mobile technology (e.g., texting, WhatsApp, Skype) or online without consent and knowledge of the child's parents or legal guardians.
- Condone or participate in activities with children that are illegal, unsafe or abusive.
- Stay silent, cover up or enable a known or suspected child safeguarding incident or breach of this code of conduct.
- Threaten a child with violence or abuse.
- Discriminate against or show preferential treatment or favour to a particular child to the detriment of that child or other children.
- Access, view, create, download or distribute sexually abusive images and materials of children.

ANNEX III. MUST DOS FOR CONSULTATIONS WITH YOUNG PEOPLE

When consulting with young people, it's important to consider their individual needs, preferences, and experiences. Here are some essential things to ensure meaningful participation of young people:

Before the consultation

1. When designing the consultation, ensure allocation of sufficient resources for quality participation.

- a. Plan and budget appropriate resources for meaningful consultation processes: information-sharing, translation costs, skilled moderators/facilitators, transport or chaperone-related costs or other support costs (e.g., additional needs of young people with disabilities, young parents or other groups), safeguarding support including focal point and any costs for reporting and feedback.
- b. Plan for addressing barriers to engaging young people of different genders and age groups that are most affected by the consultation topic, especially marginalized groups, including: accessible venues, sign language, interpreters, translators, access to internet/ internet data, options of gender and age-separated group work etc.
- c. Allow enough time for young people to consider the request and to accept or decline. Avoid last minute requests so that there is time to find alternative participants if some young people decline and enough time for young people to prepare, especially if they have roles as facilitators or presenters.

2. Develop and share information about the consultation with young people and their guardians

- a. Share information in accessible, easy-to-understand formats and local languages and allow enough time and space for questions/answers and preparation.
 - The intended audience.
 - How information will be used and how confidentiality of participants views will be protected.
- b. Share clear information about:
 - The background and purpose of the consultation.
 - The timing.
 - The intended role of young people.
 - The potential benefits for young people.
 - How relevant costs will be covered.
 - If and how compensation will be provided.

3. Design relevant and inclusive consultation methodology

- a. Develop consultation questions that are most relevant to the purpose of the consultation and are clear and understandable.
- b. Select channels (in-person or online) that are accessible to the intended target groups or use a blended model.
- c. Design consultation methods that are tailored to the capacities and pace of specific age-groups, abilities and interests of those targeted.
- d. Train and support moderators/facilitators to promote inclusion and respect for different views.

4. Ensure participation is safe and sensitive to risk.

This includes:

- a. Assess and minimize risks, including avoiding unsafe or inappropriate consultation questions. Ensure child safeguarding policies and procedures are systematically applied, including:
 - Ensuring voluntary participation with informed consent from young people (under 18 years of age) and informed assent from parents/guardians and young people (over 18 years of age) and ensuring individuals are aware that they can opt out if they change their mind (see: [Informed Assent and Consent Forms](#)).
 - Allocating a safeguarding focal point (and where relevant, adult chaperones).
 - Ensuring facilitators are trained in psychological first aid, particularly if organizing consultations on sensitive issues, or with young people affected by adversity.
 - Identifying consultation venues or online platforms that are accessible.
 - Ensuring young people know who to report to if they feel uncomfortable, unsafe or unwell.
 - Asking young people how they would like to be supported,

During consultations

5. Ensure sufficient logistic and administrative support for in-person or online consultations (including transport, materials, timely provision of refreshments etc.)

6. Moderators/ facilitators promote inclusion, safety and respect for different views.

There is time for:

- a. Icebreaker introduction to get to know one another.
- b. Positive agreements to respect different views and build trust.
- c. Encouraging young people to be clear on what pronouns (for example, she, her, he, his, they, their etc.)

- d. Opportunities for small group break-out discussions, with gender-separate groups where relevant (with sensitive consideration of the needs of transgender individuals).
- e. Use of creative arts and other interactive methods for young people to express their views.

After consultations

- 7. Reflect and learn with young people** about their participation. What was successful? What was unsuccessful or challenging? What could be done differently next time? Why?
- 8. Share feedback with young people about how the consultation findings were used** and encourage young people to share feedback with their peers.
- 9. Support follow-up action.** Wherever possible, explore opportunities for longer-term follow-up and investment in collaborative and young people-led initiatives.

ANNEX IV. INFORMED ASSENT AND CONSENT FORM FOR YOUNG PEOPLE AND GUARDIANS

Consultation on [please include selected thematic area and topic]

Before you agree to participate, make sure you read and understand the invitation letter and this consent form. Then make sure you tick each box to provide your consent and sign below. If you are under 18 years of age, we need your signature for informed assent, as well as your parent or guardian’s signature for their consent on this form.

If you have any questions or concerns about this form, contact **[Organizer]**.

	YOUNG PERSON	PARENT OR GUARDIAN
I have read the invitation letter (or someone has read it to me), explaining the consultation and its purpose.		
I agree to (my child) taking part in the consultations referred to in the invitation letter.		
I understand that all the personal information gathered will be kept strictly confidential.		
I allow my (my child’s) views, stories, drawings, poetry or other contributions shared during the consultation to be used in whole or in part in publications, such as reports, journal articles, newsletters, or social media channels. I understand that my (my child’s) identity will remain anonymous.		
I understand the facilitator may make an audio recording of the consultation for note-taking purposes and that the audio file will be deleted after the consultation report is completed.		
I understand that a safeguarding focal point will be present for support and any relevant follow-up in case I talk (my child talks) about anything that could cause harm or distress to myself (my child) or others.		
I understand that if I report (my child reports) any type of abuse happening to myself (my child) or others, the safeguarding focal point may be required to share this information with the relevant authority.		

	YOUNG PERSON	PARENT OR GUARDIAN
I understand that my (my child's) participation is voluntary and that I (my child) can withdraw from the consultation at any time. If I withdraw during the consultation, I will notify [organizer] .		
I understand that the input provided by me (my child) during this consultation will be anonymised and synthesized in the consultation report.		
I declare that I will not consider UNICEF responsible, and I will not ask for any sort of payment in case of any accident that occurs with my (my child's) travel to and from the consultation, including injuries, sickness or costs related to the travel beyond what was agreed.		

Participant:

I have read the information sheet and understand all of the points above, and I **AGREE** to take part take part in this consultation.

Participant's name: _____

Contact number: _____

Gender: _____

Date of birth: _____

Signature: _____

Date: _____

Parent or guardian (if participant is under 18):

I have read the information sheet and understand all of the points above, and I **AGREE** to let my child take part in the consultation.

Parent or guardian's name: _____

Contact number: _____

Signature: _____

Date: _____



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