



KEN workshop, Indonesia.

Knowledge Exchange activities by and for youth to build understanding on community perspective and better implementation.



School Safety, Andaman and Nicobar Islands.

Youth playing active role in taking green and safe schools aspects at different level in the field of education.



CMDRR, Leh-Ladakh.

Disaster response planning with youth for Community Managed Disaster Risk Reduction.



EHU, Ahmedabad.

Lateral learning between youth and children - Build capacity for emergency medical response.



Action Research, Orissa.

Mapping community's need on early warning in cyclone-prone areas by action-research with youth.



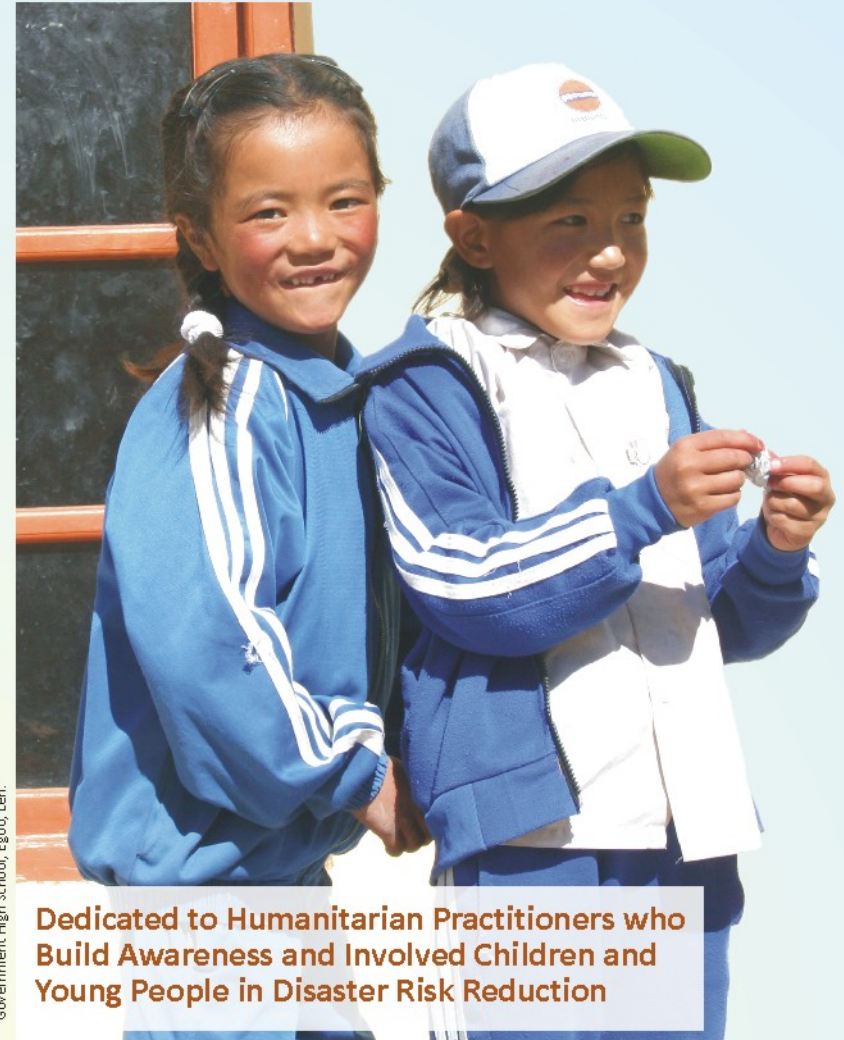
DRR Education, Bihar.

Education center in flood-prone areas teaching basic science of disaster occurrence and safety steps.

Children and Youth as Partners for Disaster Risk Reduction

International Day For Disaster Reduction

October 13, 2011



Government High School, Egoo, Leh.

Dedicated to Humanitarian Practitioners who Build Awareness and Involved Children and Young People in Disaster Risk Reduction

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Photo Courtesy: AIDMI. 2011

October 2011

Children and Youth as Partners in Disaster Risk Reduction

What is All India Disaster Mitigation Institute's (AIDMI) experience of youth in reducing disaster risk? The following points come up again and again during a dialogue with youth on October 11, 2011, Ahmedabad, India. They are recorded as AIDMI contribution to the 2011 International Day for Disaster Reduction. The youth were shown photo essay of AIDMI's work with victims of 2010 cloudburst in Ladakh supported by Cordaid. The photos were taken by Yash Kadam and Sanchit Oza and shown on October 11, 2011. After the photo show discussion was held.

1. Many youth have no idea of what disasters are like. Where are museums of humanitarian action and disaster risk reduction for them to visit? Youth want to go beyond the theory of DRR, and see DRR as a separate subject and far from poverty reduction.



2. Youth are curious on how to rapidly build culture of trust and collaboration in humanitarian action. Who trusts whom and why? And what factors add to this process?

3. Youth also want to know not only what India is doing at home in reducing disaster risk but also India's global engagements in humanitarian action. Global trends are becoming important to youth.

4. Youth are keen to know what are economic consequences of disasters on India's economy that is growing at 8% GDP as well as on individual common man's life.

5. Again and again youth are amazed at the dignity of victims of disasters when relief is delayed and recovery hardly ever takes place faster than the onset of poverty. According to the youth, major and most important learning are coming from the field, with the community.

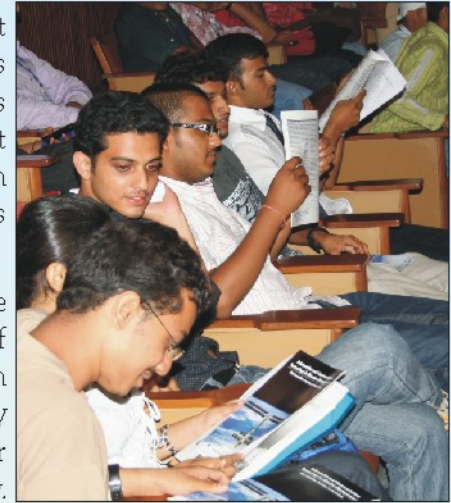
6. Rain water harvesting as a measure against floods and droughts is firmly engraved in the minds of youth. Such measures are ecosystem based and with low carbon footprint.

7. Youth are keen for youth-to-youth exchange between disaster victim youth and other youths in India. Such exchanges build youth together and have shared reality of a disaster.

8. Youth are curious about humanitarian action beyond aid and charity. Is it possible? What role markets can play? Big national cooperators? Global business networks?

It is our younger generation who will find solutions to the risks that have been created over the past two centuries. But for this to happen we must invest our trust, ideas and resources in our youth.

The above eight points came up in discussion with youth on disaster risk reduction as a part of 2011 International Day for Disaster Reduction.



DRR Lecture in Nirma University, Ahmedabad.