

# Actions for Children and Youth Resilience

Guide for Governments

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Protecting Through Education

RET 

This guide has been prepared jointly by the regional offices for Latin America and the Caribbean of UNICEF and RET – Protecting Through Education, based on consultations that involved actors from governments, civil society and cooperation agencies from 15 countries in the region.

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**Actions for  
Children and Youth  
Resilience**

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Guide for Governments



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## Purpose of the Guide

This guide has been developed in the context of an increase in risk factors that are affecting people in general, and which have a particular impact on children, adolescents and young people. Its purpose is to provide guidance for Governments regarding the development and implementation of public policies for Disaster Risk Management (DRM). By using a multi-sectorial approach (Child/Youth Protection; Education; Water, Sanitation and Hygiene-WASH; Health and Nutrition) the guide aims to secure the rights of children and youth in all circumstances. These guidelines are based upon the fundamental principles of the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), the Charter of Children for Disaster Risk Reduction, and the Core Commitments for Children in UNICEF Humanitarian Action (CCC's), and they take into account the strategic objectives and priorities of the Hyogo Framework for Action (HFA).

## Content and Structure

**Chapter I. Concepts, Approaches and Principles:** this chapter provides a conceptual framework and a vision to establish a common vocabulary and introduce the current thinking for a rights-based approach which focuses on children and youth. It introduces the principles on which Disaster Risk Reduction (DRR) must be based.

**Chapter II. Framework for Action:** this section provides brief descriptions of the international instruments, both political and legal, which are relevant for DRR from a rights-based approach, which focuses on children and youth.

**Chapter III. Priority Sectors for Children and Youth in DRR and the Inter-Sectorial Coordination:** this part of the guide provides an overview of the priority sectors for protection, provision / care and active participation of children and youth, and considers the issues which these sectors need to take into account for Disaster Risk Management (DRM).

**Chapter IV. Ten Essential Aspects for Children and Youth in DRR:** this section reflects upon the ten essential axes highlighted by the Hyogo Framework for Action and Children's Charter for DRR, which underpin both risk management and the resilience-building, and on which the different sectors will develop specific strategies.

**Chapter V. Actions for Resilience of Children and Youth:** this section examines the key actions for successful DRM and resilience building, which are based upon the essential axes presented in Chapter IV. As such it will serve as a guide for the development of policies, programs and projects focusing on children and youth.

**Tools and Resources:** This section refers to the tools and practical guides which contribute to the implementation of the proposed measures and interventions.

## How was the guide developed?

This guide was developed subsequent to a collaborative consultation process with actors from 15 countries and various agencies / NGOs in the region of Latin America and the Caribbean.

The consultation process started during the third session of the Regional Platform for Disaster Risk Reduction held in Santiago, Chile, November 26 - 28, 2012, part of the strategic activities promoted by the Coalition for Resilience of Children and Youth in Latin America and the Caribbean (CORELAC). The process thus integrated the approach and guidelines which this inter-agency technical team has been promoting, which was driven by the “Declaration of Santiago de Chile, on Disaster Risk Reduction focusing on Children, Adolescents and Youth, “Annex 1” to the Santiago de Chile Press Release, Investing for Resilience, Accelerating the Implementation of the Hyogo Framework for Action in the Americas”<sup>1</sup>.

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This guide seeks to contribute to the development and strengthening of implementation strategies that will ensure the integration of risk-management and climate-change adaptation in planning processes, management, knowledge management and public investment. This will allow for effective resilience-building amongst children, adolescents and young people at local, national and regional levels in Latin America and the Caribbean. It is not intended to be a detailed document but a simple and practical instrument that drives the technical standards of each of the priority sectors in children and youth care, government coordination bodies and decision makers, urging them to further explore each of the elements examined here.

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<sup>1</sup> Available at: <http://www.eird.org/pr12/documentos/Comunicado-de-Santiago-Chile-10-12-12.pdf>



Building **resilience in children and youth** requires an understanding of the factors which are affecting this generation in terms of disaster risk. For this it is necessary to explore the phenomena which constitute threats, both natural and anthropogenic, whether technological and social, and to identify and measure the vulnerabilities to which children, adolescents and young people are exposed. It is also necessary to establish the short, medium and long term effects of disasters on development for the local population, as well as the national impact regarding equitable, egalitarian and sustainable progress.

It is also crucial to establish that children, adolescents and young people have clearly defined human rights, and the necessary conditions to achieve these and thus allow them to develop into adults, such as food, health, education, housing, recreation, etc. must be **provided**. These conditions must be taken into account before, during and after the impact of a damage-generating event. They must be **protected** against situations which endangers their dignity or their physical or psychological integrity. Their active **participation** as agents of change should be encouraged and ensured, whether they are exposed to disaster risk or being affected by an emergency situation. In other words, their voices should be heard before, during and after the impact of a damage-generating event

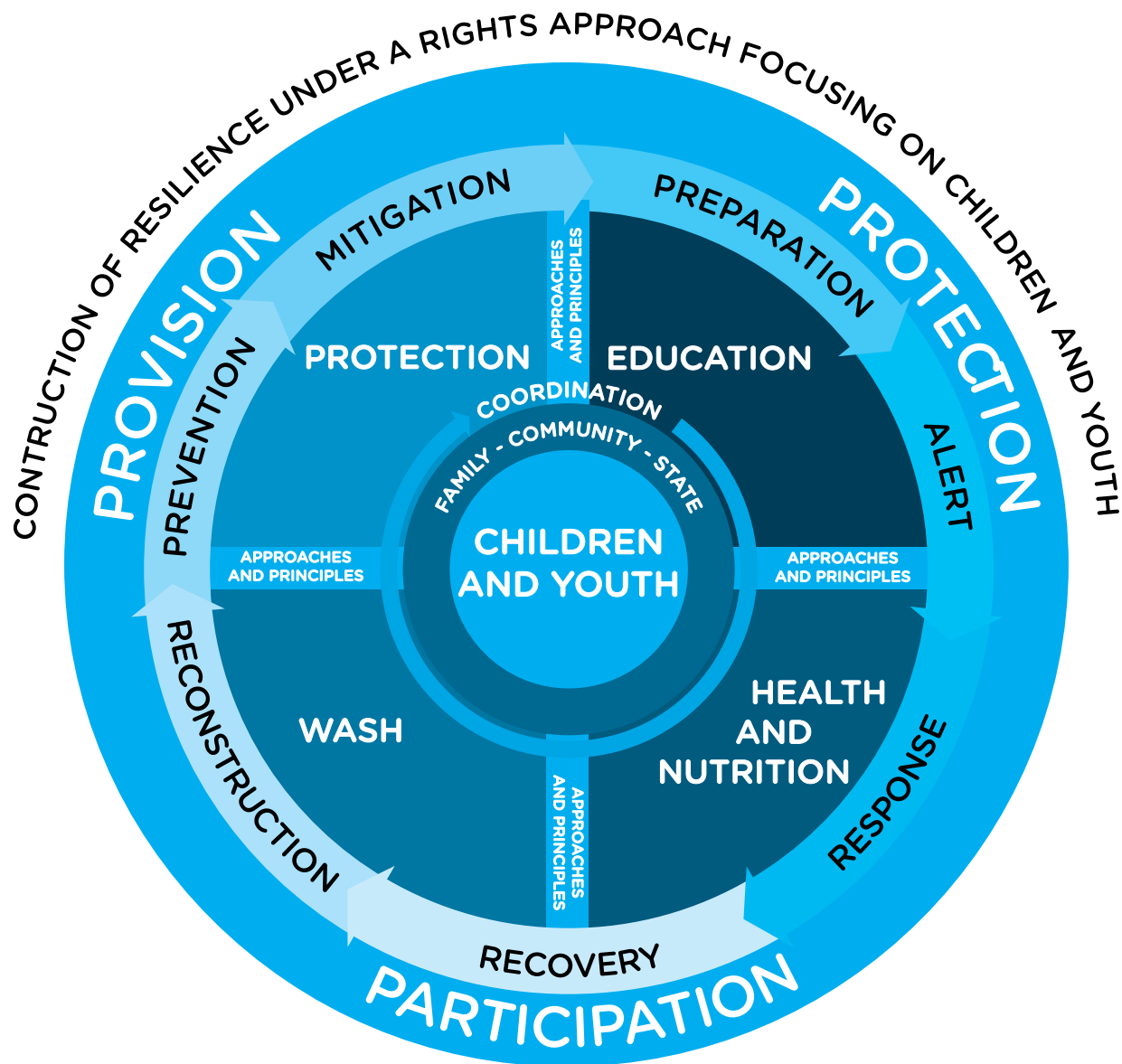
These three (provision, protection and participation) are the basic premises of an **approach focusing on the rights of children and youth**, but in addition it will have to consider other factors, such as life-cycle, gender equality, multiculturalism, equity and inclusion, and the participation and principles of humanitarian aid.

In terms of public policy, specific actions must be taken in the four priority areas relating to the welfare of children and youth, including: **protection, education, water, sanitation and hygiene, health and nutrition**.

These sectors must act together to establish mechanisms and applications which guarantee interrelation in the execution of plans, projects and programs, whether for the **prevention and mitigation of disaster risk, for preparation and response** (timely and effective) to emergencies or disasters, or for the early recovery and reconstruction. In order to achieve this, it is important to identify the state authorities who have the jurisdiction to create such a harmonized and efficient management view.

The implementation of disaster risk reduction actions which build or strengthen resilience, and which focus on children and youth, should not lose sight of the basics:

- **The organizational and institutional capacity** of the state in its various fields to undertake such actions.
- **Knowledge of disaster risk and the underlying factors**, and its relationship and impact on children and youth.
- The role of information and awareness-raising amongst the general population regarding the well-being of children and youth in relation to disaster risk reduction. This should highlight the role of the family, community and the state as guarantors of the rights of children, adolescents and young people.



This graph was developed based on the scheme of the resilience wheel proposed originally by Nan Henderson and has been adopted by Word Vision in its program of Communitarian Resilience and Plan/UNICEF in the document: Building strong bases: programmatic Guide for the articulation of the development or early childhood and Disaster Risk Reduction.

# Chapter I. Concepts, Approaches and Principles

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Plataforma Regional  
Invirtiendo para la Resiliencia



Jorge Samudio, reading the Declaration of Santiago on the Coalition for the Resilience of Children and Youth of Latin America and the Caribbean - CORELAC

Photo: Sussana Urbano/RET©-Nov. 2012

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My school should be safe and my education must not be interrupted.

Priority 1/ Children's charter for disaster risk reduction for DRR



## Disaster Risk Reduction

The increasing vulnerability of the population in Latin America and the Caribbean, and the increased frequency of natural or social **disasters**<sup>2</sup>, is having an alarming impact on the numbers of people affected. It has been estimated that within the next decade approximately 175 million children and youth<sup>3</sup> around the world will be affected by these adverse events. Children and youth constitute a highly sensitive age stratum because of their particular physical, psychological, and social needs.

Latin American and Caribbean countries are particularly vulnerable to the risks associated with a variable climate, climate-change (there has been a marked increase in the number, magnitude and recurrence of damaging events) and by the geo-tectonic characteristics of the region. Additionally these countries are also experiencing sustained urbanization, indeed the continual growth in urban populations and unplanned urban settlements is multiplying the underlying risk factors. What is more, the subsequent increase in levels of poverty and marginalization is leading to violence and conflict, which is having a negative impact on positive community development in general.

Needless to say, any sudden disruption to the daily dynamics in such communities, brought on by one of the factors above, will affect community development, and serve to threaten the life, dignity and human rights of those affected, especially children and youth.

It is in these circumstances that the need for a commitment to generate public policies which will **reduce disaster risk**<sup>4</sup> becomes evident. This will involve the development of strategies and actions that will develop an understanding of both the internal factors (**vulnerabilities**<sup>5</sup>) and external factors (**threats**<sup>6</sup>) responsible for **disaster risk**<sup>7</sup>, hoping to transform people's values, perceptions, and attitudes regarding the population's own impact on these two factors. In other words to create a culture that manages disaster-risk by combining the strengths and resources already available, i.e. using their **capacity**<sup>8</sup>. At local, regional and national levels these strategies and actions will help create favorable conditions for the development of **resilience**<sup>9</sup> in populations.

<sup>2</sup> A serious disruption in the functioning of a community or society that causes a lot of deaths as well as losses and material, economic and environmental impacts that exceed the capacity of the community or the affected society to cope with the situation using their own resources /UNISDR-2009.

<sup>3</sup> Impact of climate change on children / Save the Children UK (2007), Save the Children Spain (2009) Spanish version.

<sup>4</sup> It is the concept and practice of reducing disaster risk through systematic efforts aiming at the analysis and causal factors of disaster management. This includes reducing the degree of exposure to threats, decreasing the vulnerability of the population and goods, proper land/environment management and the environment and improving the generators of the adverse events. /UNISDR-2009, **DRR preparedness is the political objective of disaster risk management (DRM)**.

<sup>5</sup> The conditions and characteristics of a social system, a community or physical property and goods that make them susceptible to the harmful effects of an adverse event/UN/ISDR-2009.

<sup>6</sup> Phenomenon or dangerous condition that can cause death, injury or other health effects, as well as damage to property, loss of livelihoods and services, social and economic upheaval or environmental damage. These can be of natural origin or derived from human activity/UN/ISDR-2009.

<sup>7</sup> Possible losses that would cause a disaster in terms of lives, health, livelihoods, assets and services and which could occur in a community or particular society over a specific period of time in the future UN/ISDR-2009.

<sup>8</sup> The combination of all the strengths, attributes, and available resources within a community, society or organization that can be used for the achievement of the agreed-upon objectives UN/ISDR-2009.

<sup>9</sup> The ability of an individual, community, society or system exposed to a threat to resist, absorb, adapt and recover from its effects timely and effectively, which includes the preservation and recovery of their structures and functions. Expanded concept by UN/ISDR-2009.

**Resilience** is defined as the ability of an individual, community, society or system exposed to a threat to resist, absorb, adapt and recover from its effects in a timely and effective manner. Building **resilience** means to shift the emphasis onto what individuals and communities can do for themselves and how they can strengthen their capacities, rather than focusing on their vulnerability to disaster or their needs in an emergency<sup>10</sup>.

In this sense, public policies which assist in this capacity-building should be directed at strengthening all the processes and mechanisms which develop and/or enhance:

1. **Institutional capacity** - ensuring that DRR is a priority in the various levels of the government (local, regional and national), and that there is an adequate institutional basis for implementation.
2. **Knowledge of risks** through the identification, assessment and monitoring of disaster risks, and improving early warning systems.
3. **Understanding and public awareness** - making use of knowledge, innovation and education, and promoting a culture of safety at all levels.
4. **Risk reduction** - by effectively managing the basic or underlying risk factors through planning of land-use, and through environmental, social and economic measures.
5. **Preparation** for unforeseen damage-generating events, to ensure an effective response at all levels.

These lines of action establish the five priorities of the Hyogo Framework for Action.

One of the major obstacles in disaster **risk management**<sup>11</sup>, is that although there is sufficient knowledge to **prevent**<sup>12</sup> and **mitigate**<sup>13</sup> the effects in a cost-effective way, this is not reflected or enforced in the different political arenas, particularly at the local level, which has a more direct responsibility for ensuring the safety of citizens, cities and towns. Neither is this knowledge evident amongst the various professional or technical staff responsible for taking steps to reduce the conditions of risk. What is more, the essential knowledge to save lives and protect health and property is not reaching those who need it most, namely the most vulnerable. These are usually the most poor, who are more likely to settle in areas susceptible to disaster and unforeseen events, and who live in adequate and unsafe dwellings. While there is no doubt that part of the problem is associated with a lack of access to education (in its broadest sense, ie. beyond the boundaries of school), the roots of the problem can be found in general misunderstandings of what causes disasters, and misperceptions of what constitute safe and unsafe living conditions. These misplaced attitudes do not take into account the need to combine disaster risk reduction strategies with emergency response strategies. As a result, the communities do not have sufficient resilience.

<sup>10</sup>Twigg, John. (2007). "Characteristics of a resilient community disaster" Disaster Risk Reduction Interagency Coordination Group/UKAID.

<sup>11</sup> The systematic process of using administrative guidelines, organizations, skills and operational capacities to implement policies and strengthen response capabilities, in order to reduce the adverse impact of the threats and the possibility of a disaster/UN/ISDR-2009.

<sup>12</sup> Prevent disasters expresses the concept and the intention to avoid all possible adverse impacts through various actions taken in advance /UNISDR-2009.

<sup>13</sup> All actions aimed at reducing or limiting the adverse impacts of the threats/UN/ISDR-2009.

## **Actions for children and youth resilience**

At the same time it is also essential to promote the development of social values, such as cooperation, participation, solidarity, living together in harmony, and respect for diversity, which will help build a sense of collective belonging and a common purpose. All of this implies working towards a sustainable, rights-based approach.

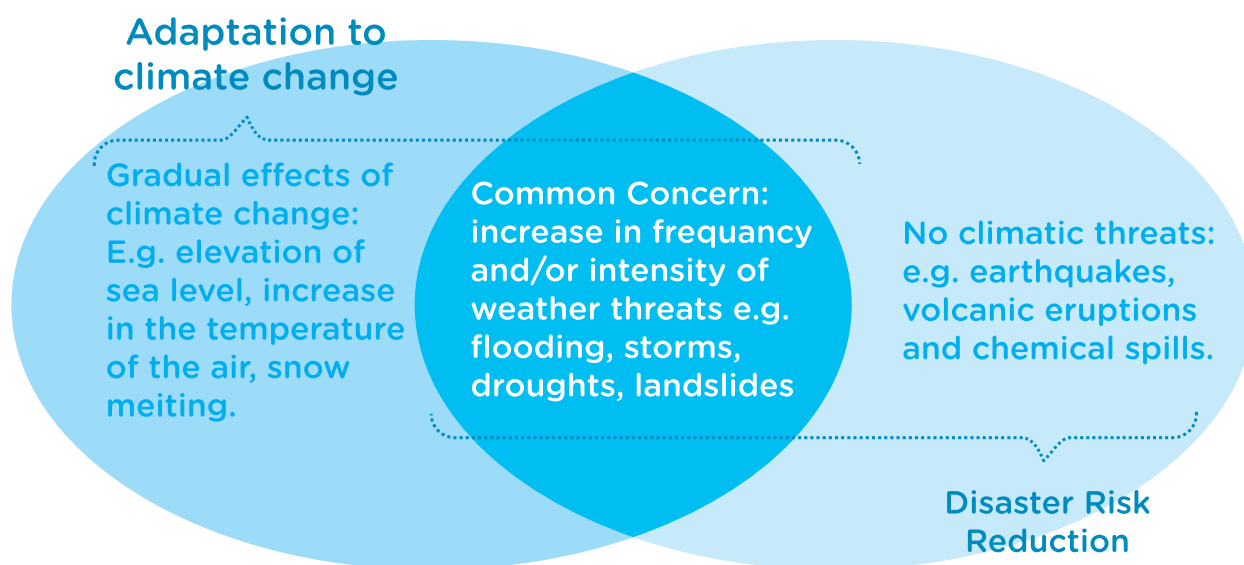
The principle target audience for the promotion of these values must be children and youth and their families, of course within the context of the community, which is what an approach focusing on the rights of children and youth is about.

## Integration of disaster risk reduction and adaptation to climate change

There are clear links between the problems related to disaster risk reduction and those relating to adaptations for climate change (ACC). Populations already exposed to hydro-meteorological threats (floods, cyclones, droughts) find themselves at greater risk due to the expected increase in the frequency and intensity of such hazards as a result of climate change<sup>14</sup>. For this reason, there is a pressing need for an integrated and holistic vision within the conceptual and practical approach to DRR and ACC, which is why it is so important to define strategies and public policies which have a systemic and integrated view of these two areas.

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Common ACC and DRR concerns<sup>15</sup>



<sup>14</sup> Turnbull, Marillise et al. (2013). Towards resilience / A Guide to Disaster Risk Reduction and Adaptation to Climate Change.

<sup>15</sup> Idem.

The vulnerability of being exposed to such natural elements is further increased by social and environmental factors, such as urban development, environmental degradation and the impact globalization.

As a result, in order to reduce the risks relating to natural disasters and climate change it is necessary to observe the two phenomena in parallel, while clearly not detracting from the actions which are targeting each phenomenon individually, so as to reduce exposure and vulnerability to them, and to develop and strengthen capacities. By considering the risks from a holistic perspective, a constant and systemic political effort will be required by economic, social, cultural and environmental stakeholders in order to reduce vulnerability and increase resilience.

## The Rights Approach Focused on Children and Youth

This approach can be defined as a course of action that puts the rights of children and youth at the axis of development and implementation of public policies. It aims to empower children and youth to be not only objects needing care and attention, but instead to be subjects of rights, namely people with ability to defend and claim their legally-recognized rights.

The adoption of this course of action allows us, among other things, to:

- ✓ **Establish clearly defined and long-term goals** which comply with children and youth rights in all circumstances. In addition it will establish a set of standards to measure achievements and progress.
- ✓ **Link goals** within the established international legal framework.
- ✓ **Identify the responsibilities** of governments, organizations, civil society and the private sector, and committing them to action.

The approach for children and youth rights is established in both the Universal Declaration of Human Rights (UDHR), and the Convention on the Rights of the Child (CRC). The framework of these two conventions allows us to establish three blocks or thematic axes for the construction of resilience, namely protection rights, provision rights and participation rights, and these are linked to:

Protection: Rights to life, rights to protection from violence, abuse and neglect and the right to have knowledge of their own culture and origin.

Provision: Rights to the provision and attainment of better health care, social and legal security, education and possible recreation.

Participation: Rights to reaffirm the position of children, adolescents and youth as social subjects, entitled to be heard, to co-management and participation in all matters that affect them.



## Integration of Children and Youth in Disaster Risk Reduction

The children and youth rights' approach for building resilience to disaster recognizes children and youth as independent persons, and empowers them to stand for and claim their rights, and to participate in the attainment of them.

Children and youth are put at the center of DRR activities as it is recognized that these groups have specific vulnerabilities during emergencies or disasters. The focus is on addressing their needs and rights, based on the active participation of children and youth in both identifying and addressing these<sup>16</sup>.

This approach:

- ✓ Contributes to raising and strengthening attention onto those children and youth who are exposed to specific risks and whose rights are systematically violated (children and youth at risk).
- ✓ Promotes the strengthening of local organizations and communities through raising awareness of the rights of children and youth, and of how a damaging event will affect the compliance and enforcement of these rights.
- ✓ Creates links between overcoming an emergency and sustainable development. The active engagement and participation of children and youth into developing permanent structures, which take into account the scale of the risks to this group, will benefit future generations.
- ✓ Supports the processes of democratization and equity in countries. It is doubly sustainable to incorporate the active participation of the children and youth into all actions because it not only strengthens the children and youth in their actual situations, but also prepares them to exercise their roles as adults.

## Principles Inherent to Children and Youth within the Disaster Risk Reduction Framework

### Participation

Participation seeks to influence decision-making and achieve change. The participation of children and youth is defined as the voluntary and informed participation of all children, in any matter that concerns them directly or indirectly, including those who have different abilities and those who are at risk<sup>17</sup>.

Children's and youth participation is valuable asset as it can take place in all areas which involve them. With quality and meaningful participation of children and youth, it aims to given them a genuine opportunity to express their points of view, and be involved in decision-making and taking action.

<sup>16</sup> Save the Children International. (2011). Reducing Risks, Saving Lives: Save the Children's approach to Disaster Risk Reduction and Climate Change Adaptation. <http://resourcecentre.savethechildren.se/content/library/documents/reducing-risks-saving-lives-save-childrens-approach-disaster-risk-reductio>

<sup>17</sup> Save the Children. (2005). Standards in Children's Participation <http://resourcecentre.savethechildren.se/content/library/documents/est%C3%AIndares-para-la-participaci%C3%B3n-de-la-ni%C3%B1ez>

Active participation is based on established international law in general and the CRC in particular. These instruments establish that:

- ✓ Children, adolescents and young people have a right to be heard, to express their views freely on all matters affecting them, freedom of expression, thought, association and access to information.
- ✓ Measures should be implemented to encourage and facilitate the participation of children and youth according to their age and maturity.
- ✓ Participation should promote the best interests of children and promote their personal development.
- ✓ All children and youth have equal rights to participate without discrimination.
- ✓ All children and youth have the right to be protected against manipulation, violence, abuse and exploitation.

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The principle of participation has different implications for children and youth as for adults, and requires the direct participation of both the children and youth and the community.

The participation of children and youth (bearing in mind that their ages and maturity will determine the levels of understanding and contributions) in making decisions which will affect their lives, their families and their communities, requires recognition of their right to be involved. Their participation must be voluntary and meaningful, rather than forced, and as such will contribute to meeting the needs and addressing the priorities as expressed by the children and youth themselves.

Once adults understand that children and youth are rights' holders, then a relationship based on negotiation can be established. There will be an active effort to engage with and listen to children and youth, and to create spaces to allow them to express themselves, recognizing their different expressions, facilitating environments to build peer relationships and where they can express themselves openly, whilst recognizing their differences.

To ignore the participation of children and youth in DRR can lead to erroneous assumptions and misinterpretations regarding the specific priorities and problems this group faces, which in turn makes them more vulnerable. In some cases, such as early childhood, it should be the parents or caregivers whose voices and opinions are taken into account during the evaluation process or when making specific decisions.

The involvement of the community as a whole will generate more effective and sustainable results, promoting opportunities for dialogue and giving communities the right to review, participate and make decisions. The involvement of a community helps it acknowledge its own assets in terms of both skills and resources, and helps create and strengthen links between different community actors. In general it serves

to improve local self-esteem and ultimately decrease the sense of loss caused by the damage suffered<sup>18</sup>.

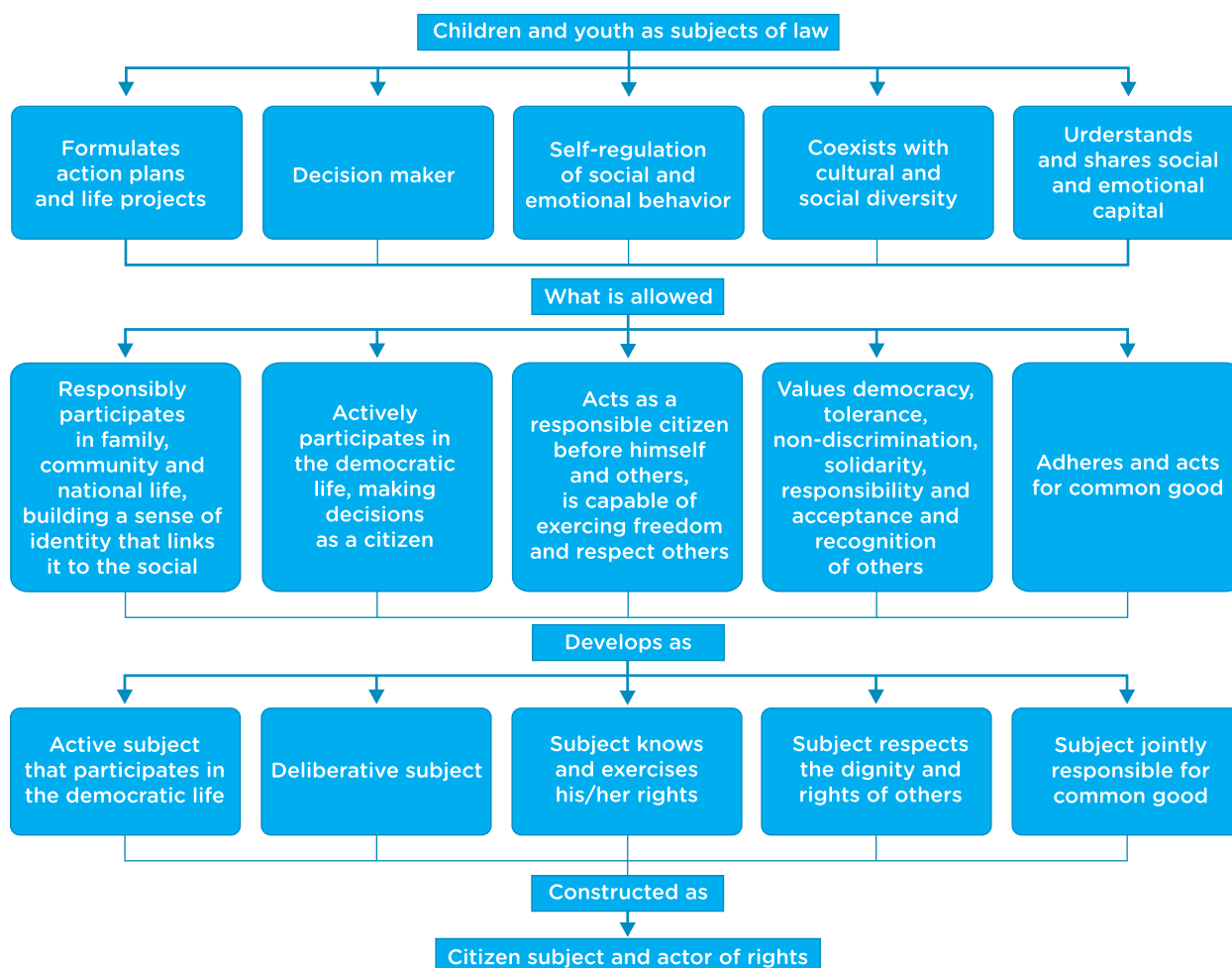
Participation from a rights' perspective ranks high in terms of sustainable development. In the short term it promotes the processes of social empowerment for children and youth, and in the medium and long term it allows them to act in a rational and justified manner, as citizens who are part of a community.

What follows is an outline of children and youth as subjects of Rights.

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<sup>18</sup> UNICEF/PLAN (2012). "Building strong foundations: Programmatic guide for the articulation of the early childhood development and DRR". [http://www.unicef.org/lac/Gui\\_Cons.pdf](http://www.unicef.org/lac/Gui_Cons.pdf)

## Children and Youth as subject of law and social actors.



## The Life Cycle

The stages of the life-cycle are important factors to consider when implementing a rights-based approach centered on children and youth. Each different stage of development will determine the capacities and interests of, as well as influence the specific problems and vulnerabilities facing each age group. Too often children and youth are considered as a homogeneous group, which should be avoided as it is too simplistic a way of examining how to enforce their rights.

Life needs to be viewed as a cycle of stages which occur during the process of growth and development of children and youth, each stage of which is characterized by a set of different skills, needs and expectations.

For this reason it is necessary to see the life cycle as an important element in the

**Actions for children and youth resilience**

process of planning, implementation and monitoring of actions for DRR and resilience-building. A different approach is going to be required according to the developmental stage of the targeted population, as each stage will necessitate distinctive procedures and treatment.

Development Stages of Children and Youth*			
Early childhood	Childhood	Adolescence	Youth
From 0 to 6 years	From 6 to 11 years	From 12 to 18 years	From 15 to 30 years

\*Strata mentioned in this table may vary according the law and conditions of each country. It has been placed as a reference to give an idea of the needs that may arise under age differences in a group that is often assumed as a single homogeneous group.

## Gender Equity

Gender equity implies the full and universal right of men and women to enjoy citizenship, not just at the political level, but also in the civic and social arenas. This does not mean that women and men will be the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. The way to achieve equality is through gender equity, understood as justice in the treatment of women and men, in accordance with their respective needs<sup>19</sup>.

Children and youth are at a significant life-stage for bringing about social and cultural changes which will facilitate the building of relationships based on equality between the sexes and the generations. This in turn will contribute to the reducing violence and discrimination against people on the basis of gender.

On this basis, interventions directed to building resilience to disasters must begin by informing and sensitizing all actors involved about equal gender relationships, constructed gender roles and gender stereotypes, and about the importance of joint participation in the care and upbringing of children and youth. What is more, the equitable distribution of domestic and public chores in homes, temporary shelters and other community spaces before, during and after the impact of a damage generating event should be promoted<sup>20</sup>. In all interventions, discrimination against any given person because of their social, cultural or physical characteristics must be avoided.

<sup>19</sup> United Nations development program - UNDP. (2011). "Equality" Latin America generates. [http://www.americalatinagenera.org/es/documentos/tematicas/tema\\_igualdad.pdf](http://www.americalatinagenera.org/es/documentos/tematicas/tema_igualdad.pdf)

<sup>20</sup> UNICEF/PLAN (2012) "Building strong foundation: Programmatic guide for the articulation of the early childhood development and DRR". [http://www.unicef.org/lac/Gui\\_Cons.pdf](http://www.unicef.org/lac/Gui_Cons.pdf)

## Equity and Inclusion

Equity means a social connotation derived from what is also understood as equality. It is the constant pursuit of social justice, which guarantees all persons full and equal living standards, without differentiating based on the social, sexual and gender condition, among others<sup>21</sup>.

Interventions which adopt an equity perspective need to identify and reduce the gaps generated by the disparities caused by differences amongst the children and youth living in a certain area: the economic differences between different social strata; differences arising from a disability or a special need; differences in access to health-care services or services specializing in child development; differences caused by being in a situation of migration. This implies that the structural causes that generate these underlying gaps, inequities and inequalities should be identified and made visible. An equity perspective will guarantee inclusive services and will prioritize the groups who are most affected by the inequities. In this way, these groups will be able to access their rights leading to equitable societies which demonstrate a respect for difference.

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Inclusion is usually conceived as a mechanism to underpin equal opportunities for minority groups in vulnerable situations, and to provide an appropriate response to diversity. That is why one of the proposed strategies to overcome the identified gaps is to expand and strengthen the capacity of people, particularly the most vulnerable groups and communities. Given that the rights of children and youth are most at risk, it is vital to boost their participation in DRM practices.

## Interculturality

Interculturality as a practice is an experience in which relationships, communication and learning between people and groups with different knowledge, values and traditions is oriented to generate mutually enriching interactions and attitudes of mutual respect<sup>22</sup>.

Adopting an intercultural approach is based on the premise that no cultural group is above another, and that mutual recognition, value and coexistence between cultures should be promoted. From this perspective, different cultures and the differing characteristics of contemporary societies should interact, creating respect for their different worldviews and acknowledgement of everyone's human and group rights. In this way diversity can be seen as an opportunity rather than a disadvantage or a factor of discrimination. In situations of conflict or crisis, interculturality raises respect for diversity, increases dialogue and mutual understanding, and drives the search for consensus, thereby creating the conditions for equity and mutual enrichment between peoples.

In interventions for DRR and/or for building resilience, attention needs to be given to the strengths of each community's cultural practices, for example consideration of traditional and indigenous knowledge in DRR, and strategies that give value to such knowledge and practices must be promoted. As always, special attention needs to be given to the knowledge which relates to the development of children and youth, and

<sup>21</sup> Inter-American Center for Social Security Studies - CIESS (2010). "Security for all" Module 2: values and principles. <http://www.seguridadsocialparatodos.org/sites/default/files/modulo2.pdf>

<sup>22</sup> United Nations Population Fund - UNFPA "Gender, multiculturalism, human rights, citizenship and education"

negotiations need to take place should cultural practices violate the rights of these groups.

## Humanitarian Principles

Humanitarian principles are fundamental to establish and maintain access to affected populations whether in the context of a disaster, armed conflict or a complex emergency. These principles allow us to establish and maintain access to affected populations in the context of crisis using standard codes of conduct, (e.g. Sphere Standard) and promoting the implementation of human rights. According to OCHA, promoting compliance with basic humanitarian principles during the response is key to effective humanitarian coordination<sup>23</sup>, particularly when it comes to the attention of children and youth, who represent the most affected population after a disaster. Disaggregated information on this group is required in order to ensure the implementation of specific measures that meet their needs and safeguard the attainment of their rights.

Humanitarian principles are reinforced when awareness is increased, when confidence is built and when the rights of children and youth are promoted in humanitarian situations, in collaboration with state authorities, non-state entities and communities<sup>24</sup>.

Humanitarian Principles	
<b>Humanity</b>	Human suffering must be addressed wherever found. The goal of the humanitarian action is to protect life and health and ensure respect for human beings.
<b>Neutrality</b>	Humanitarian actors must not take sides in hostilities or engage in controversies of political, racial, religious or ideological order.
<b>Impartiality</b>	Humanitarian action must be carried out on the basis of need, giving priority to the most urgent cases without making distinctions on the basis of nationality, race, sex, religious beliefs, class or political opinions.
<b>Operative independence</b>	Humanitarian action must be autonomous from political, economic, military or other objectives that any humanitarian actor may hold with regard to areas where humanitarian action is being implemented.

<sup>23</sup> United Nations Office for the Coordination of Humanitarian Affairs UN-OCHA (2010). "OCHA in message: humanitarian principles". [http://ochanet.unocha.org/p/Documents/OOM\\_HumPrinciple\\_Spanish.pdf](http://ochanet.unocha.org/p/Documents/OOM_HumPrinciple_Spanish.pdf) (consultation in March 2013).

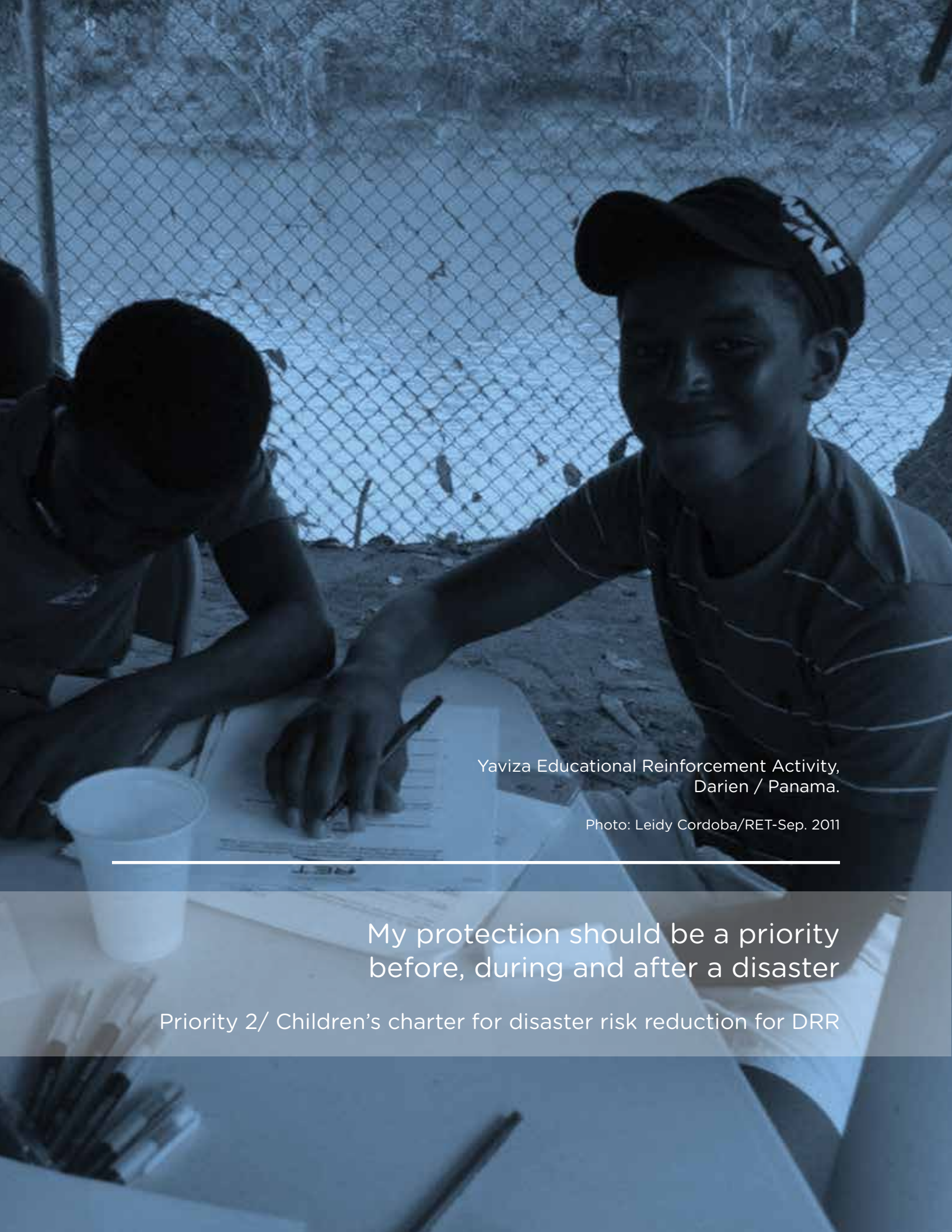
<sup>24</sup> UNICEF(2010) "Core Commitments for Children in Humanitarian Action"





## Chapter II. Reference Framework for Action

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Yaviza Educational Reinforcement Activity,  
Darien / Panama.

Photo: Leidy Cordoba/RET-Sep. 2011

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My protection should be a priority  
before, during and after a disaster

Priority 2/ Children's charter for disaster risk reduction for DRR

The following are some of the references considered essential tools concerning this topic. It is important to mention that this list is not exclusive and does not rule out other valuable documents.

## Universal Declaration of Human Rights

This significant instrument of international law was proclaimed by the General Assembly of the United Nations in 1948 and establishes the fundamental human rights to be universally protected. Although not a treaty, it is generally accepted as part of common international law. The first sentence of the Preamble expresses the concept that the “inherent dignity” of human beings is the fundamental basis of human rights, and the first article states that “all human beings are born free and equal in dignity and rights”.

From the DRR perspective this instrument is important because as in the preamble, Articles 1, 2 and 3 make every human, subject to rights of life, personal security and equality, without distinction of race, color, sex, language, religion, political or other opinion, economic or other status, social origin or place of birth. DRR strategies are intended to support the upholding of human rights in societies exposed to risks.

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## Convention on the Rights of the Child

The General Assembly of the United Nations accepted in the Universal Declaration of Human Rights that childhood is “entitled to special care and assistance” as stated in Article 25. In 1989 a specific convention was signed for children: the Convention on the Rights of the Child (CRC). It is the most widely recognized human rights treaty in history, currently ratified by 193 countries.

The fundamental point of the CRC can be found in Article 3, which gives priority to the welfare of children, adolescents and youth: “In all actions concerning children, undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child will be of primary consideration”. This article lays the foundation for the entire CRC; with this, the child is recognized as a subject in the international legal system.

Other fundamental principles established in the CRC are:

- ✓ **Non-discriminatory rights:** The rights contained in the Convention are the same for all children regardless of their origin, sex, religion, language, disability, or family history review (Article 2).
- ✓ **The best interest of the child or adolescent:** When adults, institutions or organizations have to make decisions affecting children, they should always consider what is best for children (Article 3).
- ✓ **Right to survive and develop:** All children and youth have the right to life and optimal development (Article 6).
- ✓ **The right of the child, adolescent or youth to be heard:** children and youth have the right to say what they think about everything that affects them, and their views should be carefully considered. When courts or other official bodies make decisions that may

affect these groups, they must take into account the feelings and desires of children and youth (Article 12).

From a DRR perspective, resilience-building will allow for sustainable access of children and youth to their basic rights.

## **Core Commitments for Children in Humanitarian Action of UNICEF (CCC's)**

The Core Commitments for Children in Humanitarian Action (CCCs<sup>25</sup>) constitute the fundamental policy of UNICEF on how to defend the rights of children and youth affected by humanitarian crisis.

The CCCs aim to promote pre-determined, effective and timely humanitarian interventions, which can be measured against identified goals which reflect the humanitarian and developmental contexts. These will include United Nations humanitarian reform and the sectorial coordination approach (the clusters).

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The CCCs include aspects of disaster risk reduction in terms of the preparations for an emergency and in the non-exhaustive methods for early and effective recovery.

## **Children's Charter Act for Disaster Risk Reduction**

In the Global Platform for Disaster Risk Reduction framework held in Geneva in May 2011, the Child Charter for Disaster Risk Reduction (DRR) was launched, based upon consultations with more than 600 children in 21 countries in Africa, Asia, Middle East and Latin America<sup>26</sup>. The participants identified the priorities for children in the DRR process.

The Charter is effectively a letter for children by children. It demonstrates that children are talking about this topic, and requires our commitment to ensure that their stated priorities should influence the views of decision-makers, even those at the highest level. The Charter's objective is to raise awareness of the importance of having a child-centered approach for Disaster Risk Reduction.

When grouped thematically the Charter identifies five priority areas which have been identified by the children. These are:

<sup>25</sup> UNICEF's "Core Commitments for Children in Humanitarian Action"

<sup>26</sup> Consultations were carried out in Cambodia, China, Dominican Republic, East Timor, Ethiopia, India, Laos, Mozambique, Philippines, Vanuatu, Bangladesh, Brazil, Ethiopia, Ghana, Kenya, Lebanon, Lesotho, Mexico, Nicaragua, Philippines, Tanzania and Vietnam and Indonesia.

1	<b>Schools must be safe and education must not be interrupted.</b>
2	<b>Children protection must be a priority before, during and after the disaster.</b>
3	<b>Children have the right to participate and have access to the information they need.</b>
4	<b>Community infrastructure must be safe, and relief and reconstruction must help reduce future risk.</b>
5	<b>Disaster risk reduction must reach the most vulnerable.</b>

## Hyogo Framework for Action (HFA) to Build Resilience of Nations and Communities to Disasters

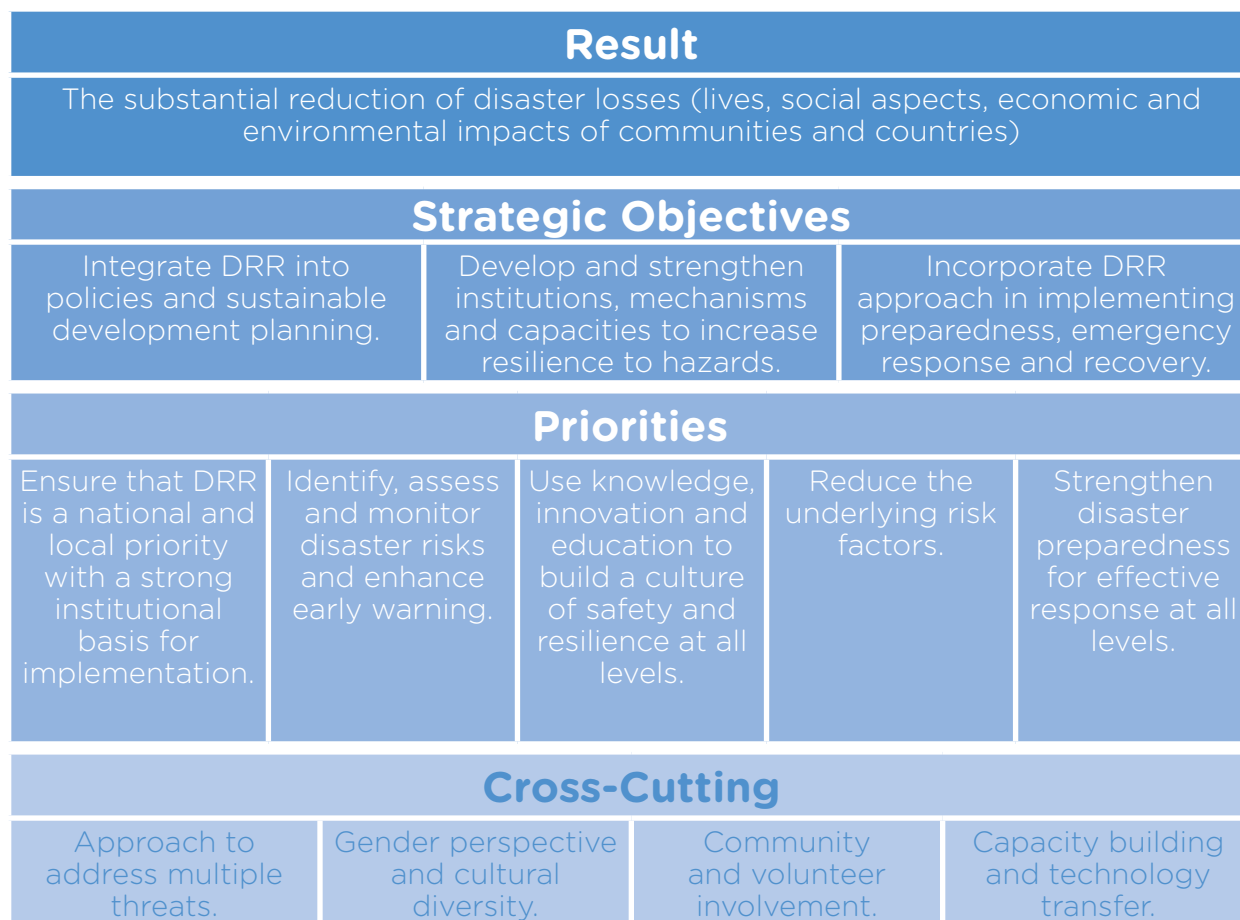
This document is the most important instrument for the implementation of disaster risk reduction adopted by member states of the United Nations. It was signed by 168 states during the second World Conference on Disaster Reduction held in Kobe, Hyogo, Japan, from January 18 to 22, 2005.

Its overall objective is to increase the resilience of nations and communities to disasters, and thereby to achieve a significant reduction in the losses caused by disasters, both the loss of life and the social, economic and environmental losses.

From the legal point of view the instrument is non-binding but provides technical and organizational requirements for DRR and its subsequent implementation, depending on the needs and capabilities of each country. The primary responsibility for DRR being successfully implemented lies with individual states. Currently the HFA is in the review process for readjustment after 2015.

The HFA offers three (03) strategic objectives and five (05) priority areas for action which establish the guiding principles and practical methods for increasing the resilience of communities vulnerable to disasters as a key element for sustainable development. It also considers four crosscutting themes.

## Hyogo Framework for Action 2005-2015: building nations and communities resilience to disasters<sup>27</sup>



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### Millennium Development Goals

The eight Millennium Development Goals (MDGs) agreed in 2000 by the nations of the world established targets and indicators to measure their success or failure by 2015. All eight MDGs have implications for children and youth, some even including specific indicators for this group.

DRR is specifically mentioned in the goal for environmental sustainability, but it could also be considered as present in all other goals as the actions needed to achieve them will simultaneously decrease the level of risk disaster.

<sup>27</sup> UNISDR (2005). Hyogo Framework for Action 2005-2015: Building Resilience of Nations and Communities to Disasters. <http://www.eird.org/cdmah/contenido/hyogo-framework-spanish.pdf>

1	Eradicate extreme poverty and hunger
2	Achieve universal primary education
3	Promote gender equity and empower women
4	Reduce child mortality
5	Improve maternal health
6	Fight HIV / AIDS, malaria and other diseases
7	Guarantee environmental sustainability
8	Develop a global partnership for development

## Declaration of Santiago

In the framework of the third Session of the Regional Platform for DRR in Santiago de Chile between November 26 and 28, 2012, the Coalition for the Resilience of Children and Youth in Latin America and the Caribbean-CORELAC, consisting of UNICEF, UNISDR, World Vision, RET, Save the Children and Plan International, issued as an inter-agency team the “Declaration of Santiago de Chile, on the Disaster Risk Reduction focused on Children, Adolescents and Youth”.

This document, included in the “Declaration of Santiago<sup>29</sup>”, refers to the commitments of this group to contribute to a DRR which focuses on children and youth, in addition to appealing to the regional actors in line with the priorities established in the Charter of Children for DRR. It proposes specific action strategies:

- ✓ Develop national commitments, through laws, protocols, or regulations in favor of DRR for children, with a comprehensive multi-sectorial approach for both the emergency and crisis response and for prevention, mitigation, preparedness, response and recovery strategies during risk-adverse events, including socio-natural and social hazards.
- ✓ Ensure the inclusion of DRR, VRR and ACC<sup>30</sup> in national development plans focusing

<sup>28</sup> <http://www.un.org/es/millenniumgoals/>

<sup>29</sup> Annex 1 to the “Statement of Santiago of Chile: Investing for Resilience, Accelerating the Implementation of the Hyogo Framework for Action in the Americas”/ 3rd Session of the Regional Platform for DRR in the Americas

<sup>30</sup> Disaster risk reduction, social violence risk reduction and climate change adaptability


on children, in line with the prevention, mitigation, preparedness, response and recovery in risk situations, to reach the objectives of the Convention on the Rights of the Child, the Millennium Development Goals, and disaster management or national risk management.

- ✓ Formalize inter-institutional coordination mechanisms for DRR around key sectors by setting up DRR sector roundtables involving disaster management agencies, Civil Defense, Ministry of Education, Ministry of Health, Ministry of Social Policy, Ministry of Social Protection, Ministry of Finance, and institutions of informal and youth education, among others.
- ✓ Ensure technical training at central and local levels, and the implementation of DRR priority action at the local level in the areas most poor and most vulnerable to disaster.
- ✓ Ensure participation of children in DRR, VRR and ACC actions locally, and encourage recognition of children's opinions in national and international policy decisions, ensuring their representation and participation in an appropriate conference for children during the Third World Conference on DRR in Japan in 2015.
- ✓ Support the representation and inclusion of the DRR, VRR, ACC's child-centered approach, which has gained experience at the national level, in international agreements and policies, such as in frameworks and sub-regional organizations as, for example, the Hyogo Framework for Action and looking to the future for the evolution of Post-Hyogo Framework for Action 2015.



## Chapter III. Priority Sectors for Children and Youth in DRR and Government Coordination

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Children participating in school. Les Cayes/Haití.

Photo: Marco Dormino/UNICEF©

We are entitled to participate  
and access the information I need.

Priority 3/ Children's charter for disaster risk reduction for DRR

The sectors selected below constitute the priority areas relating to the welfare of children and youth, that is to say: protection, education, WASH (water, sanitation and hygiene) and health and nutrition

These sectors are based on the UNICEF action plan, also used by other UN agencies and organizations, as well as various non-governmental organizations that work in the care of this particularly vulnerable group.

What follows will consider how these sectors can fit into DRR and disaster risk management, with a focus on children and youth. Subsequently a call is made for the coordination of both government and inter-sectorial processes, as effective sector actions can only be guaranteed by co-ordination and joint management of the these processes. In this way, viable and sustainable interventions can be developed and executed. It will also avoid duplication and competition between the varying domains and priorities of the different government and non-government actors, and in so-doing will increase the possibility of meeting the priorities of them all.

## Protection

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Protection is the defense of human rights, life, dignity and integrity from the effects of violence, coercion and deprivation of freedom, in situations of crisis or when affected by damage-generating event.

The role of both state and civil society actors working in protection is to raise awareness and increase the enforcement of human rights, by helping those entitled to claim their rights, and encouraging those responsible to provide what is entitled. At the same time the actors should provide humanitarian assistance to those in vulnerable situations.

The protection of children and youth should cut across all actions of DRR, which means creating or strengthening a community environment which promotes respect for the rights of children and youth. It is therefore important to develop appropriate mechanisms to assess, monitor, mitigate and prevent all forms of abuse and violence, including trafficking and the exploitation of children and youth in circumstances caused by exposure to risk and/or the effects of an emergency or disaster. In addition the necessary psychosocial support should be provided, and efforts made to prevent children and youth being separated from their families, while ensuring the right to identity in all circumstances.

To ensure the highest level of service and protection for children and youth exposed to risks of disaster or the impact of damage-generating events, it is necessary to emphasize and prioritize areas for attention. This will create sustainable activities in the field, ensure the efficient use of resources and provide adequate advocacy efforts to achieve systemic change. It is clear that, in addition to basic survival needs (food, water and sanitation, housing or shelter, among others) children and youth require support to overcome the psychosocial consequences they have suffered.

The psycho-affective, recreational and leisure needs of children and youth must be considered as crucial elements in the assistance provided to this group, and the places and strategies created for these should be viewed as resilience-building opportunities.

## Education

Education in itself is a right which allows for the full practice and enjoyment of other rights. Education protects well-being, provides learning opportunities and promotes the social, emotional, cognitive and physical development of children and youth. The right to education ensures physical, emotional and cognitive security, within the formal or informal spaces where education is delivered. All of these factors are delivered in an uninterrupted education which will foster the development of both knowledge and personality<sup>31</sup>.

Education in the broadest sense can have many forms, from formal education, vocational and technical training, to the informal passing on of knowledge and wisdom by family members or community elders.

In order for education to be specifically relevant in areas at risk of disaster or climate change, it needs to develop the knowledge and skills of people to manage those risks and adapt to the changes. In general terms, we would talk about life-skills training, which focuses on teaching skills that help children and youth cope with the demands and challenges of everyday life.

Life-skills are psychosocial in nature and they can be applied to individual behavior, within social relationships or into actions which will transform the milieu to favor security and individual and collective well-being. In other words the essence of life-skills is both about the empowerment and development of individuals and also the struggle for common objectives<sup>32</sup>, both of which are of great importance for building resilience.

At the same time, education itself must be resilient in order to ensure continuity of provision and in order to offer stability and protection for learners in areas of risk or when suffering the impact of an emergency or disaster. In short, the right to education must be guaranteed at all times and at all levels, from pre-school and early childhood education, through primary and post-primary education.

Education in situations of emergency or disaster provides physical, psychosocial and cognitive protection which can save lives at the same time as providing stability and hope for the future in times of crisis, particularly for children and youth. The restitution of educational processes for children and youth affected by the impact of a damaging event offers the restoration of their daily lives and the routines of the community, facilitating psychological recovery from the possible traumatic effects.

## Water, Sanitation and Hygiene (WASH)

Water supply, sanitation and hygiene (WASH), are vital to support life and health. However, according to the Joint Monitoring Program for Water Supply and Sanitation WHO / UNICEF, 37% of the population of developing countries, approximately 2,500 million people lack safe sanitation facilities and more than 780 million people still use water sources unfit for consumption<sup>33</sup>.

<sup>31</sup> UNICEF (2008) "Rights of Children in Disaster and Emergency Situations"

<sup>32</sup> World Health Organization - WHO. (1993) "International Initiative for education and livelihoods in schools"

<sup>33</sup> United Nations Fund for UNICEF - Water, Sanitation and Hygiene Program <http://www.unicef.org/spanish/wash/>

The lack of access to safe water, sanitation and hygiene has serious implications for developing countries: children and youth are particularly vulnerable when they cannot exercise their right to health or education, when their homes, hospitals or schools do not have an adequate or quality water supply or an efficient sanitation system; women involved in domestic activities are forced to spend much of the day searching for water, putting them at security risk; the working population is less productive when susceptible to sickness caused by drinking unsafe water or by a lack of hygiene facilities. Without clean water, sanitation or hygiene, sustainable development is impossible<sup>34</sup>.

These problems are aggravated when WASH systems are affected by the impact of a damage generating event, above all when sufficient measures were have not been taken to ensure the resilience of these services. The effects on sanitation and water provision systems, combined with a lack of hygiene practices, can cause water-borne diseases, such as cholera and malaria, which have a high impact on children and youth. In the medium term these can have negative consequences on general health, such as child malnutrition.

DRR policies must guarantee an increased coverage of WASH programs so as to meet the right of every man, woman, child and youth to the provision of safe water, hygiene and sanitation. They should ensure that facilities are adequate both to mitigate the impact of an adverse effect, and to cope in emergency situations. Attention should be given to the use and maintenance of the infrastructure, the basic needs of staffing, and the quality of both water supply and hygiene services, all of which should prioritize the specific needs of children, youth and other vulnerable groups, while taking into account their privacy, dignity and personal safety.

The resilience and availability of sufficient safe water for personal consumption, personal hygiene, general sanitation must be guaranteed, particularly in spaces with special relevance for children and youth, such as schools, health centers, sports' and recreation facilities. Similarly, programs promoting good hygiene practice should be developed or strengthened as these have a high impact in preventing the spread of infectious diseases. These programs should not simply fall under the specific WASH framework, but they should be cross-cutting with education, protection, health and nutrition in order to ensure more effective and timely actions for children and youth in both the short- and long-term.

## Health and Nutrition

Most of the world's poorest population cannot exercise their right to health. According to estimates about 6.9 million children died before their fifth birthday in 2011, and more than half of these deaths were caused by diseases that could be prevented or treated if they had access to simple and affordable interventions. Among the leading causes of death among children under five are pneumonia, diarrhea and malaria. Approximately one-third of all child deaths are associated with malnutrition<sup>35</sup>.

Children and youth who frequently become ill do not attend school and miss out on

<sup>34</sup> United Nations Children's Fund, UNICEF - Water, Sanitation and Hygiene Program <http://www.unicef.org/spanish/wash/>

<sup>35</sup> WHO (2012) "Reducing mortality in childhood" / Descriptive note No. 178- <http://www.who.int/mediacentre/factsheets/fs178/es/>

the opportunities which education provides. Those who lack adequate nutrition suffer a protein-calorie deficit which reduces the development of cognitive and motor skills and makes them more susceptible to disease.

In emergency situations, between 50% and 95% of deaths are due to four contagious diseases: diarrhea, acute respiratory infections, measles and malaria; children are most vulnerable<sup>36</sup>.

Saving lives and protecting the health of children and youth who are at risk from disasters or affected by the impact of these is imperative. The role of this sector is to promote basic care services and programs, immunization, nutrition and other essential supplies to safeguard health, both as a means of preventing and mitigating the risk before an adverse event, and during situations of emergency.

It is important to understand the underlying factors that increase morbidity and mortality of children and youth at risk, both in emergency and disaster situations, namely lack of food, safe water, inadequate shelter and housing, overcrowding, poor health conditions, all of which are compounded by the lack of an effective drainage system and the proper disposal of excrement.

This all implies that while specific programs for children and youth in the most vulnerable areas are required, it is also vital to support the development of a resilient health infrastructure, which can ensure the continuity of the provision of health care at all times.

Reducing detrimental health issues also means preventing malnutrition in children and youth, particularly in early childhood, promoting good nutritional practices, and also implementing systems of monitoring, alert and procedural methods of action to respond to nutritional crises.

## Government Coordination

Under a rights-based approach, there are rights holders and duty bearers: the rights holders are those who can exercise and demand their rights; the duty bearers must ensure the rights are met. Governments are, at the various levels (national, regional and local) and across the different areas of development, the principle guarantors of rights.

It is imperative that all levels of government and all the sectorial agencies involved in disaster risk reduction establish mechanisms and tools for coordination, and set clear objectives and priorities fitting to each context. These should avoid unnecessary duplication of responsibilities, so as to ensure that the interventions are effective, efficient and ultimately sustainable.

Building resilience which focuses on the rights of children requires the joint and coordinated effort between executive groups and state politicians. Inter-sectorial / Inter-ministerial coordination between development sectors in the planning, monitoring and evaluation of general state administration is key for the creation of public policies which aim to give adequate attention to, and indeed promote the participation of

<sup>36</sup> UNICEF (2008) "Child Rights in Emergencies and Disasters: Commitment of All". [http://www.educarchile.cl/UserFiles/P0001/File/3%20Unicef\\_Derechos%20ni%C3%B1ez%20frente\\_a\\_la\\_emergencia.pdf](http://www.educarchile.cl/UserFiles/P0001/File/3%20Unicef_Derechos%20ni%C3%B1ez%20frente_a_la_emergencia.pdf)

children and youth in Disaster Risk Management.

While essentially a political function, but one which involves operational and managerial responsibilities, inter-sectorial coordination increasingly requires an interdisciplinary approach that can enhance the effectiveness of government action by the holistic and sustainable vision to ensure the fulfillment of the rights of children and youth.

To make this coordination effective, there must be an understanding of the role and strengths of each sector in DRM and recognition that each sector has a particular responsibility within DRM, but that all contribute to the unique process of building resilience.

For example the education sector will contribute to DRM when the planning process provides a suitable location for a school according to demographic needs. They will carry out studies of the soil and context to create a suitable structural and functional design, based upon the load-bearing capacity of the soil and the access and evacuation of users. Finally, they will establish an effective maintenance process for the infrastructure.

Moreover, the curriculum will include knowledge geared towards identifying the underlying risk factors.

Nevertheless, if the education sector management works in isolation, without providing adequate water, sanitation and hygiene or health systems, or without considering the various forms of violence which might affect the users of a particular education center (not only those involved on a regular and permanent basis, but also those who might be using the center in particular circumstances), they are not adequately and effectively contributing to a process of sustainable development.

We could cite similar examples for each of the development sectors for an appropriate DRM which focuses on children and youth. The actions of the various development sectors must be interrelated, and at the very least, these must focus on the established priority areas.

Opportunities for inter-sectorial coordination need to be created, such as on national platforms (taking into consideration the structures proposed by the UNISDR) or DRR inter-ministerial conventions that consider a rights-based approach focusing on children and youth. These will be coordinated by and within the framework of those bodies of the state, whose jurisdiction enables them to establish a concerted vision of management (e.g. civil protection or disaster management systems, departments or ministries of childhood or youth, social development ministries, human rights authorities or organizations, etc), which will obviously depend on the specific roles within a given country.

In Latin America and the Caribbean the predominant roles are assumed by protection or civil defense bodies, disaster management and risk management systems. These have gone from being responsible only for the care and protection of victims of armed conflicts or catastrophes, to a role as overseer or guarantor of risk management at the request of the state, as they have an understanding of the effects of natural or

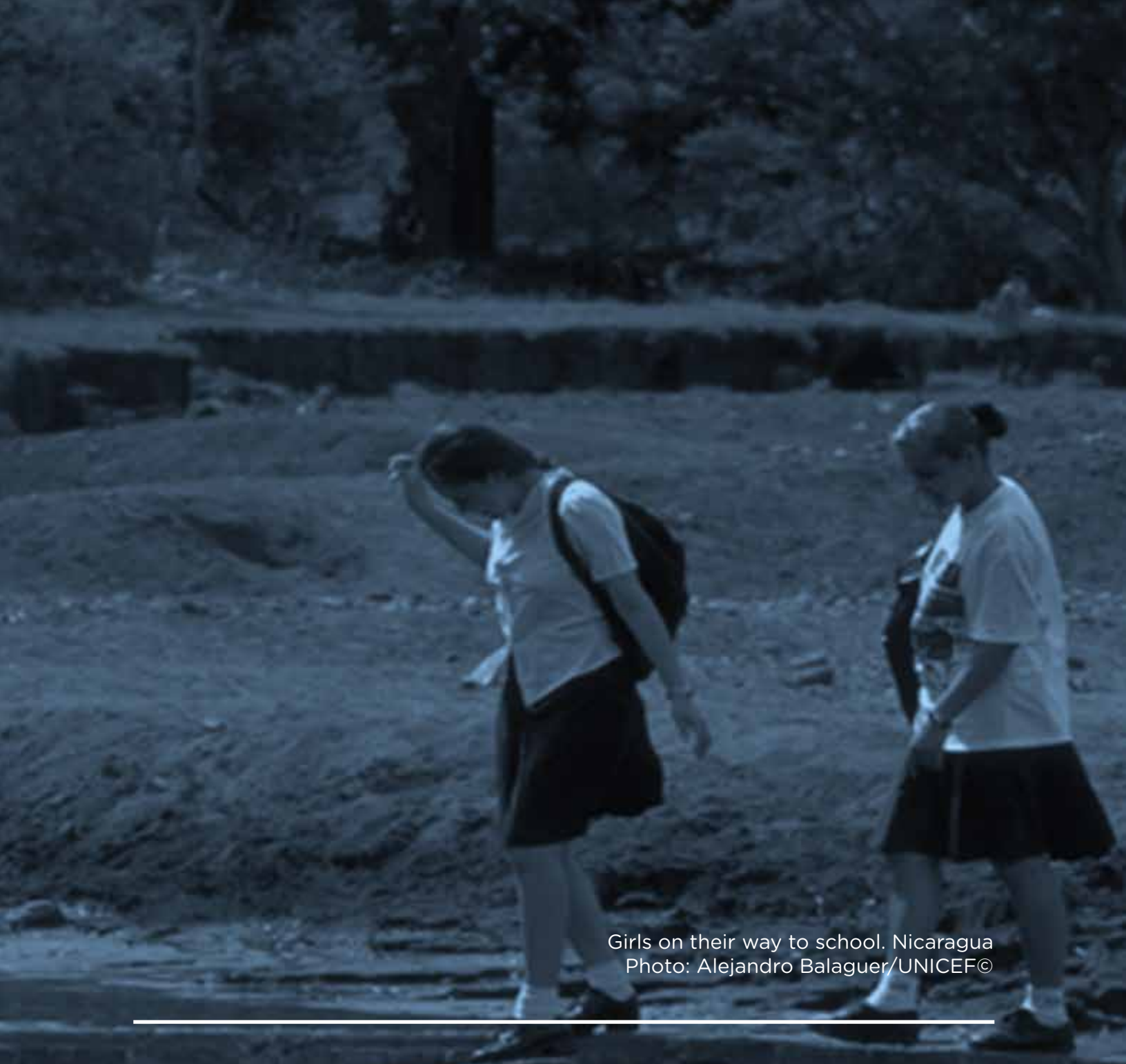
anthropic phenomena on the development sectors.

Taking into account the significant role that these groups have in the region, it would make sense to promote their incorporation as guarantors to ensure that the development sectors (at least the priority sectors of protection, education, WASH, health and nutrition) carry out coordinated actions: in the prevention and mitigation of risks; in preparation and response to the impact of damage-generating events; in planning for recovery and reconstruction; and in considering in an explicit and visible way a rights-based approach which focuses on children, youth and other vulnerable groups.



Chapter IV. Ten Essential  
Aspects for  
Children and Youth in DRR

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Girls on their way to school. Nicaragua  
Photo: Alejandro Balaguer/UNICEF©

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My community infrastructure should  
be safe and reconstruction must  
help to reduce my risk in the future

Priority 4/Children's charter for disaster risk reduction for DRR

This chapter provides a brief description of ten essentials, seen as the basic operating axes for determining specific DRR actions focusing on children and youth. These have been determined by considering the current trends in this area, marked as priorities for action by the HFA and as priorities in the Children's Charter for DRR.

1. Development of an **institutional administrative and legal framework** which provides a framework for the development of policies, plans and projects, and which boosts the coordination processes required for a DRM which pays effective attention to, and includes the participation of children and youth.

2. Search for **funding mechanisms and resource allocation** for DRM actions that include programming based on children and youth, and which will boost the incentive of communities, as well as the private and public sectors, to invest in this area.

3. Boost **risk assessment actions and studies centered on children and youth** that seek up-to-date information on threats, vulnerabilities and the effects on this group.

4. Development of actions for the **protection, adaptation and resilience** of infrastructure affecting the safety and health of children and youth.

5. Implementation of **building regulations and land-use planning** which takes into consideration the characteristics of children and youth and their particular vulnerability to the effects of damage-generating events.

6. Awareness-raising and education of the population in general about the importance of the DRM, with an emphasis on the participation of children and youth as active community players.

7. **Generation and implementation of rights protection mechanisms** of children and youth that will seek security for these groups before, during and after the impact of a damage generating event.

8. **Active participation of children and youth** in the promotion of actions for risk reduction and resilience.

9. Development of **preparedness plans, early warning and response systems** that include adequate attention to, and the participation of children and youth, according to the specific characteristics of this age group.

10. Planning actions to help in the process of **recovery and rebuilding** communities with emphasis on the special needs of children, youth and other vulnerable groups aiming for risk reduction and building resilience in the short, medium and long term.

The following section considers each of the ten essentials:

## 1. Development of an Institutional Framework

In order to develop effective and efficient management for DRR and resilience-building in communities, with a focus on children and youth, it is necessary to adopt an integrated multi-sector and holistic approach which considers not only the rights holders but also those responsible for decision-making in local government, in the municipal departments, as well as the academic sector, business groups and civil society, as all of these are guarantors of rights.

As a result it is necessary to develop strategies and mechanisms that will provide these actors with a legal and administrative framework within which to plan and design interventions. This will also allow them to improve the organizational structures and inter-sectorial coordination which will make efficient and effective execution of actions possible.

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On the issue of DRR the region has a range of experiences, however it is necessary to incorporate policies that put children and youth at the center; that is to say, whereby the specific characteristics of this population group are considered explicitly in public policy plans, programs and projects.

This will require the incorporation of multi- and trans-disciplinary teams who have sufficient experience and technical expertise in the areas of protection and participation of children and youth to formulate these policies. It is also important to point out that within the structures and mechanisms for decision-making there must be strategies to include the active participation of children and youth.

In general terms it must be ensured that in policy, laws, regulations, statutes and other instruments, the topic of childhood and adolescence is present, not implicitly but in an explicit and perceptible form which will generate real action plans to achieve an approach focusing on children any youth.

## 2. Financing and Resource Allocation

The implementation of concrete actions clearly requires sufficient financial resources, therefore funding mechanisms must be established and specific priorities for these actions should be determined.

To influence public policies into a child and youth focus there need to be clear actions that impact directly on the protection, provision and participation of this group, taking into account the intrinsic differences of each stage of the life cycle.

The resources required for DRM might not only come from within the specified state budget allocations, as it is possible to achieve things as part of normal developmental activities which will contribute significantly to the reduction and management of risk. For example, it costs no more in time or money to make the doors of a school open outwards rather than inwards, yet a door which opens inwards will prevent a quick evacuation procedure while the outward opening door will save fractions of seconds, which can potentially save children's lives.

**Actions for children and youth resilience**

Moreover, resources could come from revenue payments and allocations of various levels of government, development sectors, public-private partnerships, technical cooperation and civil society.

Other elements to consider in obtaining resources is the possibility of financing for specific actions, through coordination with the private sector, perhaps through incentive mechanisms (for example tax relief) or by working with civil society under the premise of targeting children and youth exclusivity.

### **3. Multi-Threat Risk Assessment and studies focusing on children and youth**

It is essential for an effective DRM to understand the characteristics and significance of the risks specific to a community, town or country, as this will enable us to establish which actions are required to reduce these risks and build resilience efficiently.

The analysis and evaluation of risk, and of the internal and external factors which cause the risk, is fundamental to making appropriate and timely decisions. It allows us to establish what to prioritize and to plan specific measures based on the level of risk, and considering the strengths and weaknesses of each of the measures, as well as taking into account the impact of such measures on development generally.

According to the above, a focus on children and youth should be included in the risk assessment, with consideration of the variables which will determine their levels of vulnerability, the exposure of these groups to risk, and provide an understanding of their specific situations and needs. For example, a risk analysis which focuses on children shall include documentation of access to water and sanitation, available health services, levels of social violence, school safety etc.

It is also essential to safeguard the education, interests and responsibilities of the population, including children and youth, who are involved in the evaluation process. That means including diagnostic instruments which allow their own voices, perceptions, needs and requirements to be heard. It is important that specific mechanisms are created to collect and document the experiences and perceptions of children and youth in DRR, and that they are seen as subjects of DRR not objects of it.

### **4. Protection, Adaptation and Infrastructure Resilience**

The state and the private sector provide infrastructure for the provision and delivery of basic services. Such services permit a community or country to operate on a socio-cultural basis and on an economic level, and it is essential that this infrastructure can ensure continuous service-provision in all circumstances. It is also essential that this infrastructure should not become a risk-generating element for the population it serves, especially the most vulnerable. As such it is vital that the planning, design, construction and maintenance of infrastructure is adequate and meets technically-established regulatory standards, which should in turn consider the specific situations of children and youth.

Within an approach focusing on children and youth, the DRM must ensure that the basic infrastructure such as hospitals, schools, places specific to the care or attention

of children and youth are safe, protected and can function normally. Steps must be taken to protect basic service infrastructure to fulfill the rights of children and young people, before, during and after the impact of a damage-generating event, and with full consideration of the specific characteristics and needs of these age groups.

## 5. Construction and planning regulations

One of the things that may affect people's safety is where they sites are located, and the manner in which sites are built within that location. Decisions made regarding construction will contribute to whether the population is exposed to a greater or lesser degree of disaster risk. It is therefore necessary to develop and utilize clear territorial and urban planning, adhering to timely and effective assessments of the factors that constitute disaster risk.

Proper administration of the territory is of course needed, but it is also important that what is built on the land is properly constructed considering the local context, not just in terms of physical characteristics, but also in terms of the local population, both the people already there and those likely to settle there, and with a consideration of the types of activities they will engage in.

The role of DRM in this area is to establish regulations and building codes which are contextualized to both use and administration of the territory, and which consider both the land's characteristics, and local construction practices and materials.

For a DRR approach focusing on children and youth it will be necessary to incorporate the evaluation of variables which consider the characteristics of this age group as a whole, and of the sub-groups, namely the different stages of the life cycle.

For example, when selecting the land to locate a school or center for specialized medical care for children and youth (or any other service for children and youth) a number of factors need to be considered from the beginning of the planning process: overt exposure to threats; the distance between the site and other services; the concentration of housing; industrial activity; transport etc; the specific age of the group who will access these services. All of these factors must be taken into account in order to ensure that these children and youth have easy access to the services, and thus have their rights fulfilled. After this, efforts must be made to ensure the site has the required quality and quantity of the basic services such as clean water and electricity.

Of course the above issues apply generally to the construction of safe sites, but when it comes to providing protective sites for children and youth even tighter consideration needs to be made, such as when referring to the regulatory codes for the construction of infrastructure, as discussed above.

## 6. Awareness, understanding and education

The general population, and children and young people in particular, need to be aware of their rights, recognizing themselves as subjects of rights, while at the same time understanding their responsibilities to society, in other words they need also be aware of their duties.

In order to assume responsibility for their own rights and duties people need to be clear on the factors which might jeopardize their enjoyment of these rights. DRM is not excluded from this: for people to exercise their right to comprehensive security they must first recognize the factors that make them vulnerable, then acknowledge their own capacities for building resilience, both as individuals and as a community, then know which actions to take in order to ensure their rights are met.

This will require actors from the different sectors of both state and civil society to create a process of sensitization, awareness-raising and education, which will provide a contextualized and conceptual basis for the population to recognize and identify the risk factors, and to help strengthen their self-belief and capacities to take action to reduce these risks. In effect, this is allowing the population to build resilience, to be better prepared for and more able to respond appropriately to the impact of damage-generating events.

With interventions which focus on children and youth, communities should be taught to recognize the key elements which relate to the specific characteristics of this group, and to see them as agents of change through active participation. The processes of communication, information and education should be explicit on both the differences and the capacities of children and youth as compared to other groups in the DRR process.

All of this requires mass communication strategies and educational and pedagogical proposals at local, regional and national levels, involving not only the formal education system (in the broadest sense) but also non-formal or alternative education. The strategies should include mechanisms to promote the active participation of children and youth as agents of social and political change. And in the definition, perception and identification of risk factors children and youth will take their place as priority rights holders.

## 7. Generation and implementation of protection mechanisms

The attainment of rights by children and youth is influenced directly by the levels of risk to which this group is exposed. When their rights to protection, provision and participation are met from a holistic and multi-sectorial perspective, we could say that we are reducing their vulnerability and increasing their resilience. It is for this reason that the creation and implementation of mechanisms to ensure monitoring, evaluation and follow-up of the processes, which contribute to the enforcement and attainment of these rights, is an essential element for DRM focused on children and youth.

Under normal conditions not all children and youth succeed in attaining their rights, which leads to high levels of exposure to both natural and anthropogenic threats. Even before the impact of a damage-generating event, a lack of protection of their rights is demonstrated in situations like:

- ✓ Inadequate conditions of social and physical security (access to water, food, and housing, among others.)
- ✓ Interruption of education after the impact of the event and then by the use of the educational space as a temporary shelter

- ✓ Inadequate or non-existent psychosocial care
- ✓ Increased child labor and commercial sexual exploitation at the loss of livelihoods and sustenance of the family
- ✓ Increased abuse and other forms of violence

Among other strategies, the commitment and capacity of the state should be strengthened to guarantee the right to protection for children and youth through the provision of essential services for prevention, recovery and reintegration, such as health, education, psychosocial care, and services to protect against all forms of violence and abuse.

It is also necessary to establish and implement on-going effective monitoring and evaluation procedures, such as presenting reports, supervision of the processes, developing follow-up measures and promoting and applying the appropriate and timely use of court rulings.

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One important element in this is to build the capacity of families and communities to develop local mechanisms to protect their children and youth.

## 8. Active participation of children and youth

As part of a rights-based approach focusing on children and youth, the institutionalization of participation mechanisms for children and youth to be involved in designing public policies, including advocacy and social mobilization, should be promoted at both national and local levels, as this will allow them to exercise their rights in the field of DRR, and will build community resilience in general

Children and youth are effective actors for promoting disaster risk reduction, especially through:

- ✓ Risk analysis (identification of the factors which influence the development of risk)
- ✓ Implementation of actions, according to their capacities, to both avoid or reduce the underlying risk factors
- ✓ Communication skills on different topics, including prevention and mitigation
- ✓ Decision-making

The active participation of children and youth (or actors representing them) within the DRM planning processes, must be encouraged, for example in various government departments and at all levels of the state administration. Specific consultation and validation mechanisms for DRR initiatives driven by children and youth at the community and local levels should be developed.



## 9. Preparation, Early Warning and Response Plans

The development and implementation of plans for preparation, early warning and emergency response can save lives and reduce the loss of goods, services or environmental resources. They directly contribute to post-event recovery and resilience, as they lessen the impact of an event, so that populations exposed to disaster risk can act with enough time and in an appropriate manner to reduce likely injuries and damage. Such plans also contribute to sustainable development of different regions within a country.

Beyond civil protection systems or disaster management, the basic service sectors have to have contingency plans for emergency preparedness which focus on children and youth, to ensure the continuity of services in all circumstances, even in places of high vulnerability.

To ensure that such plans are effective, both humanitarian assistance preparations, and plans for the continuation of basic services, should include consideration of the possible scenarios within the specific context. For example, it would be important to consider the environmental characteristics which may be risky from a physical / geographic point of view, or which are risky because of their exposure to natural or manmade threats. The plans should also include details on the actual population of a given context, such as their socio-economic situations, and of course, baseline data on the situation of children and youth, by age-group, should be collected from vulnerable areas. Only with this can preparations be made for adequate access to services.

As part of the preparedness process, methods should be developed using a multi-sectorial approach to evaluate damage and post-disaster needs, particularly considering the data regarding the impact on children and youth. Preparations for children and youth may include the development of contingency plans, which focus on assisting children and youth in the priority sectors (such as UNICEF's "CCCs", WASH, education, health and nutrition, protection from violence, abuse and trafficking) and on identifying and positioning supplies, identifying and training specialized staff, and discovering funding mechanisms for pre-determined humanitarian assistance activities.

Early-warning mechanisms in a child / youth centered approach have to make sure that the information reaches the children and youth through the media which they can relate to, and with consideration for the participation of children and youth in creating their own early-warning mechanisms. Evidence shows that the involvement of children and youth in the development of early warning instruments is an effective means of communicating information from the family unit and the community.

In general, the needs of children and youth and other vulnerable groups should be prioritized in all plans relating to the impact of damage-generating events, at all government levels, so as to ensure the fulfillment of their rights in emergencies and disasters.

## 10. Reconstruction and Recovery Processes

A participatory and well thought out recovery and reconstruction process helps reestablish damaged infrastructure and restore the economy in less time and with more efficiency, and as such provides citizens with the capacity to put their lives, homes and livelihoods back together. The period of reconstruction is also an opportune moment to use the resources to rebuild better, so as to avoid or mitigate future risks, particularly for the most vulnerable, such as children and youth.

In the process of reconstructing basic services the specific needs of children and youth must be taken into account, therefore a damage assessment and analysis of long-term needs is necessary. On the one hand this will consider the specific characteristics of each of the stages of the life cycle of children and youth, and on the other it will include consultation mechanisms in order to determine what they perceive their needs to be, as in most cases it is they who can accurately define what is required.

The rebuilding process should begin as soon as possible, in the best case scenario, in parallel with emergency assistance. The simultaneous management of emergency operations, early recovery and reconstruction efforts and consideration of DRR is very difficult to achieve in a time of urgency, which means that the state must address this specifically. For example it should establish the operational, budget and finance mechanisms before the impact of a damage generating event to ensure fast and efficient reconstruction processes, which include risk reduction aspects that focus on children and youth.

In both recovery and reconstruction it is necessary to think about the culture and idiosyncrasies of the population, especially where children and youth are the majority group. Processes must be planned to include the constant participation of social actors and should operate in an atmosphere of continuous sharing of information. In this way, all actions will be carried out according to the needs felt and expressed locally, rather than from the perspective of technocratic decision-makers.

All interventions undertaken for reconstruction must be oriented towards a framework of sustainability, in other words taking into account all the factors that will build resilience before the impact of future damage-generating events. To summarize, reconstruction must not reconstruct the risk. And if the needs and requirements specific for the provision, protection and participation of children and youth have not been considered before, the reconstruction period provides a window of opportunity to seek strategies that will contribute to the child/youth centered approach.





# Chapter V. Actions for children and youth resiliency

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Children in search of water,  
Port au Prince / Haiti  
Photo: RET© Nov. 2010

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The disaster risk reduction  
must reach the most vulnerable

Priority 5/ Children's charter for disaster risk reduction for DRR

Apart from the established essentials, key actions have been identified for each of the priority sectors in the establishment or strengthening of resilience. What follows is a presentation of some of these actions, divided by aspect and each sector. These do not preclude the existence of other actions or priorities, and in any case, each individual context will be subject to an analysis in order to meet the specific needs of each environment, considering local, regional and national perspectives.

The actions for each aspect outlined below should be part of the overall planning in DRM, and should influence plans, programs and projects to promote the development and implementation of an approach focusing on children and youth.

## Protection

Protection Actions	
1. Institutional Framework	<ul style="list-style-type: none"> <li>• Identify the obligations, restrictions and opportunities within the legal/political framework in terms of protection of children and youth; the national laws and regulatory devices that are imposed on local, regional and national administrations to improve the regulatory criteria for resilience of children and youth.</li> <li>• Incorporate in the legal framework and planning, specific rules for the implementation of mechanisms for the protection of children and youth exposed to disaster risk, or affected by an adverse event damage generator.</li> <li>• Incorporate in the legal framework and planning, issues associated with the DRM focusing on children and youth in a clear and explicit manner, emphasizing issues like diagnosis, evaluation, monitoring and violence warning, sexual exploitation, abuse of children, minors identity registration, among others, exposed to disaster risk or affected by an adverse damage generator event.</li> <li>• Generate intra and inter institutional coordination mechanisms for the comprehensive care of children and youth that allow specific actions for this group in an effective and timely manner in the event of emergency or disaster.</li> <li>• Educate and train government stakeholders and social leaders on the legal frameworks (local, national and international) on issues related to protection and how to use them to develop and incorporate them into advocacy strategies in favor of DRR and ACC focusing on children and youth.</li> <li>• Promote and support inter-sectorial coordination of matters relating to DRR focusing on children and youth among the State, private enterprise and civil society actors.</li> </ul>

2. Financing and resource allocation	<ul style="list-style-type: none"> <li>• Promote resource investment targeting for protection programs in villages located in areas prone to disasters focusing on children and youth and other vulnerable groups.</li> <li>• Make specific budgetary allocations from the state in its different areas, in diagnosis actions, evaluation, monitoring and violence warning, commercial sexual exploitation, abuse of children, minors' identity registration, among others, in case of emergency or disaster, focusing on disaster risk-prone populations.</li> <li>• Invest in research focusing on children and youth protection issues, especially in relation to climate change, so that decision makers, technicians and community leaders have a better understanding of the subject.</li> </ul>
3. Multi-threat risk assessment and studies centered in children and youth	<ul style="list-style-type: none"> <li>• Incorporate in the risk evaluation focusing on children and youth, the recognition of the specific characteristics of this group and take into consideration not only the elements linked to threats of natural origin but all the elements linked to the social environment.</li> <li>• Promote participatory evaluations involving children and youth.</li> <li>• Promote the incorporation of communities and civil society in the processes of risk assessment for the identification of needs to the authorities and awareness of the context by the population.</li> <li>• Coordinate inter-institutional involvement in risk assessments to develop joint planning.</li> <li>• With specialized support, establish protection assessments of the risks faced by children and youth living in emergency shelters after a disaster.</li> </ul>
4. Protection, adaptation and infrastructure resilience	<ul style="list-style-type: none"> <li>• Promote the generation of specific spaces that take into account the characteristics and needs of children and youth.</li> <li>• Establish regulations and building codes that ensure the safety, dignity and comfort of children and youth.</li> </ul>



<p>6. Population awareness-raising and training</p>	<ul style="list-style-type: none"> <li>• Raise awareness among populations at risk on how disaster risk and climate change affect the rights of children and youth..</li> <li>• Develop public campaigns for the promotion of the rights of children and youth exposed to disaster risk or emergencies or disasters. For example the promotion of the Charter of Childhood for DRR.</li> <li>• Educate and/or train decision makers, technicians and community leaders on the legal frameworks (national and international) and how to use them to develop political advocacy strategies for DRR and CCA.</li> <li>• Educate and/or train technical staff of the agencies responsible for the protection of children and youth on the attention of those exposed to disaster risk or affected by the impact of an emergency or disaster.</li> <li>• Educate and/or train rescue groups to take into account the protection of children and youth, to ensure the realization of their rights in situations of emergency or disaster response.</li> <li>• Develop information and communication strategies that highlight the importance of the protection of children in situations of emergency or disaster.</li> </ul>
<p>7. Mechanisms for protection of rights</p>	<ul style="list-style-type: none"> <li>• Develop protection systems for children and youth at risk of disasters or affected by situations of emergency or disaster.</li> <li>• Develop manuals, plans and protocols to ensure the protection of children and youth at risk of disasters or affected by situations of emergency or disaster.</li> <li>• Promote the development of protection spaces.</li> <li>• Training of persons responsible for the implementation of emergency care plans, the impact that these have on children, risk factors and possible violations of rights that can be generated.</li> <li>• Develop monitoring and complaint mechanisms to the violation of rights of children and youth exposed to disaster risks or emergencies or disasters.</li> </ul>
<p>8. Active participation of children and youth</p>	<ul style="list-style-type: none"> <li>• Promote the incorporation of children and youth in all local activities for community disaster preparedness.</li> <li>• Promote the use of participatory techniques for the general population and children and youth in particular for the identification of self-protection strategies and the establishment of procedures for protection more appropriate and effective before exposure to disaster risks or emergencies or disasters.</li> <li>• Facilitate dialogue among community leaders, local authorities, children and youth and other actors with regard to matters related to protection against disaster risk and climate change.</li> </ul>

<p>9. Preparation, early warning and response plans</p>	<ul style="list-style-type: none"> <li>• Promote specific protection actions for children and youth in preparedness, alert and response plans.</li> <li>• Elaboration of manuals, plans and specific protocols regarding the protection of the rights of this age group during evacuations, living in shelters, etc.</li> <li>• Develop mechanisms for assessment of damage and analysis of needs that include variables related to childhood and youth protection.</li> <li>• Guarantee, in the shortest time possible, the implementation of the evaluation of the situation of children and youth and other vulnerable groups.</li> <li>• Prevent separation of children and youth from their families and/or caregivers and facilitate the identification, registration and medical examination of separate children and youth, particularly those under 5 years old and adolescents.</li> <li>• Monitoring, reporting and communicating about serious and systematic cases of abuse, violence and exploitation of children and youth affected in emergencies or disasters.</li> <li>• Settle and support the establishment of surveillance systems for abuse, violence and exploitation.</li> </ul>
<p>10. Reconstruction and recovery processes</p>	<ul style="list-style-type: none"> <li>• Ensure participation of children and youth in the process of planning and recovery and reconstruction implementation.</li> <li>• Promote recovery processes focusing on family, education and work, among other factors, and being placed as an axis to children and youth.</li> <li>• Emotional and psychological recovery processes must be included reflected in the culture and habits of the affected population while respecting its milestones and customs.</li> </ul>

# Education

Education Actions	
<p>1. Institutional Framework</p>	<ul style="list-style-type: none"> <li>• Review and adjust the legal/political framework in the sector in relation to DRR and CCA.</li> <li>• Promote DRM and ACC policies that drive the inter-sectorial coordination with the education sector from the legal frameworks.</li> <li>• Promote the participation of children and youth in the DRR education sector policies formulation (formal and informal).</li> <li>• Create reflection opportunities for both, educational institutions and civil society, to exchange criteria related to the DRM and ACC with the intention that public policy in this area is fed back from the base of effective care and participation of children and youth.</li> <li>• Promote and/support the inter-sectorial coordination of topics related to the DRR focusing on children and youth among the State’s actors, private enterprise and civil society.</li> </ul>
<p>2. Financing and resource allocation</p>	<ul style="list-style-type: none"> <li>• Advocate so the state budget ensures specific budgetary and financial mechanisms for the DRM from education, operational and programmatic sector.</li> <li>• Encourage student participation with local governments’ supported project proposals within the participative budgets framework to prioritize the demands of the risk management in education.</li> <li>• Guide the construction, relocation, rehabilitation and reconstruction program resources for schools with a focus on risk reduction.</li> <li>• Promote joint actions between the State, civil society, multilateral agencies and organizations from the United Nations System</li> <li>• Promote actions related to corporate social responsibility for education in DRM fundraising actions.</li> </ul>

<p>3. Multi-threat risk assessment and studies centered in children and youth</p>	<ul style="list-style-type: none"> <li>• Develop and/or strengthen an information system that includes indicators, targets and preparedness baselines, response and rehabilitation of the rights of children and youth.</li> <li>• Establish agreements with local investigations centers and/or universities to carry out assessments that consider children and youth according to their specific characteristics.</li> <li>• Promote DRM research focusing on children and youth through the elaboration of thesis or case studies in local higher education or technical centers.</li> <li>• Promote a baseline development on the capabilities and vulnerability of the population of children and youth exposed to disaster risk.</li> <li>• Promote multi-sectorial and multidisciplinary team participation in the evaluation before, during and after an adverse event, taking into account the specific characteristics of children and youth.</li> <li>• Promote inter-agency platforms establishment for research and update on multi-threat risks and vulnerabilities of children and youth.</li> </ul>
<p>4. Protection, adaptation and infrastructure resilience</p>	<ul style="list-style-type: none"> <li>• Make diagnostic studies/existing infrastructure evaluation to determine how to contribute to safety and effective care of children and youth.</li> <li>• Develop and/or strengthen regulations and building codes for educational buildings or facilities where services are given to children and youth including specific DRR measures.</li> <li>• Train technicians of the agencies responsible for the design, construction and maintenance of educational facilities on DRR and CCA criteria.</li> <li>• Develop training processes that allow children and youth to participate in the evaluation and monitoring efforts of the educational infrastructure.</li> </ul>
<p>5. Territorial construction and planning regulations</p>	<ul style="list-style-type: none"> <li>• Review and update current regulations that address schools or linked areas location, as well as the evaluation of the compliance of the same.</li> <li>• Establish regulations that take into account all security aspects to build new schools and/or other educational areas, with specific parameters that take into account the protection of the rights of children and youth.</li> <li>• Train the technicians that work with the bodies responsible for the planning and placement of educational spaces in DRR and CCA criteria.</li> <li>• Build educational facilities in safe places, based on risk and urban planning maps, following the recommendations for safe hospitals/health facilities.</li> </ul>

<p>6. Population awareness-raising and training</p>	<ul style="list-style-type: none"> <li>• Advocate for the inclusion of DRR and CCA in the national curriculum.</li> <li>• Incorporate information on known threats, the history of disaster impacts and the expected impacts of climate change in the processes of training or vocational education, both formal and informal.</li> <li>• Support the development of materials on DRR and ACC in local languages according to age and literacy level and with appropriate examples for the students or learners.</li> <li>• Carry out inventories of materials and existing training programs focusing on children and youth.</li> <li>• Design, develop, evaluate and follow-up communication campaigns aiming at DRR promotion focusing on children and youth in the population in general, taking into account the formal and informal, or alternative education.</li> <li>• Visualize and include children and youth as active actors in the DRM through their participation in the implementation of actions from their general contextual reality, age, gender and social life.</li> <li>• Promote teaching methods and teaching materials on DRR and ACC that encourage innovation.</li> </ul>
<p>7. Mechanisms for protection of rights</p>	<ul style="list-style-type: none"> <li>• Make an inventory of the existing mechanisms, to evaluate their functionality, viability and relevance.</li> <li>• Prepare guidelines that give guidance on rights protection mechanisms.</li> <li>• Create teams of teachers, administrators and parents, supported by community health staff to work in protection mechanisms before exposure to disaster risk or the effects of a damage generator event.</li> <li>• Shape and spread a children and youth partner's network to prevent and detect abuse and other forms of violence as a result of the impact of disasters.</li> </ul>
<p>8. Active participation of children and youth</p>	<ul style="list-style-type: none"> <li>• Get the educational communities (students, teaching staff and administration) and other educational institutions involved in community-level risk assessments.</li> <li>• Support the inclusion of students in the school and community educational planning processes.</li> <li>• Promote active participation of children and youth care processed underlying risk factors through networks advised by their teachers or by the risk management head in schools.</li> <li>• Strengthen student committees with environmental actions and DRM.</li> <li>• Use the local media and public events to raise awareness among adults, youth and children about disaster risk and climate change and good resilience practices.</li> </ul>

<p>9. Preparation, early warning and response plans</p>	<ul style="list-style-type: none"> <li>• Develop or strengthen guides and materials to promote development of preparedness, early warning and response plans.</li> <li>• Raise public awareness on the proper use of print and oral media, and printed materials in an emergency and/or disaster.</li> <li>• Promote synergy between the community and local authorities with schools and universities and civil protection systems.</li> <li>• Act on the basis of DRM School and contingency plans carrying out continuous disaster drills.</li> <li>• Facilitate methodologies that allow the incorporation of the necessary knowledge of children and youth to develop preventive and relevant actions related to DRM and the context in which they develop.</li> </ul>
<p>10. Reconstruction and recovery processes</p>	<ul style="list-style-type: none"> <li>• Establish a reference framework that considers the special education needs of children and youth in recovery and reconstruction.</li> <li>• Identify best practices in education by identifying specific cases from which valuable lessons can be drawn.</li> <li>• Coordinate activities with other sectors for a more effective response and greater impact.</li> <li>• Take into account the lessons learned in the recovery and reconstruction phases to build better avoiding the risks that prompted during the previous experiences.</li> <li>• Generate protocols, standards, rules or regulations for the recovery and reconstruction processes of the educational spaces.</li> <li>• Promote children and youth participation and of the community in general in the processes of recovery and reconstruction of the education sector.</li> <li>• Provide methodologies that allow the local authorities, responsible of the execution of actions that contribute to the community recovery and rebuilding processes, to address them comprehensively taking into account the special needs of children and youth.</li> </ul>

## Water, Sanitation and Hygiene (WASH)

Water, Sanitation and Hygiene Actions	
1. Institutional Framework	<ul style="list-style-type: none"> <li>• Develop and/or strengthen the institutional, administrative and legal framework of WASH on DRR and CCA focusing on children and youth.</li> <li>• Advocate for WASH participation (government, NGO and private sector) in national forums/platforms on DRR and ACC focusing on children and youth.</li> <li>• Establish a permanent nationwide sectorial group in coordination with regional and local levels, to keep up-to-date information on the functioning of systems, risks, in course preparedness and other topics that must be constantly monitored to ensure continuity of services in emergencies or disasters.</li> <li>• Strengthen DRR and CCA actions focusing on children and youth in the WASH sector by:               <ul style="list-style-type: none"> <li>- Providing safe drinking water,</li> <li>- Sanitation systems, and</li> <li>- Hygiene promotion.</li> </ul> </li> <li>• Promote and/support inter-sectorial coordination of topics related to DRR focusing on children and youth among the state, private enterprise and civil society actors.</li> </ul>
2. Financing	<ul style="list-style-type: none"> <li>• Establish national investment plans to facilitate the allocation of financial and human resources to ensure inclusion of the DRM focusing on childhood in WASH.</li> <li>• Promote investment and incentive strategies for private enterprise, civil society and donors that drive DRR focusing on children and youth for WASH.</li> </ul>
3. Multi-threat risk assessment and studies centered in children and youth	<ul style="list-style-type: none"> <li>• Study provision and good practice programs in WASH to identify vulnerability causes and resilience capabilities of the population in this sector.</li> <li>• Assess target population access to water, sanitation and hygiene services, its impact on health and nutritional status of children and youth and how it generates vulnerability to threats.</li> <li>• Promote multi-threat sectorial risk analysis and specific studies focusing on children and youth to build a DRM strategy aiming to this group.</li> </ul>

4. Protection, adaptation and infrastructure resilience	<ul style="list-style-type: none"> <li>• Assess vulnerability of the entire WASH infrastructure in order to determine an intervention strategy to reduce specific vulnerabilities.</li> <li>• Develop protection actions, adaptation and resilience in water and sanitation works, given the shortage and excessive water demand, as well as excess water and interventions to protect assurance and water safety.</li> </ul>
5. Territorial construction and planning regulations	<ul style="list-style-type: none"> <li>• Develop a national construction code of WASH facilities to reduce risk and provide continuous services focusing on children and youth.</li> <li>• Implement water and sanitation works in safe sites, based on risk and urban planning maps.</li> </ul>
6. Population awareness-raising and training	<ul style="list-style-type: none"> <li>• Raise awareness among at-risk populations on their rights to water, sanitation and hygiene, and how this affects children and youth at disaster risk or in emergencies or disasters.</li> <li>• Sensitized the general population about the importance of WASH services and programs for DRR and the CCA focusing on children and youth.</li> <li>• Educate or train the technical staff of the State and the private enterprise service providers on DRR actions of WASH that aim to children and youth.</li> </ul>
7. Mechanisms for protection of rights	<ul style="list-style-type: none"> <li>• Generate support mechanisms and mutual aid among service companies, the community and other key stakeholders for the protection of children and youth.</li> <li>• Establish actions for monitoring the operation of water and sanitation plants and hygiene programs to ensure specific attention to children and youth exposed to disaster risk or affected by emergencies or disasters.</li> </ul>
8. Active participation of children and youth	<ul style="list-style-type: none"> <li>• Establish a DRM volunteering system for WASH that includes active participation of adolescents and young people.</li> <li>• Train system operators and the community to identify risks and specific remedial actions.</li> </ul>



<p>9. Preparation, early warning and response plans</p>	<ul style="list-style-type: none"> <li>• Promote the establishment of WASH systems that are resilient to threats and are sustainable in terms of resources and local knowledge available in order to keep them.</li> <li>• Help users and service providers identify early warning indicators of threat that can affect WASH systems.</li> <li>• Develop contingency plans in WASH services that consider the needs of children and youth.</li> <li>• Reduce vulnerability and exposure to long-term services and WASH programs through the promotion of sustainable and resilient measures that include the needs of children and youth.</li> <li>• Promote the development, implementation and monitoring of preparation and response plans, where preparation actions that will take place in the WASH system are specified including explicitly attention and participation of children and youth.</li> <li>• Develop national plans for preparedness including early warning, response, as well as the standardization of a damage assessment system and specific WASH needs analysis with specificity in the variables related to the realization of rights of children and youth.</li> </ul>
<p>10. Reconstruction and recovery processes</p>	<ul style="list-style-type: none"> <li>• Develop rehabilitation and reconstruction mechanisms and strategies for infrastructure and WASH programs that ensure sustainability for the attention of children and youth and other vulnerable groups.</li> <li>• Identify best practices in WASH identifying specific cases from which valuable lessons can be drawn.</li> <li>• Coordinate activities with other sectors for a more effective response and greater impact.</li> <li>• Take into account the lessons learned in the recovery and reconstruction phases to build better, avoiding risks prompted at previous experiences.</li> <li>• Generate protocols, standards, rules or regulations for infrastructure recovery and reconstruction processes for WASH.</li> <li>• Promote children and youth participation and the community in general in the recovery and reconstruction processes of WASH.</li> </ul>

## Health and Nutrition

### Health and Nutrition Actions

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|---|---|
| <ul style="list-style-type: none"><li>• Institutional Framework</li></ul> | <ul style="list-style-type: none"><li>• Develop a political/legal framework for sectorial action coordinated health and nutrition response to emergencies or disasters emphasizing on priority attention of children and youth and other vulnerable groups.</li><li>• Identify national laws and policies relevant to the provision of health care and nutrition of children and youth.</li><li>• Development of specific protocols to structure power kits suitable for children and youth emphasizing on specific needs according to the life cycle.</li><li>• Development of minimum standards to ensure health and nutrition in all areas during emergencies or disasters.</li><li>• Strengthen DRR sector actions focusing on children and youth in:<ul style="list-style-type: none"><li>- Medical assistance;</li><li>- Food provision and good nutritional practices;</li><li>- Damage assessment and needs analysis;</li></ul></li><li>• Establishment of sectorial health and nutrition tables of continuous operation.</li><li>• Advocate for health stakeholders participation (governmental institutions, NGOs and private) on DRR platforms and national forums centered on child and youth.</li><li>• Promote and/support inter-sectorial coordination of topics related to DRR focusing on children and youth among the State's, private enterprise and civil society actors.</li></ul> |
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<ul style="list-style-type: none"> <li>• Financing</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate DRM activities focusing on children and youth in the public or private bodies regular budget that and strengthening capacities for the financing opportunities identification, production and project management.</li> <li>• Promote targeting investment of resources in health and nutrition programs in villages located in areas prone to disasters focusing on children and youth and other vulnerable groups.</li> <li>• Make specific state budgetary allocations in its different areas, health actions and nutrition in case of emergency or disaster, focusing on the most exposed populations.</li> <li>• Invest in research health and nutrition topics focusing on children and youth, especially in relation to disasters and climate change, so that decision makers, technicians and community leaders have a better understanding of the subject.</li> </ul>
<ul style="list-style-type: none"> <li>• Multi-threat risk assessment and studies centered in children and youth</li> </ul>	<ul style="list-style-type: none"> <li>• Study the relationship/link between the variation in disease patterns, malnutrition and threats during specific periods of time of children and youth, which serves as the basis for the development of proper health and nutrition strategies focusing on this population and regarding to DRR and CCA.</li> <li>• Assess potential epidemiological impacts on children and youth exposed to disaster risk or affected by the impact of emergencies or disasters.</li> <li>• Study health focusing on children and youth to identify the causes of vulnerability to diseases and malnutrition, as well as resilience factors in these areas.</li> <li>• Promote multi-threat risk assessment incorporation including a focus on children and youth in the context of the analysis of the situation of the health and nutrition sector.</li> </ul>

<ul style="list-style-type: none"> <li>• Protection, adaptation and infrastructure resilience</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of health infrastructure and existing food services provision to determine how to contribute to safety and effective care of children and youth.</li> <li>• Develop and/or strengthen regulations and building codes for health facilities that ensure children and youth safety.</li> <li>• Train technicians of the bodies responsible for the design, construction and maintenance of health facilities in DRR and CCA criteria.</li> <li>• Develop training processes, allowing children and youth participation in the evaluation and monitoring efforts of health facilities.</li> <li>• Assess regularly health infrastructure conditions emphasizing on those that give special attention to children and youth.</li> <li>• Develop protection and adaptation actions and resilience of existing health care infrastructure assessing risk and planning development processes for safe hospitals.</li> </ul>
<ul style="list-style-type: none"> <li>• Territorial construction and planning regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Review and update current regulations that address health facilities location, as well as the evaluation of their compliance.</li> <li>• Establish regulations taking into account all security issues related to the construction of new health facilities, with specific parameters that take into account protection of the rights of children and youth.</li> <li>• Train technicians of the authorities responsible for the planning and location of health facilities on DRR and ACC criteria.</li> <li>• Construction of hospitals and health facilities in safe places, based on risk and urban planning maps, following recommendations for safe health hospitals-facilities.</li> </ul>

<ul style="list-style-type: none"> <li>• Population awareness-raising and training</li> </ul>	<ul style="list-style-type: none"> <li>• Raise general public awareness on the importance of health and nutritional practices, focusing on children and youth exposed to disaster risk or affected by emergencies or disasters.</li> <li>• Strengthen local health and nutrition personnel capacity to implement preventive health programs including information on the specific measures according to the characteristics of children and youth at disaster risk or affected by emergencies or disasters.</li> <li>• Support the creation of health and nutrition committees of for children and youth at disaster risk or affected by emergencies or disasters, and train them to conduct routine epidemiological surveillance in order to facilitate early detection and take actions.</li> <li>• Provide knowledge and skills for households to adopt specific measures to care for children and youth as, for example, oral rehydration therapy in case of diarrhea, purification of water and safe food storage.</li> <li>• Strengthen local health promoters' network.</li> <li>• Capacity building of health personnel in management actions, coordination, response of health services and creating and strengthening voluntary response brigades.</li> <li>• Promote good health and nutrition as a basis for the resilience of children and youth to all types of threats.</li> <li>• Promote communication and coordination between health and nutrition actors, working with children and youth.</li> <li>• Advocate for nutrition and health services providers to incorporate DRR strategies focusing on children and youth in effective assistance, outreach and innovation programs.</li> </ul>
<ul style="list-style-type: none"> <li>• Mechanisms for protection of rights</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term reduction of children and youth vulnerability through immunization, nutrition, breastfeeding and health promotion programs directed to eradicate common diseases which are likely to worsen due to climate change.</li> <li>• Include, within the training materials, key information of the legal and regulatory framework. Identify where they can go in case of violation of rights.</li> <li>• Strengthen health monitoring mechanisms, such as epidemiological surveillance systems, environmental monitoring and joint with weather monitoring mechanisms.</li> <li>• Coordinate with providers to ensure enough food provision for children and youth.</li> </ul>

<ul style="list-style-type: none"> <li>• Active participation of children and youth</li> </ul>	<ul style="list-style-type: none"> <li>• Promote the incorporation of children and youth in local preparation activities in the health and nutrition sector in emergencies or disasters.</li> <li>• Promote the use of participatory techniques for the general population and children and youth in particular to identify strategies for appropriate and effective health protection against exposure to disaster risk or emergencies or disasters.</li> <li>• Facilitate dialogue between community leaders, local authorities, children and youth and other actors on issues related to health and nutrition of children and youth at disaster risk or affected by emergencies or disasters.</li> </ul>
<ul style="list-style-type: none"> <li>• Preparation, early warning and response plans</li> </ul>	<ul style="list-style-type: none"> <li>• Support the implementation of early warning systems in health facilities and carry out drills periodically.</li> <li>• Develop monitoring systems, alerts and action protocols for attention to nutritional crises.</li> <li>• Evaluate the relevance of the existing health and nutrition strategies of government and other actors, for the current and future risk scenarios; identify possible strengths, weaknesses and gaps.</li> <li>• Include in the expert medical advice, counseling on sexual and reproductive health; distribution of condoms and information about responsible use and norms of behavior in hostels.</li> <li>• Provide basic health kits, diarrhea and respiratory diseases control, etc., in coordination with water and sanitation actions.</li> <li>• Establish a Sectorial Emergency Operations Committee in emergencies or sectorial working groups in situations of normality as coordination platforms, strengthening of capacities and response. It also will strengthen the flow of information and early warning based on epidemiological surveillance and damage assessment instruments will be standardized and health and nutrition analysis of needs.</li> </ul>

- Reconstruction and recovery processes

- Develop mechanisms and strategies for the rehabilitation and reconstruction of infrastructure and health and nutrition programs that will ensure sustainability for the specific attention of children and youth and other vulnerable groups.
- Establish a reference frame that considers the health and nutrition special needs of children and youth in recovery and reconstruction.
- Identify good health and nutrition practices identifying specific cases where valuable lessons can be drawn.
- Coordinate activities with other sectors for a more effective and greater impact.
- Generate protocols, standards, rules or regulations for recovery and reconstruction processes of health and nutrition services.
- Promote the participation of children and youth and community in general in the recovery and reconstruction processes of health and nutrition sector.





# Tools and Resources

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Various tools and resources which contain important elements for conceptual reference and practice are listed below, accompanied by the web link where they are located. In addition, a CD with these tools can be found at the end of this document. We invite you to investigate further into these other resources, which all contribute to the development of actions for child and youth centred DRR.

## Reference Framework, Disaster Risk Reduction, Climate Change Adaptation, Childhood and Youth

1.	<b>International database on disasters of the CRED-Centre for disaster epidemiological research</b> <a href="http://www.emdat.be/">http://www.emdat.be/</a>
2.	<b>Children’s Charter for Disaster Risk Reduction</b> <a href="http://www.unicef.org/lac/media_21847.htm">http://www.unicef.org/lac/media_21847.htm</a>
3.	<b>Centre for Research on the Epidemiology of Disasters</b> <a href="http://www.cred.be/">http://www.cred.be/</a>
4.	<b>Regional Centre for Disaster Information Latin America and the Caribbean</b> <a href="http://www.cridlac.org/">http://www.cridlac.org/</a>
5.	<b>Child-Centered DRR Toolkit</b> <a href="http://www.childreninachangingclimate.org/database/plan/Publications/Child-Centred_DRR_Toolkit.pdf">http://www.childreninachangingclimate.org/database/plan/Publications/Child-Centred_DRR_Toolkit.pdf</a>
6.	<b>Children and Disaster Risk Reduction: Taking stock and moving forward</b> <a href="http://www.preventionweb.net/english/professional/publications/v.php?id=12085">http://www.preventionweb.net/english/professional/publications/v.php?id=12085</a>
7.	<b>Children and Young People in Disaster Risk Reduction</b> <a href="http://www.preventionweb.net/english/professional/publications/v.php?id=10576">http://www.preventionweb.net/english/professional/publications/v.php?id=10576</a>
8.	<b>Children as agents of change for Disaster Risk Reduction: Lessons from El Salvador and the Philippines</b> <a href="http://www.childreninachangingclimate.org/database/CCC/Publications/MitchellTannerHaynes_AgentsForChange-WorkingPaper1_2009.pdf">http://www.childreninachangingclimate.org/database/CCC/Publications/MitchellTannerHaynes_AgentsForChange-WorkingPaper1_2009.pdf</a>
9.	<b>Children, Climate Change and Disasters: An Annotated Bibliography</b> <a href="http://opendocs.ids.ac.uk/opendocs/handle/123456789/2373">http://opendocs.ids.ac.uk/opendocs/handle/123456789/2373</a>
10.	<b>Latin America and the Caribbean Coalition for Resilience of Children and Youth</b> <a href="http://www.corelac.org">http://www.corelac.org</a>
11.	<b>Children in a Changing Climate Coalition</b> <a href="http://www.childreninachangingclimate.org/">http://www.childreninachangingclimate.org/</a>
12.	<b>How to Make Cities More Resilient: A Handbook for Local Government Leaders</b> <a href="http://www.unisdr.org/files/26462_handbookfinalonlineversion.pdf">http://www.unisdr.org/files/26462_handbookfinalonlineversion.pdf</a>
13.	<b>Core Commitments for Children in Humanitarian Action - UNICEF (CCC’s)</b> <a href="http://www.unicef.org/publications/files/CCC_042010.pdf">http://www.unicef.org/publications/files/CCC_042010.pdf</a>

14. **Building Strong Foundations / Articulation of the Early childhood Care Development and Disaster Risk Reduction Programmatic Guide**  
[http://www.unicef.org/lac/Gui\\_Cons.pdf](http://www.unicef.org/lac/Gui_Cons.pdf)
15. **Convention on the Rights of the Child**  
<http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>
16. **Declaration of Santiago Chile, on Children, Adolescence and Youth-Centered Disaster Risk Reduction**  
<http://eird.org/pr12/documentos/Comunicado-de-Santiago-Chile-10-12-12.pdf>
17. **Universal Declaration of Human Rights**  
<http://www.un.org/en/documents/udhr/>
18. **Rights of the Children and Adolescents/Building a Happy Present Project.**  
<http://www.theret.org>
19. **Rights of Children in Emergencies and Disasters: Commitment of All**  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17788/doc17788-contenido.pdf>
20. **Climate Change and Childhood**  
[http://www.unicef.org/spanish/publications/files/El\\_cambio\\_climatico\\_y\\_la\\_infancia.pdf](http://www.unicef.org/spanish/publications/files/El_cambio_climatico_y_la_infancia.pdf)
21. **Standards in Child Participation**  
<http://www.iin.oea.org/IIN2011/newsletter/boletin2/publications%20pdf/estandares.pdf>
22. **Guide to Political Participation of Youth/Building a Happy Present Project**  
<http://www.theret.org>
23. **Towards Resilience / A Guide to Disaster Risk Reduction and Adaptation to Climate Change**  
<http://reliefweb.int/sites/reliefweb.int/files/resources/ECB-toward-resilience-Disaster-risk-reduction-Climate-Change-Adaptation-guide-english.pdf>
24. **Inter-Agency Standing Committee IASC -**  
<http://www.humanitarianinfo.org/IASC/>
25. **Kit for Parliamentarians Lobbying: Disaster Risk Reduction, a Tool to Achieve the Millennium Development Goals**  
<http://www.ipu.org/PDF/publications/drr-s.pdf>
26. **Lessons from the Disaster Reduction Focusing on Children in El Salvador**  
<http://bibliotecaplan.org/?p=790>
27. **Guidelines for DRR National Platforms**  
[http://www.preventionweb.net/files/601\\_engguidelinesnpdrr.pdf](http://www.preventionweb.net/files/601_engguidelinesnpdrr.pdf)
28. **Boys and Girls, and Risk Management: A Key Role in Disaster Prevention**  
[http://www.preventionweb.net/files/7859\\_s9.pdf](http://www.preventionweb.net/files/7859_s9.pdf)
29. **Hyogo Framework for Action 2005-2015: Building Resilience of Nations and Communities to Disasters**  
<http://www.unisdr.org/2005/wcdr/intergover/official-doc/L-docs/Hyogo-framework-for-action-english.pdf>

30. **Community Resilience Modules**  
<http://www.resilienciacomunitaria.org/>
31. **Millennium Development Goals**  
<http://www.un.org/millenniumgoals/>
32. **Humanitarian Information Network for Latin America and the Caribbean**  
<http://www.redhum.org/>
33. **United Nations Humanitarian Reform /Cluster Approach**  
[http://www.iecah.org/web/index.php?option=com\\_content&view=article&id=627:reforma-humanitaria-de-naciones-unidas-i-el-enfoque-de-clusters&catid=34:analisis&Itemid=85](http://www.iecah.org/web/index.php?option=com_content&view=article&id=627:reforma-humanitaria-de-naciones-unidas-i-el-enfoque-de-clusters&catid=34:analisis&Itemid=85)
34. **Disaster Risk Reduction Terminology**  
[http://www.unisdr.org/files/7817\\_UNISDRTerminologyEnglish.pdf](http://www.unisdr.org/files/7817_UNISDRTerminologyEnglish.pdf)
35. **Living the Global Warming / Child Survival in a Changing Climate**  
[http://www.savethechildren.es/ver\\_doc.php?id=93](http://www.savethechildren.es/ver_doc.php?id=93)

## Protection

1. **An ALNAP guide for humanitarian agencies**  
<http://forcedmigrationguide.pbworks.com/w/page/7448010/Protection%3A%20An%20ALNAP%20Guide%20for%20Humanitarian%20Agencies>
2. **Child Protection Systems in Emergencies: A Discussion Paper**  
<http://www.savethechildren.org.uk/resources/online-library/child-protection-systems-in-emergencies-a-discussion-paper>
3. **Child-Centered Disaster Risk Reduction: Building Resilience Through Participation**  
<http://plan-international.org/about-plan/resources/publications/emergencies/child-centred-disaster-risk-reduction-building-resilience-through-participation/>
4. **Protection Cluster**  
<http://www.globalprotectioncluster.org/>
5. **Participation Right of Children and Adolescents/ Practical Application Guide**  
[http://www.unicef.org/republicadominicana/uniCef\\_proyecto.pdf](http://www.unicef.org/republicadominicana/uniCef_proyecto.pdf)
6. **Rights of Children in Emergencies and Disasters: Commitment of All**  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17788/doc17788-contenido.pdf>
7. **Standards in Child Participation**  
<http://www.iin.oea.org/IIN2011/newsletter/boletin2/publicaciones%20pdf/estandares.pdf>
8. **Local Risk Approach of Rights Management**  
<http://www.unisdr.org/2005/wcdr/thematic-sessions/presentations/session3-4/itdg-mr-ferradas.pdf>

9. **Mainstreaming Child Rights in National Climate Adaptation Policy Spaces**  
[http://www.childreninachangingclimate.org/database/ids/Publications/Polack\\_MainstreamingChildRights-ClimateAdaptation\\_2009.pdf](http://www.childreninachangingclimate.org/database/ids/Publications/Polack_MainstreamingChildRights-ClimateAdaptation_2009.pdf)
10. **Minimum standard for child protection in humanitarian action**  
<http://cpwg.net/wp-content/uploads/sites/2/2014/03/CP-Minimum-Standards-English-2013.pdf>
11. **Ten-year National Plan of Integral Protection of Childhood and Adolescence 2004-2014 (Ecuador)**  
[http://www.oei.es/quipu/ecuador/plan\\_decenal\\_ninez.pdf](http://www.oei.es/quipu/ecuador/plan_decenal_ninez.pdf)
12. **Child Protection in Emergency Situations**  
<http://redesdegestionderiesgo.com/uploads/biblioteca/descargas/0269268001349282485.pdf>
13. **Applying basic child protection mainstreaming**  
[http://www.ineesite.org/uploads/files/resources/CP\\_Mainstreaming\\_InterAgencypdf.pdf](http://www.ineesite.org/uploads/files/resources/CP_Mainstreaming_InterAgencypdf.pdf)

## Education

1. **Shelters in schools, When? How?, Why?**  
[http://www.eird.org/cd/toolkit08/material/Inicio/escuela\\_albergue/escuela-albergue.pdf](http://www.eird.org/cd/toolkit08/material/Inicio/escuela_albergue/escuela-albergue.pdf)
2. **Education Cluster**  
<http://educationcluster.net/>
3. **Disaster risk reduction in education in emergencies: A guidance note for education clusters and sector coordination groups**  
<http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=20366>
4. **Education in Emergencies: how to include all. Pocket Guide to Inclusive Education.**  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17811/doc17811-contenido.pdf>
5. **Education in emergency and disaster situations: Preparedness Guidelines for the education sector**  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17812/doc17812-contenido.pdf>
6. **Safe school in safe territory: Reflections on the role of the educational community in risk management.**  
[http://www.unisdr.org/files/8962\\_safeschools.pdf](http://www.unisdr.org/files/8962_safeschools.pdf)
7. **Experiences in disaster risk reduction in schools in South America.**  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc18549/doc18549.htm>
8. **Minimum Standards Application Guide for Education in emergencies**  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17810/doc17810-contenido.pdf>

9.	<b>Technical Guide for the construction of safe school and prototype models</b> <a href="http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CGuia_Escuelas_Seguras_WEB.pdf">http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CGuia_Escuelas_Seguras_WEB.pdf</a>
10.	<b>Technical Guide for the planning, design, construction and maintenance of safe educational establishments in the Republic of Panama.</b> <a href="http://www.cridlac.org/digitalizacion/pdf/spa/doc18018/doc18018-contenido.pdf">http://www.cridlac.org/digitalizacion/pdf/spa/doc18018/doc18018-contenido.pdf</a>
11.	<b>School Safety Index (ISE): Implementation Guide.</b> <a href="http://www.cridlac.org/digitalizacion/pdf/spa/doc19259/doc19259-contenido.pdf">http://www.cridlac.org/digitalizacion/pdf/spa/doc19259/doc19259-contenido.pdf</a>
12.	<b>INEE Toolkit</b> <a href="http://toolkit.ineesite.org/">http://toolkit.ineesite.org/</a>
13.	<b>Communication Kit for risk management.</b> <a href="http://www.cridlac.org/digitalizacion/pdf/spa/doc18088/doc18088-contenido.pdf">http://www.cridlac.org/digitalizacion/pdf/spa/doc18088/doc18088-contenido.pdf</a>
14.	<b>The integrated risk management, a right of the education community. Guide for the elaboration of risk management plans in educative institutions.</b> <a href="http://www.cridlac.org/digitalizacion/pdf/spa/doc18086/doc18086-contenido.pdf">http://www.cridlac.org/digitalizacion/pdf/spa/doc18086/doc18086-contenido.pdf</a>
15.	<b>User Manual for educational game: Application guide of the minimum standards in education in emergency situations.</b> <a href="http://www.cridlac.org/digitalizacion/pdf/spa/doc18062/doc18062-contenido.pdf">http://www.cridlac.org/digitalizacion/pdf/spa/doc18062/doc18062-contenido.pdf</a>
16.	<b>Minimum Standards for education: preparedness, response, recovery.</b> <a href="http://www.ineesite.org/eietrainingmodule/cases/learningistheirfuture/pdf/Minimum_Standards_English_2010.pdf">http://www.ineesite.org/eietrainingmodule/cases/learningistheirfuture/pdf/Minimum_Standards_English_2010.pdf</a>
17.	<b>Education Website and risk management:</b> <a href="http://educacionygestiondelriesgo.cridlac.org/">http://educacionygestiondelriesgo.cridlac.org/</a>
18.	<b>School Simulations: A guide for its preparation.</b> <a href="http://www.cridlac.org/digitalizacion/pdf/spa/doc18032/doc18032-contenido.pdf">http://www.cridlac.org/digitalizacion/pdf/spa/doc18032/doc18032-contenido.pdf</a>

## Water, Sanitation and Hygiene (WASH)

1.	<b>WASH Cluster</b> <a href="http://washcluster.net/">http://washcluster.net/</a>
2.	<b>Disaster risk reduction and water, sanitation and hygiene... comprehensive guidance: a guideline for field practitioners planning and implementing WASH interventions</b> <a href="http://www.preventionweb.net/english/professional/publications/v.php?id=25105">http://www.preventionweb.net/english/professional/publications/v.php?id=25105</a>

3. **Effects Of Climate Change In The Availability Of Water Resources And Its Impact On Children's Health**  
[http://www.unicef.org/bolivia/resources\\_25119.htm](http://www.unicef.org/bolivia/resources_25119.htm)
4. **Environmental Health in emergencies and disasters: a practical guide**  
<http://www.disaster-info.net/watermitigation/i/publications/EnvDisaster/index.html>
5. **Global Water and Sanitation Statistics, WHO / UNICEF Joint Monitoring Programme (JMP) for Water Supply and Sanitation**  
<http://www.wssinfo.org/data-estimates/>
6. **Guidelines For The Surveillance And Control Of The Quality Of The Water In Emergency And Disaster Situations**  
[http://new.paho.org/disasters/index.php?option=com\\_content&task=view&id=654&Itemid=1&lang=es](http://new.paho.org/disasters/index.php?option=com_content&task=view&id=654&Itemid=1&lang=es)
7. **Vision 2030: The resilience of water supply and sanitation in the face of climate change**  
[http://www.who.int/water\\_sanitation\\_health/publications/9789241598422/en/#](http://www.who.int/water_sanitation_health/publications/9789241598422/en/#)
8. **Toolkit for Climate Change and the Disaster Risk Reduction Adaptation in the WASH, Health and Nutrition Programs.**  
<http://tacrohealth.files.wordpress.com/2013/07/toolkit-para-la-integracic3b3n-de-drr-y-cc-en-wash-salud-y-nutricic3b3n-final.pdf>
9. **Minimum Requirements Manual For Interventions In Water, Sanitation, And Hygiene Emergency**  
[http://www.aacid.es/galerias/noticias/descargas/2012/2012-06/Manual\\_de\\_Requerimientos\\_Mxnimos\\_para\\_Actuacionescortado.pdf](http://www.aacid.es/galerias/noticias/descargas/2012/2012-06/Manual_de_Requerimientos_Mxnimos_para_Actuacionescortado.pdf)
10. **WASH Cluster Coordinator Handbook**  
[http://postconflict.unep.ch/humanitarianaction/documents/02\\_11-02.pdf](http://postconflict.unep.ch/humanitarianaction/documents/02_11-02.pdf)
11. **Preparations In Health, Water And Sanitation For Local Disaster Response**  
<http://www.paho.org/spanish/dd/ped/preparativosrespuestalocal.htm>
12. **Progress son drinking water and sanitation 2012**  
[http://www.wssinfo.org/fileadmin/user\\_upload/resources/JMP-report-2012-en.pdf](http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-report-2012-en.pdf)
13. **WASH visual Aids for Emergencies and Development**  
[http://www.unicef.org/wash/schools/files/WASH\\_Visual\\_Aids\\_-Web.pdf](http://www.unicef.org/wash/schools/files/WASH_Visual_Aids_-Web.pdf)
14. **Water, Environment and Sanitation Technical Guidelines Series - No. 2 A Water Handbook**  
[http://www.unicef.org/wash/files/Wat\\_e.pdf](http://www.unicef.org/wash/files/Wat_e.pdf)

## Health and Nutrition

1. **Acute Diarrheal Diseases in Complex Emergencies**  
<http://www.who.int/cholera/publications/criticalsteps/en/index.html>
2. **Cholera Guidelines, forthcoming**  
<http://www.bvsde.paho.org/texcom/cd045364/choleraguide.pdf>



3. **Nutrition Cluster**  
<http://nutritioncluster.net/>
4. **Health Cluster**  
[http://www.who.int/hac/global\\_health\\_cluster/en/](http://www.who.int/hac/global_health_cluster/en/)
5. **Health in Emergencies Handbook USAID/OFDA-Communicable Diseases**  
[http://pdf.usaid.gov/pdf\\_docs/PNADO970.pdf](http://pdf.usaid.gov/pdf_docs/PNADO970.pdf)
6. **Epidemic Control for Volunteers**  
<http://www.ifrc.org/Global/Publications/Health/epidemic-control-en.pdf>
7. **Cluster Health Guide**  
[http://www.who.int/hac/global\\_health\\_cluster/guide/es/index.html](http://www.who.int/hac/global_health_cluster/guide/es/index.html)
8. **Guide For Vulnerability Reduction In The Design Of New Health Facilities**  
<http://www.paho.org/Spanish/dd/Ped/vulnerabilidad.htm>
9. **Practical Guide To Mental Health In Disaster Situations**  
[http://www.who.int/mental\\_health/paho\\_guia\\_practicade\\_salud\\_mental.pdf](http://www.who.int/mental_health/paho_guia_practicade_salud_mental.pdf)
10. **Evaluation Guidelines For Disaster Preparedness In The Health Sector**  
<http://www.paho.org/spanish/dd/ped/guiasEvaluacPrepSalud.htm>
11. **Impact Of Disasters On Public Health**  
[http://www.paho.org/disasters/index.php?option=com\\_content&view=article&id=1552&Itemid=1&lang=es](http://www.paho.org/disasters/index.php?option=com_content&view=article&id=1552&Itemid=1&lang=es)
12. **Hospital Safety Index**  
[http://www.paho.org/disasters/index.php?option=com\\_content&view=category&layout=blog&id=907&Itemid=884](http://www.paho.org/disasters/index.php?option=com_content&view=category&layout=blog&id=907&Itemid=884)
13. **Inter-agency Field Manual on Reproductive Health in Humanitarian Settings**  
[http://www.who.int/reproductivehealth/publications/emergencies/field\\_manual/en/](http://www.who.int/reproductivehealth/publications/emergencies/field_manual/en/)
14. **Toolkit for Climate Change and the Disaster Risk Reduction Adaptation in the WASH, Health and Nutrition Programs.**  
<http://tacrohealth.files.wordpress.com/2013/07/toolkit-para-la-integracion-de-drr-y-cc-en-wash-salud-y-nutricion-final.pdf>
15. **Malaria Control in Complex Emergencies Handbook**  
[http://whqlibdoc.who.int/publications/2005/924159389X\\_eng.pdf](http://whqlibdoc.who.int/publications/2005/924159389X_eng.pdf)
16. **Manual for the Health Care of Children in Humanitarian Emergencies**  
[http://whqlibdoc.who.int/publications/2008/9789241596879\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596879_eng.pdf)
17. **Nutrition Cluster Handbook: A practical guide to country-level action**  
[http://nutritioncluster.net/nutrition/wp-content/uploads/sites/4/2013/09/GNC\\_Handbook\\_v1\\_FINAL\\_no\\_links.pdf](http://nutritioncluster.net/nutrition/wp-content/uploads/sites/4/2013/09/GNC_Handbook_v1_FINAL_no_links.pdf)
18. **Prevention and Management of Wound Infections**  
<http://www.who.int/hac/techguidance/tools/Prevention%20and%20management%20of%20wound%20infection.pdf>
19. **Mental Health Protection In Situations Of Disasters And Emergencies**  
<http://www.paho.org/spanish/ped/saludm.htm>

- Nutrition Cluster Handbook: A practical guide to country-level action**
20. <http://reliefweb.int/report/world/nutrition-cluster-handbook-practical-guide-country-level-action>
  21. **United Nations System, Standing Committee on Nutrition**  
[http://www.unscn.org/en/resource\\_portal/index.php?types=3](http://www.unscn.org/en/resource_portal/index.php?types=3)
  22. **Sanitary Epidemiological Surveillance In Disaster Situations: Guide For The Level local**  
[http://www.paho.org/spanish/dd/ped/vigep\\_des.htm](http://www.paho.org/spanish/dd/ped/vigep_des.htm)

## List of Abbreviations and Acronyms

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CCA: Climate Change Adaptation

CCC: Core Commitments for Children in Humanitarian Action of UNICEF

CORELAC: Coalition for the resiliency of childhood and youth in Latin America and the Caribbean

DRM: Disaster Risk Management.

DRR: Disaster Risk Reduction

FAO: Food and Agriculture Organization of the United Nations

HFA: Hyogo Framework for Action

ICRC: International Committee of the Red Cross

LAC: Latin America and the Caribbean

NGO: Non-governmental organization

OCHA: Office for the Coordination of Humanitarian Affairs

RET: Refugee Education Trust

SRR: Social Risk Reduction

UDHR: Universal Declaration of Human Rights

UN: United Nations

UNDP: United Nations Development Programme

UNICEF/TACRO: The American and the Caribbean Regional Office UNICEF

UNICEF: United Nations Children's Fund

UNISDR: United Nations Office for Disaster Risk Reduction

UN-Women: United Nations Entity for Gender Equality and the Empowerment of Women

WASH: Water, Sanitation and Hygiene

WHO: World Health Organization

**Adaptation to climate change:** Adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities (IPCC, 2000).

**Capacity:** The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals (UNISDR, 2009).

**Child and Youth-Centered Disaster Risk Reduction:** Disaster risk reduction that puts children at the center of its activities, recognizes the specific vulnerabilities of children to disasters, focuses on the needs and rights of children, supports and relies on the participation of children to identify and address their needs and their rights (Save the Children, 2011).

**Civil society:** the wide array of non-governmental and not-for-profit organizations that have a presence in public life, expressing the interests and values of their members or others, based on ethical, cultural, political, scientific, religious or philanthropic considerations. Civil Society Organizations (CSOs) therefore refer to a wide of array of organizations: community groups, non-governmental organizations (NGOs), labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations (World Bank, s.f.).

**Climate change:** A statistically significant variation in either the mean state of the climate or in its variability, (typically decades or longer) attributable to human activities and to natural causes (IPCC, 2000).

**Climate variability:** Refers to variations in the means state and other statistics (such as standard deviations, the occurrence of extremes, etc.) of the climate on all temporal and spatial scales beyond that of individual weather events. Variability may be due to natural internal processes within the climate system (internal variability), or to variations in natural anthropogenic external forcing (external variability) (IPCC, 2000).

**Coping capacity:** The ability of a system (natural or human) to respond to and recover from the effects of stress or perturbations that have the potential to alter the structure or function of the system (IPCC, 2000).

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

**Disaster Risk:** The potential disaster losses, in lives, health status, livelihoods, assets and services, which could occur to a particular community or a society over some specified future time period (UNISDR, 2009).

**Disaster risk reduction:** The concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including

through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events (UNISDR, 2009).

**Early recovery:** The recovery task of rehabilitation and reconstruction begins soon after the emergency phase has ended, and should be based on pre-existing strategies and policies that facilitate clear institutional responsibilities for recovery action and enable public participation. Recovery programmes, coupled with the heightened public awareness and engagement after a disaster, afford a valuable opportunity to develop and implement disaster risk reduction measures and to apply the “build back better” principle (UNISDR, 2009).

**Early warning system:** The set of capacities needed to generate and disseminate timely and meaningful warning information to enable individuals, communities and organizations threatened by a hazard to prepare and to act appropriately and in sufficient time to reduce the possibility of harm or loss (UNISDR, 2009).

**Environmental degradation:** The reduction of the capacity of the environment to meet social and ecological objectives and needs (UNISDR, 2009).

**Exposure/degree of exposure:** Measures of exposure can include the number of people or types of assets in an area. These can be combined with the specific vulnerability of the exposed elements to any particular hazard to estimate the quantitative risks associated with that hazard in the area of interest (UNISDR, 2009).

**Gender:** Refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context (UN-WOMEN, 2002).

**Gender equality:** Refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, need and priorities of both women and men are taken into consideration (PNUD, 2011).

**Governance:** The exercise of economic, political and administrative authority to manage a country’s affairs at all levels. It comprises the mechanisms, processes and institutions through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences. Governance encompasses the state, but it transcends the state by including the private sector and civil society organizations (UNDP, 1997).

**Hazard:** A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage (UNISDR, 2009).

**Livelihoods:** A way of life consists of the capabilities, assets (both material and social resource) and activities necessary to live. A way of life is sustainable when you can cope with and recover from ruptured and sudden falls and maintain their skills and assets both in the present and in the future without undermining their natural resource base (FAO, 2006).

**Mitigation (in relation to climate change):** Measures for the reduction of greenhouse gas emissions (UNISDR, 2009).

**Mitigation (in relation to disaster):** The lessening or limitation of the adverse impacts of hazards and related disasters (UNISDR, 2009).

**Preparedness:** The knowledge and capacities developed by governments, professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions (UNISDR, 2009). Note: The preparedness is an action that takes place in the context of disaster risk management. Its main objective is to develop capabilities to efficiently manage all types of emergency and make transitions, methodical and orderly from the response to a sustained recovery. The preparation is based on the sensible of disaster risk analysis and linkages with early warning systems. The preparation includes activities such as contingency planning, the reserve of equipment and supplies, the development of provisions for the co-ordination, evacuation and public information and the training and corresponding field exercises.

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**Prevention:** The outright avoidance of adverse impacts of hazards and related disasters (UNISDR, 2009).

**Protection:** all activities, aimed at obtaining full respect for the rights of the individual in accordance with the letter and the spirit of the relevant bodies of law (i.e. human rights, humanitarian and refugee law). Human rights and humanitarian actors shall conduct these activities impartially and not on the basis of race, national, national or ethnic origin, language or gender (ICRC, 1999).

**Resilience:** The ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions (UNISDR-2009)

**Rights approach:** Framework that integrates the norms, principles, standards and goal of the international human rights system into the plans and processes of development. (Boesen y Martin, 2007).

**Risk:** The combination of the probability of an event and its negative consequences (UNISDR, 2009).

**Sustainable development:** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs (UNISDR, 2009).

**Actions for children and youth resilience**

**Vulnerability:** The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard (UNISDR, 2009).

## Collaborators

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