

INTEGRATING CHILDREN'S RIGHTS IN BARANGAY DISASTER MANAGEMENT AND DEVELOPMENT

A TRAINOR'S MANUAL

BALAY Rehabilitation Center, Inc.



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CHILDREN'S RIGHTS
IN BARANGAY
DISASTER MANAGEMENT
AND DEVELOPMENT**

A TRAINER'S MANUAL



Balay Rehabilitation Center, Inc.

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During disaster situations, children's rights to survival, protection, participation and development are almost always compromised. Children always risk being separated from their family and community whenever they have to undertake evacuation. Life-threatening events traumatize them, and even normal routines such as schooling are disrupted.

This is the reason BALAY Rehabilitation Center, Center for Disaster Preparedness (CDP) and Save the Children-UK (SC-UK) started the project called *Mainstreaming Child Rights Programming in Community-Based Disaster Management* in June 2004.

The project seeks to build the capacities of communities and local government officials in seven (7) conflict-affected barangays¹ in the municipality of Pikit, Central Mindanao towards ensuring the protection of the rights and welfare of children during the various phases of disaster situations. This means trying to ensure that the children's needs and concerns are considered and addressed prior to the disaster, during the disaster and in the post-disaster situation.

Throughout the project's implementation, we sought to involve all stakeholders, including children and youth themselves, community-based organizations and traditional leaders.

In a span of a little over a year, the project has yielded significant outputs and initial gains which we believe are worth sustaining and supporting. One of these is this training module which we developed and pre-tested among the project's stakeholders in the communities.

This module is today available for use in the National Disaster Coordinating Council, its counterparts in the local government units, various service providers working with children and involved in disaster management, most especially community-based disaster management, and finally, the thousands of barangays in the country as significant units in the locality that are regularly engaged and are always vitally affected by conflicts and disasters and the multi-stakeholders in these localities.

The three organizations involved in the project developed this module as a labor of love. Parts of it were written by CDP and others by Balay, while Save the Children UK ensured that the children's rights perspective guided the entire module. And Ms. Lorna Victoria of the CDP gave up her 2005 Christmas holidays in order to put it all together.

We feel that as a result of the project and of this module, today barangay officials, community leaders, and members of community-based organizations are increasingly aware of the value of integrating children's perspectives and issues in community-based disaster management.

¹ The conflict-affected barangays in Pikit, North Cotabato in Central Mindanao are Ginatilan, Nalapaan, Panicupan, Lagunde, Dalengaoen, Takepan and Panicupan.

Plans are already being made, for example, of setting up of a children's educational fund, or conducting parenting education sessions, or holding training activities in disaster preparedness for community members. There is a growing recognition of the need to activate and maximize village-level structures such as the barangay council for the protection of children (BCPC) and the barangay disaster coordinating committee (BDCC), and to make the most use of them.

We are proud to acknowledge the emergence of a core group of 21 facilitators from seven barangays in Cotabato, including some barangay officials and members of community-based organizations, who are oriented on the framework of children's rights and community-based disaster management, and who understand how the framework is applied in the development of plans towards child protection and disaster management. Anytime, they can be sent as trainers and facilitators of training programs on CRP-CBDM in other barangays within and outside Pikit. They are a great resource today which the National Disaster Coordinating Council and the Municipality of Pikit can tap and mobilize for capacity-building projects in other municipalities and barangays.

Again as a result of this project, we think that coordination and collaboration at the inter-barangay level has been improved, creating opportunities for sharing and joint undertaking of activities among the community members and barangay officials. Learning and insights on how to address issues of children and families at the barangay level have been shared and exchanged.

The challenge now is in building from the project's initial gains by helping the stakeholders translate their awareness of children's rights into solid action through the integration in barangay governance of children's rights and community-based disaster management.

The experience of the seven Space for Peace barangays in Pikit, North Cotabato, is worth replicating in the thousands of barangays in many parts of the country. On behalf of our partners, Center for Disaster Preparedness and the Save the Children-UK, we would like to urge everyone to take up the challenge of mainstreaming child rights programming in community-based disaster management.

We can make a difference to Filipino children by taking these small and concrete steps, thereby gradually gathering strength for one giant leap for the benefit and well-being of our children, for the current and future generation.

I wish to thank our community partners in the seven barangays of Pikit, our ever dependable partner, the Immaculate Conception Parish and BALAY's partners in the municipality of Pikit and all those who participated in the CRP-CBDM conference in Davao City, who all contributed to complete the module.



Lorena B. dela Cruz

Executive Director

TRAINING DESIGN

INTEGRATING CHILDREN'S RIGHTS IN BARANGAY DISASTER MANAGEMENT AND DEVELOPMENT

TRAINING PREPARATION

1. The barangay council initiates the integration of children's rights in disaster management and development, and begins preparations for the training (training schedule, participants, resource persons, facilitators, budget, venue, logistics, etc.)
2. Barangay leaders, service providers and nurturers are urged to appreciate the value of integrating children's rights in local disaster management and development
3. The support of the municipal and city government and provincial government agencies is solicited if necessary.
4. Resource persons and community facilitators are invited, and arrangements with them are finalized.
5. Budgets for the venue and the cost of food, transportation, training kits and supplies are prepared.
6. A barangay profile, particularly concerning data on children, should be prepared.
7. At least 4 copies of the barangay spot map (a map showing key community landmarks and facilities) should be prepared.
8. The training kit or handouts and visual aids should be translated into the local language, if necessary.

TARGET PARTICIPANTS

Twenty to twenty five (20–25) key leaders, service providers and nurturers in the barangay, including: Members of the barangay council, barangay disaster coordinating council, and the barangay council for the protection of children, barangay health workers, traditional healers, teachers, parents, and youth leaders who are involved or about to be involved in the implementation of child rights-based disaster management and development programs, projects and activities. As part of the training workshop, participants should be willing and able to run discussions and other activities with both adults and children.

Men and women (adults), and boys and girls (youth and children) in the barangay should be involved in focus group discussions and participatory activities organized by the main training participants.

TRAINING OBJECTIVES

General objective:

To enable barangay leaders and the community they represent to integrate children's rights in local disaster management and development programs, especially involving situations of disaster and armed conflict.

Specific objectives:

1. To strengthen the barangay council for the protection of children and the barangay disaster coordinating council as institutions mandated to protect children during disaster situations, especially due to armed conflict.
2. To recognize the importance of incorporating children's rights and issues in barangay programs and services;
3. To identify disaster risks (hazards, vulnerable conditions, service gaps and risk issues, capacities and resources to build on) in the barangay, especially those relating to children;
4. To link the proactive disaster management activities of disaster preparedness, mitigation and prevention to development planning;
5. To formulate child-rights-based disaster management and development projects and activities from the needs and service gaps identified; and
6. To involve all stakeholders in the community in the implementation of child-rights-based disaster management and development programs, services, projects and activities.

Overall learning objectives:

At the end of the 6-day training workshop, barangay participants should be able to:

1. Describe their local experiences about disasters and relate these to the national disaster and children's situation.
2. Compare current roles and performance in protecting children especially during disaster and conflict situations to international and national instruments, laws and mandates.
3. Explain the child-rights-based disaster management and development framework.
4. Formulate a data-gathering guide and participatory tools and activities for child-oriented participatory risk assessment (or COPRA).
5. Conduct COPRA with adults, youth and children in the barangay.
6. Formulate an action plan that integrates children's rights in disaster management and development in the barangay.

TRAINING MODULES:

This training program has four key modules (excluding the opening and closing activities):

- 1. Module 1 for Learning Objectives 1 And 2**
— Rationale for Integrating Children's Rights in Barangay Disaster Management and Development
- 2. Module 2 for Learning Objective 3**
— Child-Rights-Based Disaster Management and Development Framework
- 3. Module 3 for Learning Objectives 4 and 5**
— Child-Oriented Participatory Risk Assessment (COPRA)
- 4. Module 4 for Learning Objective 6**
— Child-Rights-Based Disaster Management and Development Action Planning

Opening activities

- ◆ Invocation, national anthem and provincial song

- ◆ Messages
- ◆ Introduction of participants and facilitators
- ◆ Participant expectations, training objectives and program
- ◆ Schedules, ground rules, technical arrangements

Module 1:

Rationale for the integration of children’s rights in barangay disaster management and development

- ⇒ Local Children’s Situation
- ⇒ National Children’s Situation

Module 2:

Child-rights-based disaster management and development framework

- ⇒ The legal bases
- ⇒ The child rights framework
- ⇒ Roles and responsibilities of duty-bearers
- ⇒ Integration into disaster management and development



Module 3:

Child-oriented participatory risk assessment (COPRA)

- ⇒ Introduction to COPRA (situation analysis)
- ⇒ Key areas of inquiry and guide questions
- ⇒ Participatory tools
- ⇒ The COPRA design (questions, activities, tools)
- ⇒ Initial COPRA in the classroom
- ⇒ Actual COPRA in the community (fieldwork)
- ⇒ Collation of data and analysis

Module 4:

Child-rights-based disaster management and development action planning

- ⇒ Barangay governance and child-rights-based disaster management
- ⇒ Strengthening child-rights-based disaster management in barangay governance
- ⇒ Child-rights-based disaster management and development action planning

Closing Activities

- ⇒ Training Evaluation
- ⇒ Issuance of certificates of participation and appreciation

TRAINING METHODOLOGY

Various training methodologies guided by the participatory-and learner-centered approach are used in this workshop, including:

- ◆ Interactive lecture
- ◆ Group or team exercises
- ◆ Workshops, and
- ◆ Sharing of cases

Summary of Training Design

MODULE	TOPIC/SESSION	METHOD	DURATION
	Opening activities		2 hours
	Opening program	*Invocation *National anthem *Messages	
	Introductions	"I am..., I have..., I can..., I will..."	
	Expectations check, training design, technical arrangements	*"Evacuation center" *Discussion	
Module 1	Local and national children's situation	2 sessions	3- 4 hours
	Local children's situation	*"Collage" or "Exhibit," *Interactive lecture	1.5 - 2 hours
	National children's situation	*"Guessing game" or "Bagyo, lindol, gyera;" *Interactive lecture	1.5 - 2 hours
Module 2	Child-rights-based disaster management and development framework	4 sessions	
	The legal bases	*"Cha Cha" or "Matching exercise;" *Interactive lecture	2.5 hours
	The child rights framework	*"Exercise nine dots," or "Untangling game;" *Interactive lecture	2.5 hours
	Roles and responsibilities of duty-bearers	*"Our organization as a vehicle;" *Workshop *Interactive lecture	1.5 hours
	Integration of child rights in local disaster management and development	*"Jigsaw puzzle" or "Untangling" *Interactive lecture	1 hour

MODULE	TOPIC/SESSION	METHOD	DURATION
Module 3	Child-oriented participatory risk assessment (COPRA)	7 sessions	
	Introduction to COPRA situation analysis	*"Picture analysis" or "What do you see?" *Interactive lecture	1 hour
	Key areas of inquiry and guide questions	*Interactive lecture *Workshop	2– 2.5 hours
	Participatory tools	*Interactive lecture *Demonstration and practice group work	3 hours
	COPRA design	*Group work *Plenary presentation *Discussion	3 hours
	Initial COPRA in the classroom	*Group work *Plenary presentation *Discussion	4 hours
	Actual COPRA in the community (fieldwork)		2 days
	Collation of data and analysis		4 hours (for initial COPRA); 1 day for field data
Module 4	Child-rights-based disaster management and development action planning	3 sessions	
	Barangay governance and child-rights-based disaster management	*"Governance is..." or "Good Governance is..." *Interactive lecture	1.5 hours
	Strengthening child-rights-based disaster management in barangay governance	*Case presentation & sharing of insights *Interactive lecture	1.5 hours
	Child-rights-based disaster management and development action planning	*"Visioning" *Review of COPRA results & barangay development plan *Workshop *Interactive lecture	3.5 hours
	Closing activities		1 hour
	Evaluation		
	Issuance of certificates		

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OPENING

😊 Objectives

1. To formally open the training;
2. To introduce the participants and facilitators to each other;
3. To clarify the participants' expectations;
4. To unite participants on the training objectives and program of activities; and
5. To set technical arrangements such as schedule, participatory management teams, house rules, and so on.

👉 Opening Activities

1. Invocation, national anthem
2. Welcome or opening remarks, messages
3. Introduction of participants and facilitators
4. Expectations check
5. Orientation on the training design—objectives, content, methods, and schedule
6. Contracting (do's and don'ts) and technical arrangements



🕸 Methodology

1. “I am . . ., I have . . ., I can . . ., I will . . .” as an introduction exercise
2. “Evacuation Center” for checking expectations
3. Interactive discussion on the training design, schedule, do's and don'ts about the training workshop, house rules and other technical matters

📖 Materials needed

1. Name tags
2. Copy of training design and the program
3. Manila paper or metacards for checking expectations
4. Colored pens



Duration: 2 hours



References

1. Various ways of introducing training participants and checking participants' expectations (Reference 0-1-1)
2. Tasks of daily management teams (host teams)
3. Participant training needs analysis form (Pagsusuri ng pangangailangan sa pagsasanay ng mga kalahok)
4. Participatory and learner-centered training



Tips to facilitators

1. The training course is designed for 6 days, with 4 modules divided into 16 sessions, excluding opening and closing activities. Depending on time and resources available and other factors (for example, if the training is being conducted with other barangays or in a venue outside the barangay), the training activities can be staggered, with the fieldwork held last.
2. Learning objectives indicate the expected outputs for each session. Each session helps in the attainment of the overall learning objective/s for each module as contained in the training design.
3. Games and exercises were selected specifically to prepare participants to undertake activities with children. In choosing which game, exercise, action song or icebreaker to use, the facilitator must be sensitive to cultural and gender considerations. Participants must be reminded to affirm and promote the positive values in cultures. Facilitators are encouraged to adapt those exercises from this manual which fit the participants' characteristics, experiences and interests. But facilitators may create and add their own exercises!
4. The talks during the opening activities may be formal, but even at the outset, an atmosphere of openness and trust must be built among the participants and facilitators in order to create an environment conducive to sharing and learning. Similarly, in activities where children participate, a familiar and non-threatening environment with adults must also be established.



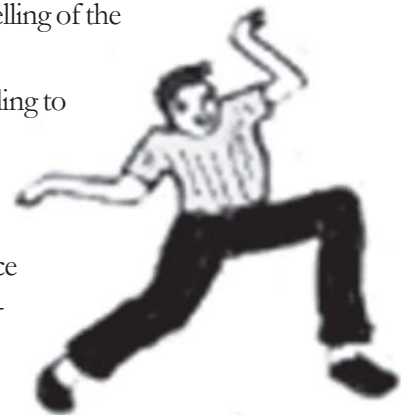
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REFERENCE 0-1-1

VARIOUS WAYS OF INTRODUCING TRAINING PARTICIPANTS AND CHECKING PARTICIPANTS' EXPECTATIONS

A. Ways of introducing participants

1. As a way of introducing themselves and their feelings, their expectations and what they hope to contribute to the training, participants are asked to complete the following phrases:
 - “I am _____ . I am . . .”
 - “I have . . .”
 - “I can . . .”
 - “I will . . .”
2. Participants are asked to select an object from inside the training room or its immediate surroundings that symbolizes themselves in relation to experiences in disaster and armed conflict situations or in protecting children’s rights.
3. Participants are asked to draw self-portraits, to write their names on the drawing paper and then to explain it to the group.
4. “Personal Bingo.” Participants are given bingo cards where personal information such as “Christian,” “Muslim,” “indigenous people,” “teacher,” “farmer,” “has 3 children,” “has evacuated twice,” “barangay official,” “has been involved in distribution of relief goods,” “has participated in peace building activities,” and so on, have been written inside the blank boxes in the Bingo cards. Participants are told to interview other participants to determine who might correspond to each description, and to ask that person to sign the box with the fitting description.
5. Participants are asked to select an adjective starting with the first letter of their names describing certain qualities they possess, or want to possess in relation to protecting children from harm, especially during disaster and armed conflict situations.
6. Participants are asked to use facial expressions or body movements to demonstrate the description or characteristic they selected in item 5.
7. Participants are asked to use body gestures to suggest the spelling of the name they want to be called.
8. Participants are asked to line up or group themselves according to age, civil status, educational background, or work experience.
9. Especially for participants who do not know each other: “Sea waves come, big waves come, boats for 5 (or 6, or 4, etc.) people come.” Participants are asked to briefly introduce themselves to the other persons on the boat — their name, organization, nature of work, and their most unforgettable experience during childhood (happiest, saddest, most frightening).



B. Ways of checking participants' expectations

1. "Evacuation center." Prepare 4 sheets of manila paper or kraft paper for each of the following questions:

- ◆ Evacuation Center (or EC) 1: What do you expect from the training?
- ◆ EC 2: What can facilitate your learning and active participation?
- ◆ EC 3: What can hinder your learning and active participation?
- ◆ EC 4: What can you contribute to the success of the training?

Post the sheets around the room as evacuation centers 1, 2, 3 and 4, or you may use names of local places usually used as evacuation centers.

Divide participants into four groups. Assign a number sequence to each for putting their answers on the manila paper such as EC 1234, EC 2341, EC 3412, and EC 4123.

Discuss the participants' expectations then summarize. Compare them to the training objectives, content, methods and schedule. Identify which could be covered during the training and those outside the scope of the training. Make a contract with the participants on the do's and don'ts, to encourage sharing and learning.

Based on the results of the expectations check, make adjustments on the training design if possible.

2. "Board work." Using the same questions as in item 1, ask participants to write their answers on colored paper or metacards. Ask them to use a distinct color to write answers to one question.

Ask participants to post their answers on the board or wall.

Discuss the answers and relate to the training design as suggested in item 1.

3. A ball of paper (or a small ball or fruit) is thrown to each participant in a circle. The participant who catches the ball introduces himself or herself and answers the same questions suggested in item 1. The facilitator takes notes on the board. When all participants have had their turn, the facilitator discusses the answers and relates them to the training design as suggested in item 1.



4. Participants are asked to complete the following incomplete sentences:

"I want to improve my knowledge, skills, attitude on _____."

"I will contribute my _____ (knowledge, time, skills, attention, etc.) to make this training successful."

"I want my co-participants to be _____ to make this training fruitful and successful."

"I will learn better and participate well in this training, if the facilitator will use the following methods and approaches _____."

Answers can be written on metacards, or presented by them. The facilitator collates the answers on the board then discusses them in relation to item 1.

- Sources:**
1. Participatory Learning & Action: A Trainer's Guide by J. Pretty et al, 1995
 2. Training for Transformation: A Handbook for Community Workers Book 2 by Hope and Timmel, 1986
 3. Creative Training, International Rural Reconstruction Movement, VSO and PEPE
 4. "Kahandaan, Katatagan at Kaunlaran ng Komunidad" (Community Preparedness, Resilience and Development) by L. P. Victoria, 2003"

TASKS OF DAILY MANAGEMENT (OR HOST) TEAMS

REFERENCE 0-1-2

The daily management (or host) team is a group of participants that assumes responsibility for helping the facilitators or trainers in the daily management of the training. It is usually given the following tasks:

1. Act as timekeeper for the start and end of each session.
2. Provide ice breakers and energizers.
3. Distribute handouts.
4. Assist the facilitator in posting visuals and in cleaning the boards.
5. Start the day's activities, for example, with an invocation, a recap of the previous day's sessions, or announcements.
6. Gather feedback and suggestions from participants and share these with the facilitators or training organizers.
7. Ensure order and cleanliness inside the training hall or room.

The daily management teams may also have to:

1. Make arrangements for a solidarity night (especially if the training design involves an overnight stay by residents from other barangays).
2. Make arrangements for a closing program.
3. Acknowledge guests and thank facilitators and organizers, in behalf of the participants.

TRAINING NEEDS ASSESSMENT

**Pagsusuri ng Pangangailangan sa Pagsasanay ng mga Kalahok
(Participant Training Needs Analysis)**

A. Impormasyong personal

Pangalan: _____ Kasarian: _____

Edad: _____ Katayuang Sibil: _____

Tirahan: _____

Trabaho: _____

Antas ng Edukasyon: Elementarya () Hayskul () Kolehiyo () Bokasyonal ()

B. Kinabibilangang organisasyon

Pangalan ng Organisasyon: _____

Tagal na sa Organisasyon: _____

Posisyon sa Organisasyon: _____

Gawain sa Organisasyon: _____

**C. Mga pag-aaral o pagsasanay na nadaluhan kaugnay sa karapatan ng bata (child rights)
at pamamahala sa disaster (disaster management)**

TITULO NG PAGSASANAY	AHENSYANG NAG-SPONSOR	PETA o TAON

**D. Isyu o Problema na Kinakaharap ng mga Bata sa Komunidad
sa Panahon ng Armadong Tunggalian**

E. Inaasahang Matututunan sa Pagsasanay

F. Mungkahi o Suhestyon ng Pagdalo sa Pagsasanay

Lagda: _____ Petsa: _____

*If you are thinking a year ahead— sow a seed;
If you are thinking ten years ahead— plant a tree;
If you are thinking one hundred years ahead— educate the people.*

Kuan Tzu, Chinese Poet

Learning is the process of acquiring new ideas, knowledge, skills and attitude to effect change in behavior and/or performance.

When learners enter the session room, they bring along:

- a wealth of experience, knowledge and skills
- their own beliefs, value and convictions
- their own perceptions, biases and feelings

“Learners are motivated, not taught, to seek newer knowledge, skills and behavior.”

The learner is the richest resource in the learning process.

Key principles of Paulo Freire

1. No education is ever neutral. It is designed to either maintain an existing situation or liberate people.
2. Relevance— issues of current importance to participants. People will act on issues on which they have strong feelings.
3. Problem-posing – education and development is seen entirely as a common search for solution to problems.

Laws of learning

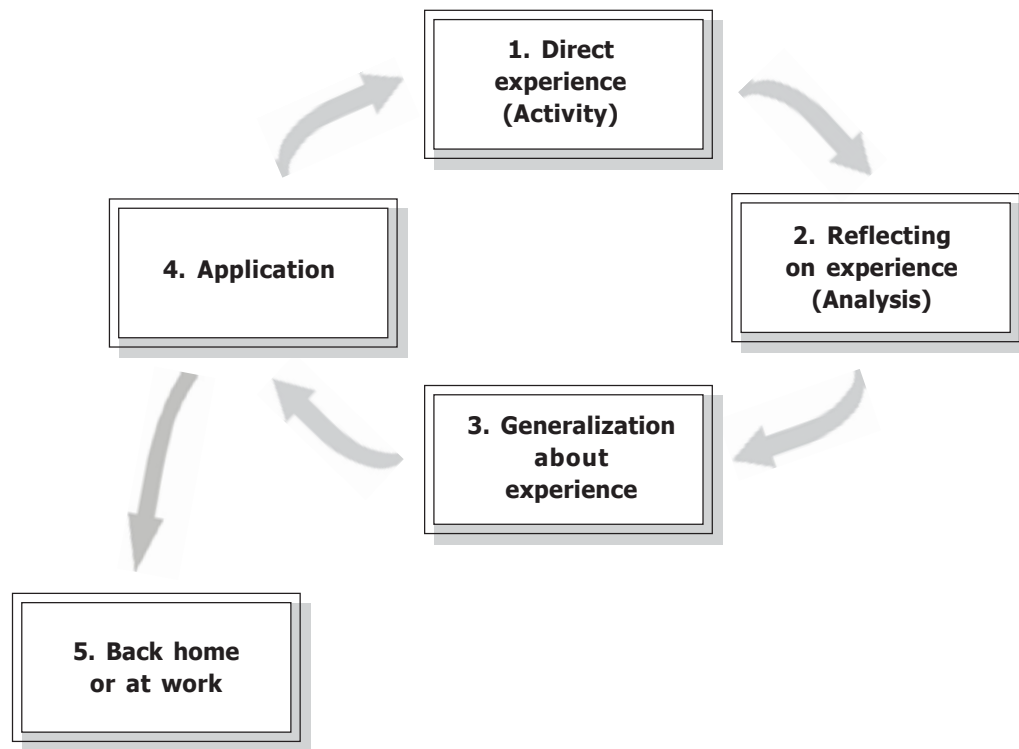
1. *Law of readiness.* People learn more easily if they are *interested* and want to learn.
2. *Law of effect.* People learn quickly, retain longer and tend to repeat those things for which they can see a *use* and which give them *satisfaction*.
3. *Law of association.* Every new fact, idea or concept is best learned if the learner can *relate it* to something he or she *already knows*.
4. *Law of exercise.* Constant repetition and practice increase the probability of learning and retention.
5. *Law of stimulation.* People learn when their senses are *stimulated* and when mental and physical responses are made to the stimuli.

Principles in adult education

1. No one directly teaches adults anything. What is being taught should have a meaning for adults and should be relevant to their needs and problems.
2. While adult learners want to be independent, they also enjoy functioning *interdependently*. Learning is a cooperative and collaborative process.
3. Learners have feelings as well as thoughts. Learning is best where what learners *say* reflects what they *think* and *feel*.
4. People learn best as a result of *experience*.
5. Learning is an *evolutionary* process. Learning is not imposed. It is a *developing* and *evolving* process.

LEARNING CYCLE

Illustration adapted from CEDPA



Learning is the transformation of information into useful knowledge. An effective approach when facilitating group activities includes: *do*, *discuss*, and *apply*.

When facilitating group activities, learners should *do* the activity, *discuss* it by answering questions such as “what happened during the activity?” and *apply* by discovering how the learning points apply to the job and to real life.

1. **The experience.** The learner uncovers new information that requires a response on his or her part.
2. **Reflecting on the experience.** The learner sorts out and analyzes the information developed in item number 1.
3. **Generalizing about the experience.** The learner interprets the information and determines the lessons that can be learned and the principles that can be drawn.

4. **Application.** The learner relates the new learning to his or her own life situation. The learner makes the connection between the training setting and the real world. This link can be strengthened through practice and planning for application after training.

Important conditions in learner-centered training

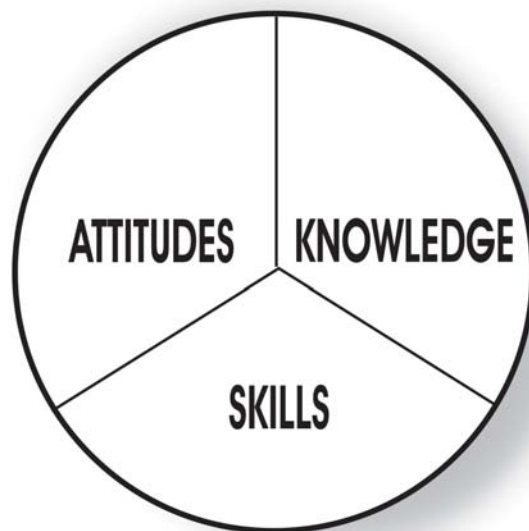
1. Non-threatening climate
2. Atmosphere of openness
3. Cooperative evaluation and self-evaluation.

Implications

- ◆ Activities conducted in small breakout groups encourage shy or withdrawn individuals to participate. If managed effectively, breakout groups can encourage discussion, promote teamwork, and divert the focus from a dominant participant.
- ◆ Seating arrangements affect learner behavior. Ensure accessibility and visibility to other participants and to the facilitator through a U-shape or fan-style arrangement to encourage discussion and interaction.
- ◆ Experiential and exploratory learning allows the learner to be self-directed and the facilitator acts as a resource for the learner. This type of training is useful when the learner is highly motivated and has strong content knowledge.

Education and training (or training and education)

Education is a long process that is wide-ranging in scope and purpose. It is concerned with the process of individual development in intellectual, moral and social terms.



A training activity has clear aims to equip persons to become more effective in their work through the development of the necessary knowledge, skills and attitudes leading to changes in behavior.

In culinary terms, education can be regarded as a nutrition guide, whereas training can be likened to a cookbook.

Developing a positive setting during the training:

- ⇒ Provide learning objectives and an agenda.
- ⇒ Establish ground rules or group guidelines.
- ⇒ Provide a comfortable seating and a place for participants' materials.
- ⇒ Ensure a comfortable room temperature.
- ⇒ Use fan-type or U-shaped seating to encourage interaction, easier viewing of audiovisuals, and application of group work.
- ⇒ Incorporate various delivery methods and avoid overusing certain media.
- ⇒ Actively involve learners – use case studies, roleplays, games, brainstorming, exercises, participative discussion, simulations.
- ⇒ Allow for periodic breaks, and adhere to starting and ending times.
- ⇒ Acknowledge all responses and contributions.
- ⇒ Reinforce positive behaviors.
- ⇒ Allow for diverse cultural values.

- Sources:**
1. Center for Disaster Preparedness Training of Trainers in Disaster Management Course
 2. Training of Trainers for Disaster Management Course, Ian Davis
 3. Human Resources Development Course, Ateneo University
 4. Training Management Course by Dennis and Agnes Ycasiano

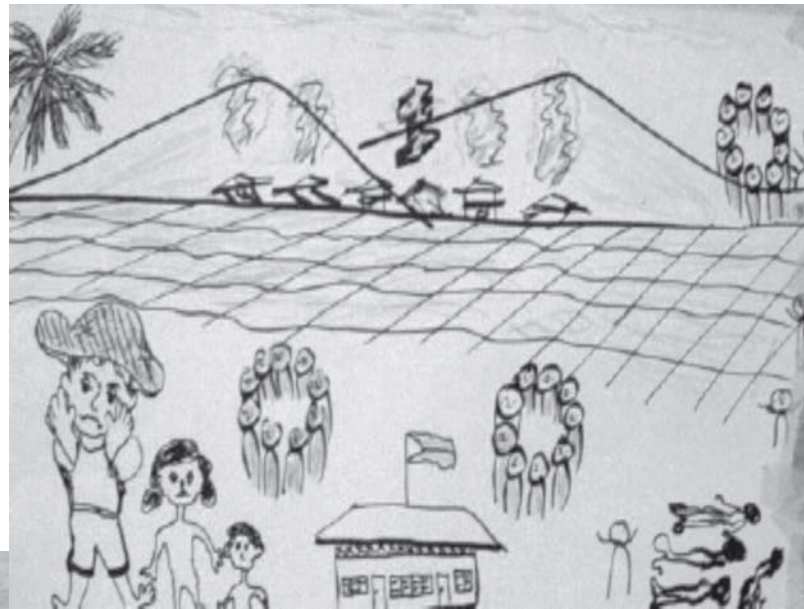
R **MODULE 1**

RATIONALE FOR INTEGRATING CHILDREN'S RIGHTS IN BARANGAY DISASTER MANAGEMENT AND DEVELOPMENT

SESSION 1 : LOCAL CHILDREN'S SITUATION

SESSION 2 : NATIONAL CHILDREN'S SITUATION

SESSION 3 : LEGAL BASES FOR INTEGRATING CHILDREN'S RIGHTS IN BARANGAY DISASTER MANAGEMENT AND DEVELOPMENT



SESSION 1

LOCAL CHILDRENS' SITUATION

Learning objectives

At the end of the session, participants are able to:

1. Briefly describe the situation of children when disaster hits their community;
2. Discuss the many-sided effects that disasters wreak on the community, family and children; and
3. Explain the current roles and responses that stakeholders take when dealing with disaster situations, especially armed conflict.

Key points

1. The Philippines is one of the world's most disaster-prone countries. Especially in Mindanao, many communities have been repeatedly displaced by armed conflict, or as a result of frequent and massive natural disasters.
2. The effects of such disasters on the community and family, especially on the children have many dimensions: physical, economic, political, social/psychosocial and cultural/spiritual.
3. Disasters, especially in connection with armed conflict, aggravate the already poor condition of most Filipinos. At the community level, disasters destroy development gains. Compared to seasonal experiences of natural disasters, displacement due to armed conflict leads to more damage in the community, families, and especially on the children. In addition, children are vulnerable to being recruited to the armed forces of the conflicting parties.
4. Children are the most vulnerable sector in a community and society in normal times, and they become even more so during disaster situations, especially if they are poor, because they lack access to housing, health, education and other basic needs. As children, they are dependent on their family and adults for survival, sustained well-being and development.
5. Children need special attention as a matter of right and as a responsibility of duty-bearers to the next generation, or *salinlahi*.

Methodology

1. "Collage" or "exhibit"
2. Group work
3. Interactive lecture

Process

1. Write the following questions on manila paper or kraft paper, or on the board:
 - a. What kinds of disasters have you experienced in the last five years?

- b. What are the effects of these disasters on the community and family, especially on children?
 - c. What are the roles and responses taken by various stakeholders, like children and youth, family, barangay officials and community organizations, when dealing with the disaster situation?
2. “Collage.” Divide participants into four groups based on their representation or organization (provincial/municipal, barangay officials, service providers, and youth) or by *purok*. Ask each group to discuss the questions above, and then draw or create a collage representing the results of their discussion. Suggest the use of colored pens, crayons, and colored paper on kraft or manila paper.

Each group should assign a facilitator to steer the discussion, a secretary to note the discussion points, and a reporter to present the workshop results. Allot 30 minutes at most for the discussion and drawing activity. Each group is then given five minutes to explain their drawing.

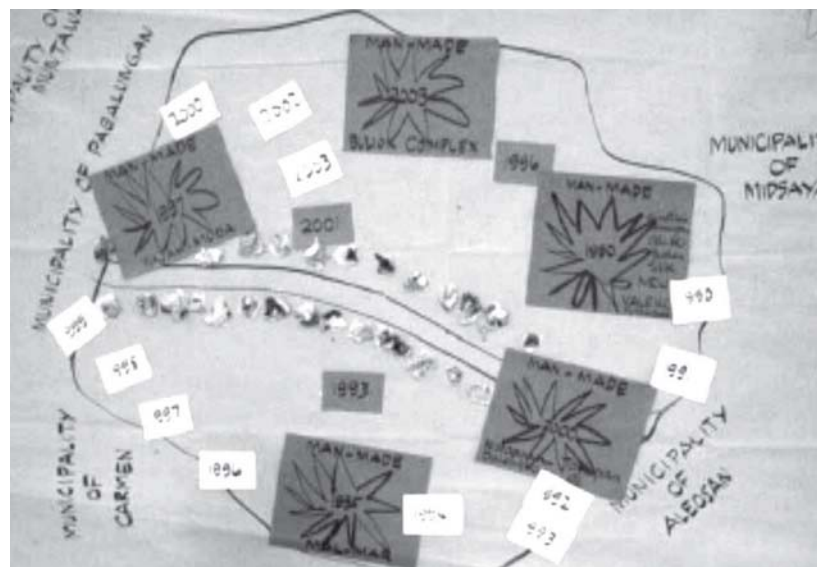
3. “Exhibit.” Prepare photographs or illustrations of disasters that have occurred in the locality and display them on the walls or hang them. Divide participants into four groups to discuss the workshop questions, encouraging the use of the photographs or illustrations during the discussion and in reporting the result of the discussions.

Tell the participants that they can visit the Exhibit before and during their discussion and they can also use some of the photos and illustrations in the course of their report.

Ask the groups write their discussion results on manila paper or colored papers. Allot five minutes for each group report.

4. Summarize the reports and discussions in a table or matrix format, showing the many-sided effects of various types of disasters falling on a community – physical, economic, political, social/psychosocial and cultural/spiritual. Most will cite negative effects, but the facilitator should note when participants cite positive outcomes. Summarize also the responses of various stakeholders in the pre-, during and post-disaster situations. Cite some of the useful data from the various references provided in this module.

5. Synthesize the key points for the session. End the session by emphasizing that children need special attention by society’s duty-bearers. Point out that the vulnerable situation of children and the role of duty-bearers will be addressed further in the succeeding sessions.



Materials needed

1. Manila paper
2. Crayons and/or colored pencils
3. Colored pens
4. Paste and masking tape
5. Colored papers and metacards
6. Multicolored children cutouts
7. Table A: Multi-Dimensional Effects on Children, Family and Community
8. Table B: Actors and Their Responses

 **Duration: 2 hours**

References

1. Collated Workshop Results on Local Disaster Experiences, Pre-test of Training Module with LAGINAKA barangays, North Cotabato, 5-10 September 2005
2. Psychosocial Effects of Conflict on Children's Lives
3. Brief Philippine National Disaster Profile, Center for Disaster Preparedness

Tips to facilitators

1. As part of the participants' preparations for this session, ask them to bring with them a spot map or base map of their community. The map will also be used elsewhere in the course of the training.
2. This session on local disaster experiences and their damaging effect on children serves as the context for the discussion on the national situation, and immediately brings the training closer to the interest of the participants. A detailed assessment of the local children's situation especially during disasters and armed conflict is made in Module 3.
3. Participants' responses may be made easier to understand by using metacards and matrix/table format.
4. Visual aids go a long way towards explaining concepts to participants.
5. This session can be made shorter, if more time is needed for other sessions. "Exhibit" can be used instead of "Collage," because the latter takes longer to complete. Sessions 1 and 2 can also be merged. The situation of children will be discussed again in later topics.



Disaster and armed conflict situations have multi-dimensional damaging effects on children, family and community

Illustration modified from Victoria and CDRC Visuals.

Table A: Multi-Dimensional Effects on Children, Family and Community

KINDS OF disaster	PHYSICAL		PSYCHOSOCIAL		ECONOMIC		CULTURAL/SPIRITUAL		POLITICAL	
	General effects	Children	General effects	Children	General effects	Children	General effects	Children	General effects	Children
<i>Natural:</i> Flood Drought										
<i>Human-made:</i> Armed conflict										



Materials needed

Table B: Actors and Their Responses

ACTORS/ STAKEHOLDERS	RESPONSES		
	Before disaster	During	After disaster
Family			
Community			
LGU			
NGO/PO			

COLLATED WORKSHOP RESULTS
ON LOCAL DISASTER EXPERIENCES
(Pre-Test of Training Module in Laginaka barangays
in North Cotabato, 5-10 September 2005)

Table A: Multi-Dimensional Effects on Children, Family and Community

DISASTER	PHYSICAL	PSYCHO-SOCIAL	ECONOMIC	POLITICAL	CULTURAL
- Armed Conflict (Displacement)	- Malnutrition - Diseases/sickness - Death	- Relational gap - Trauma	- Poverty (Cattle Rustling) - Hunger - Lost of opportunity to means of livelihood	- Biases in giving goods - Inactive - Neglect on responsibility	- Not able to exercise obligations in praying - Damaged Mosque/Madrasah/Majad
- Drought	- Destruction of farm / no production				
- Flood					

Table B: Actors and Their Responses

ACTORS	RESPONSE
Children/Youth	Volunteerism Training Taking care of siblings Helps harvest produce
Family	Information sharing / Preparedness
NGOs	Relief goods / rehab projects Training Dug wells Latrines
Barangay officials	Access services from LGUs, rice, seeds, relief
Local government units / national agencies	Relief goods Feeding Toys Alternative classes Medical assistance Rehabilitation (Housing) Animal (Carabao dispersal) Farm inputs Road rehabilitation

P

REFERENCE 1-1-2

PSYCHOSOCIAL EFFECTS OF CONFLICT ON CHILDREN'S LIVES

1. **Dealing with grief and pain caused by loss.** Children deal with grief and loss differently. They may grieve for the loss of their loved ones, the life that they knew before, or their friends, pets, trees and flowers in their communities. The degree of grief and pain that children feel of course vary depending on their experience of loss.
2. **Changes in behavior and self-esteem.** Children lose their confidence and self-esteem and lose interest in their daily activities. Adults have noted that children who were expressive before experiencing a conflict, become much less articulate during and after such an experience. They had difficulty expressing ideas even in the local language. Adults noted that the children in evacuation centers found it hard to relate or interact with other children.
3. **Fear as part of everyday life**
 - a. Parents limited the area where their children could play and socialize with their friends.
 - b. Children's schooling was delayed.
 - c. Some children had nightmares or found it hard to sleep.
 - d. Families moved or relocated. Some children were sent away to live with relatives.
 - e. Celebrations of religious festivals/rituals and recreational communal gatherings and activities were reduced.
4. **The abduction and/or death of family members created challenges to the family through intense economic, psycho-emotional, and social pressures.** Children prematurely became primary breadwinners or family heads.
5. **Social connections and relationships between children were affected by displacement and relocation.** Children's relationships with friends and peer groups (*barkada*) were affected when they had to be separated from each other. They found themselves in different evacuation centers, or their friends' families moved to other places.
6. **Recurring military operations and rebel attacks strained Muslim-Christian relations.**
7. **People became less trusting of each other, especially of strangers.**
8. **People despaired.** The future looked uncertain, discouraging people from planning for the long-term. They felt that it was futile to do so.
9. **Violence became the norm.** In areas where conflict and violence have been everyday occurrences for a decade, some children no longer felt fear. War and violence became the norm. Children also learned to live with uncertainty, anger, and hatred towards perceived aggressors or instigators of conflict. Stealing and corruption became acceptable.

Source: Children Caught in Conflicts: Assessing the Impact of Armed Conflict on Children in East Asia and the Pacific. 2004. Program on Psychosocial Trauma and Human Rights UP CIDS and UNICEF East Asia and the Pacific Region. Unpublished (slightly edited for this publication).

Disaster-prone country

The Philippines is one of the world’s most disaster-prone countries. The Center for Research and Epidemiology of Disasters in Belgium recorded a total of 701 disaster incidents from 1900-1991, or almost 8 disasters a year. The National Disaster Coordinating Council recorded 523 disasters from 1987-2000, or an average of 37 disasters a year, with total damage estimated at Php 150 billion (OCD, 2001).

In the year 2000 alone, 259 disaster events were noted, affecting 9 million individuals, with total cost of damage of Php 7.739 billion (NDCC, 2003).¹ The European Commission Humanitarian Aid Office Disaster Risk Indicators has ranked the Philippines as the 11th most disaster-prone among 115 countries.

The Philippines’ predisposition to natural hazards is, to a significant extent, a function of its geographical and physical characteristics. Located near the Western North Pacific Basin where 50% of the world’s tropical cyclones are generated, 20 typhoons enter the country’s area of responsibility every year, of which nine make a landfall.

The world’s largest archipelago, the Philippines consists of 7,100 islands with total land area of 30 million hectares. Communities along its 36,289-kilometer coastline are prone to storm surges and sea level changes. Flooding, especially in low-lying areas, is common due to rains brought about by typhoons, monsoons, thunderstorms, and inter-tropical convergence zones. El Niño occurrences induce drought in many parts of the country, posing serious problems in agricultural production, potable water supply, and hydroelectricity generation.

Further, the country is part of the western segment of the Pacific Ring of Fire and lies between two major tectonic plates, whose movement creates mountain ranges, islands, volcanoes, earthquakes, and tsunamis. The country’s topography thus varies from high mountains, accounting for 60% of landmass, to plains and freshwater swamps. There are 220 volcanoes, of which 22 are active. Five earthquakes, mostly imperceptible, occur daily. Heavy rains and earthquake can trigger landslides and debris flows.

Typhoons, flooding and drought: most frequent hazards, affects most number of people

A total of 103 million people were affected by disasters from 1991 to 2001 or an average of 9.4 million yearly (CDRC 2001), and many Filipinos are repeatedly hit by disasters. Typhoons, drought and flooding are the hazards which affect the most number of people.

From 1988 to 2000, there were 198 tropical cyclones creating a total damage of Php 22.105 billion. Some 8,000 people perished in a flashflood in Ormoc, Leyte, during Typhoon Uring (international code name *Thelma*) on November 5, 1991, which also left 50,000 homeless.

.....
¹ The National Disaster Coordinating Council’s monitoring system since 1998 includes minor and major disasters.

In Camiguin Province, Typhoon *Nanang* (international codename *Lingling*) claimed 220 lives (including those declared missing), injured 146 persons and affected some 7,000 families, with damages to settlements, agriculture and infrastructure estimated at Php 201 million.

In the aftermath of landslides and floods in Southern Leyte, triggered by continuous rains from December 14-19, 2003, due to intertropical convergence zones, 154 rural folk died and 37 were injured.

El Niño occurrences create drought in many parts of the country, posing serious problems in agricultural production and water supply. During the *El Niño* drought period in 1997-1998, over one million families suffered from food scarcity in the highlands of Mindanao and other parts of the country.

Other vulnerability factors

Disaster frequency and loss are conditioned by the Philippines' particular geographical location and physical characteristics, but even more so by the social, economic and political environment. Vulnerability factors such as such poverty, environmental depletion and degradation, rapid urban expansion, lack of development and disaster management planning, (mal)development policies and practices such as conversion of agricultural lands for residential, industrial and commercial uses and export-oriented economy, patronage politics and "of guns, goons and gold" or "of money, movie stars and media," greed and negligence, poor enforcement of provisions for public safety and environmental management, and reactive disaster management orientation, are causes, if not aggravating factors, in the recurring and chronic disaster situation. These are barriers to the ability of individuals, households, communities and society to protect, prepare for, cope with, and recover from damaging events.

Rapid environmental degradation and resource depletion aggravate the country's vulnerability to natural hazards. The country now finds itself experiencing a cycle of flooding, drought and red tide. Deforestation has resulted in flooding, soil erosion, landslides and siltation. The destruction of mangroves and coral reefs has resulted in the decline of fish production and loss of natural protection of coastal communities from storm surges and beach erosion.

Poverty severely restricts the capacity of many Filipinos to cope with the many natural hazards, and more so, to recover from the damages wrought by disasters. Adverse socioeconomic situations lead people to inhabit high-risk areas and engage in unsustainable and dangerous livelihoods. Weeklong rains brought about by two typhoons (*Ditang* and *Edeng*) triggered a 50-ft. trashslide in Payatas, Quezon City, on July 10, 2000, burying 362 people, mostly women and children, in urban poor settlements.

Human-made disasters also take a heavy toll. From 1982-1990, there were 224 maritime accidents, mostly associated with weather disturbances. The collision of MV Doña Paz with an oil tanker is the world's worst peacetime sea mishap, with 4,342 confirmed dead. The Philippines also holds a world record for the second worst disco fire, with the Ozone disco fire on March 18, 1996, with 162 dead and 104 injured. Armed conflict, especially in Mindanao, causes repeated displacement of whole communities, and contributes to the worsening disaster situation.

- Sources:**
1. Summary of Natural and Man-Made Disaster Incidents 1998-2002, National Disaster Coordinating Council, 2003
 2. A Study on Current Disaster Management Practice and Opportunities for Strengthening Local Capacities in the Philippines by Alcid, Aricilla, Dulce, Elegado & CARE Philippines (2004)
 3. Disaster Preparedness Training Hand-outs, Center for Disaster Preparedness

NATIONAL CHILDREN'S SITUATION

SESSION 2

Learning objectives

At the end of the session, participants are able to:

1. Relate the community situation to the national children's situation;
2. Describe the children's situation at the national level;
3. Discuss the effects of political and socio-economic policies and programs on the situation of children; and
4. Explain the importance of nurturing and protecting children, especially during disaster and armed conflict situations.

Key points

1. The children's situation at the community level reflects the same dire situation of children at the national level.
2. Despite government initiatives, poverty continues to be the major deterrent to child survival, growth and development. Filipino children face a myriad of obstacles to their health, educational achievement and living conditions. These lead to the stunting and poor development of their minds and bodies.
3. Some 60% of children are born to families living below poverty line. Because they come from poor families, they suffer from poor health, low educational achievement and miserable living conditions, stunting the growth of their minds and bodies. Poverty also exposes them to physical danger, disease, neglect, abuse, child labor, street crime, trafficking, and juvenile delinquency. Despite government initiatives, Filipino families and their children have no access to adequate and affordable housing, health care and nutrition, education and other basic needs.
4. As children, they are dependent on their family and on adults for survival and for sustained well-being and development. Poverty is also a key barrier to the ability of individuals, families, communities and society to protect themselves, to prepare for, cope with, and recover from disasters. Filipino children are adversely affected by the government's political and socioeconomic policies and programs. Children are the future of the community, so their protection and development should be ensured, especially during disaster and armed conflict situations.
5. Children are the most vulnerable sector in the community and society in normal times, and even more so during disaster situations. Children have particular physical, intellectual, social and psychological needs that must be met for their healthy growth and development. Experiences of violence and fear, separation from parents and other caregivers, exploitation and abuse, and involvement in fighting forces in armed conflict are threats to their well-being and development. Children need support and guidance from early to middle childhood to adolescence, as they develop physically, emotionally, spiritually, intellectually, socially, and sexually.

6. Children need special attention especially during disaster and armed conflict situations as a matter of right and responsibility of duty-bearers to the next generation or *salinlahi*. Early negative experiences can significantly influence the future course of children’s development and may determine whether they make a meaningful contribution or pose a huge cost to society throughout their lives.

Methodology

1. “Guessing game” or “*Bagyo, lindol, gyerá*”
2. Interactive lecture

Process

1. “Guessing game.” Prepare questions that are relevant to the community and to the key points to be discussed in the session, as well as several answers. Ask participants to move to the center of the session room. Tell them that three letters indicating A, B, C are posted for their answers. For every question asked, let the participants go to the post of their choice. Occasionally ask the participants why they gave a particular answer. After all the questions have been asked and been answered, tell the participants to return to their seats.
2. “*Bagyo, lindol, gyerá*.” Ask participants to form groups of three. Within each group, ask two persons to hold their hands high up together, forming a shape like a roof of a house. The third person in each group stands under their linked hands. An “*It*” is left without a group. If the “*It*” calls out the word *bagyo* (typhoon), all pairs with linked hands disperse, leaving all third persons in each group “homeless”. Then with the “*It*”, they try to form new pairs, and again with linked hands put a “roof” in all the third member of each group. If the “*It*” calls out the word *gyera* (war), everyone standing under a pair of linked hands as well as the “*It*” moves to find a new pair of linked hands, like finding a new home. If the word *lindol* (earthquake) is called out, everyone including the “*It*” moves to form a new group of three. The person left without a group or home always becomes the new “*It*.”
3. The facilitator relates the children’s situation in the community to the national situation of children, showing how the local situation reflects the same dire situation at the national level.
4. Emphasize how children are adversely affected by the government’s policies and programs. Budget allocations for basic services (such as health, education, and housing) are largely eaten up by the Philippines’ huge foreign debt and widespread corruption in the bureaucracy.
5. Synthesize the key points covered. Point out that the next module will tackle how children should be protected.

Materials Needed

1. Metacards
2. Colored pens
3. Sample Guide Questions for the “Guessing Game”
4. Visuals for National Children’s Situation

Duration: **2 hours**

References

1. National children's situation, Balay Rehabilitation Center
2. Children in armed conflict situations, Balay Rehabilitation Center
3. Situation of Filipino children of various development stages, UNICEF www.unicef.org/philippines


Tips to facilitators

1. The facilitator may use a different set of questions in the "Guessing game," other than those provided below, as long as the questions are concrete and relevant to the participants.
2. Fresh data on the children's situation can be obtained from the National Statistics Office (NSO) and Disaster Response Operations Monitoring & Information Center–Department of Social Welfare and Development (DROMIC-DSWD).

Materials needed (1-2-3)

Sample Guide Questions for the "Guessing Game"

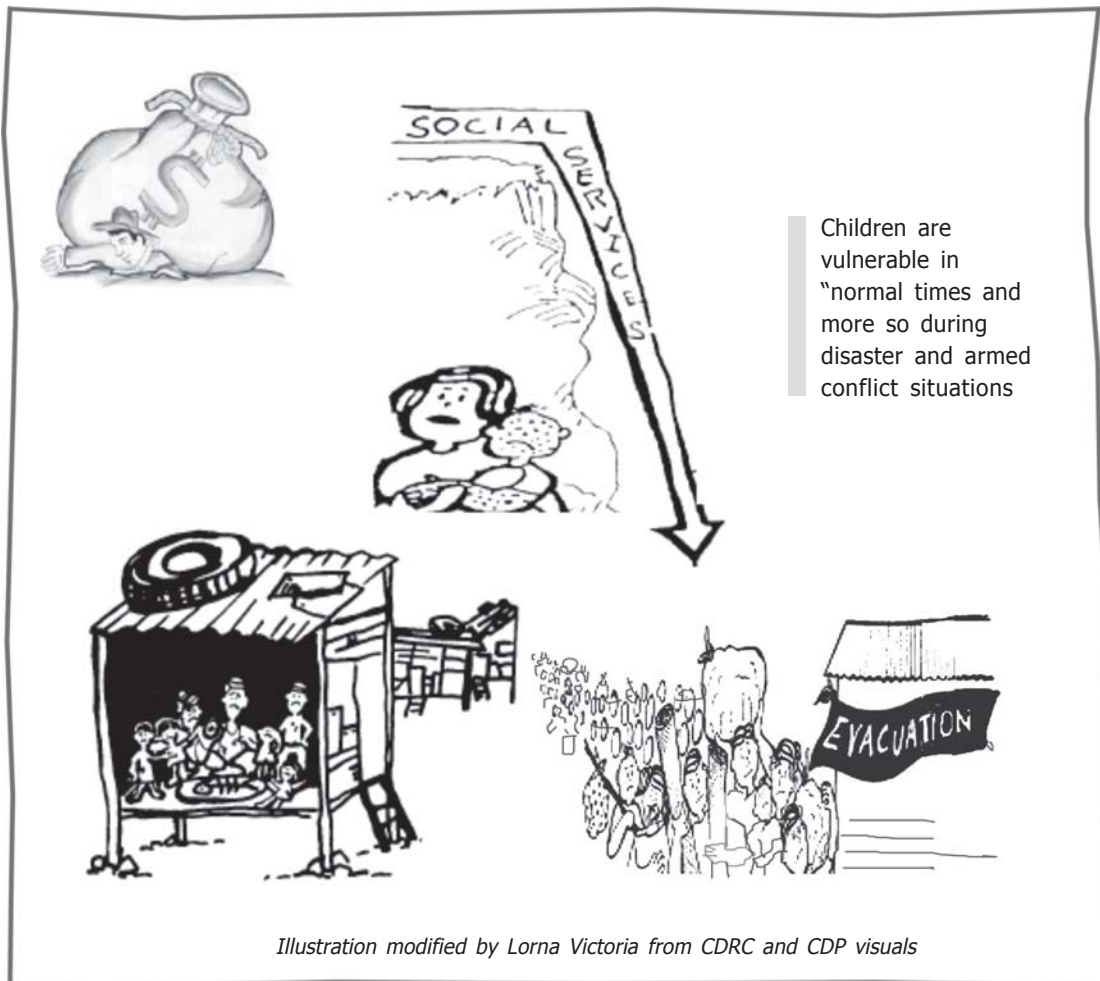
- a. What is the total population of Filipinos
(Answer: 84 M)
- b. What is the total population of children (0-19)?
(Answer: 36,332,195)
- c. What is one of the most urbanized regions that get more than half of the total income of the country? (Answer: NCR)
- d. What is one of the regions that get the least amount of the national income of the country?
(Answer: ARMM)
- e. How many children (percentage) are born to families near or below the poverty line?
(Answer: 60%)
- f. How many Filipino (percentage) are living below poverty line?
(Answer: 34%)
- g. What is the percentage of pupils who are anemic?
(Answer: 50%)
- h. What is the government's budget for every Filipino?
(Answer: Php 0.37)
- i. For every 100 students, how many children who enroll in Grade 1 reach Grade 6?
(Answer: 67)
- j. For every 100 students, how many children who enroll in First Year reach Fourth Year?
(Answer: 69)
- k. How many children and youth were victims of child abuse in 2002 DSWD Report?
(Answer: 96,591)
- l. How many child laborers are there in the country, based on 1995 UNICEF report?
(Answer: 5 M)
- m. How many children were affected by armed conflict from 1972 to 1991?
(Answer: 4.5 M)
- n. How many children were displaced yearly from 1988-1999?
(Answer: 30,000)

 Materials needed (1-2-4)

Children are part of the wider society



Illustration from Promoting Rights-Base Approaches by Joachim Theis



Children are vulnerable in "normal times and more so during disaster and armed conflict situations

Illustration modified by Lorna Victoria from CDRC and CDP visuals

Brief national situation

Total population	85 million (2005 estimate by NSO)
Population growth rate	2.36% (NSO 2000) 2 million added annually; 5,479 a day
Proportion of population below 15 years of age	37%
Proportion above 65 years old	3.8%
Total labor force	35 Million
Total unemployment rate	10.1% (LFS Oct. '03)
Total underemployment rate	15.7% (LFS Oct. '03)
Annual average family income:	US\$2,619 (FIES 2000)
Poverty incidence	34% or 25.8 million people (NEDA 2001)
Budget deficit 2004	US\$5B or 35% of the national budget
% of national budget for debt servicing	30% - 45% (2002-04)

Total population indicators (2000)

Total population :	76,505,077
Total children's population (0-19) :	36,332,195
Percentage of children's population :	47.49%
Population growth rate (1999-2000) :	2.36%

POPULATION BY AGE GROUP		
Age	Population	Percentage
0-4	9,699,502	12.64%
5-9	9,695,781	12.67%
10-14	8,949,614	11.70%
15-19	8,017,298	10.48%

CHILD POPULATION BY SEX				
Age	Male		Female	
	Total	Percentage	Total	Percentage
0-19	18,473,972	50.85%	17,858,223	49.15%

Selected poverty indicators

- ⇒ 60% of children are born to families living near or below poverty line.
- ⇒ 34% of total population live below poverty line.
- ⇒ 54% of rural population are poor.
- ⇒ 20% of families experience food poverty (they live below subsistence levels).
- ⇒ 15% of population live below US\$1 a day.



Country Comparison — Health in ASEAN Countries

Country	Human development index (HDI) rank	Life expectancy at birth 1995-2000	Infant mortality (per 1000 live births)	Under 5 mortality rate (per 1000 live births)	Maternal mortality (per 1000 live births)
Singapore	26	77.1	4	4	6
Malaysia	56	71.9	8	9	39
Thailand	66	69.6	26	30	44
Philippines	70	68.6	31	42	170
China	81	69.8	33	41	55
Vietnam	101	67.2	31	40	160
Indonesia	102	65.1	38	52	450
Cambodia	121	56.5	86	122	470
Laos	131	52.5	93	111	650

Leading causes of infant mortality

Measles	0.90%
Avitaminoses @ nutritional deficiency	1.30%
Other respiratory diseases	1.60%
Meningitis.....	1.60%
Septicemia	3.70%
Birth injuries and difficult labor	5.40%
Congenital anomalies	11.20%
Pneumonia	16.40%
Respiratory conditions of fetus and newborns	20.30%

Leading causes of children’s morbidity per 100,000 population

Other diseases of the respiratory system.....	10.5%
Nephritis, nephritic syndrome	10.5%
Diabetes mellitus	11%
Chronic obstructive pulmonary disease.....	17.8%
Accidents.....	23.7%
All forms of tuberculosis	39.2%
Malignant neoplasm.....	43.4%
Pneumonia.....	59.3%
Diseases of the vascular system	59.3%
Diseases of the heart.....	77%

Malnutrition indicators

Anemic students	50%
Iron deficiency anemia (infants).....	40%
Underweight (0-5).....	28%
Iron deficiency anemia (1-6).....	26%
Iodine deficiency	20%
Night blindness	4%

Education indicators by level

	Elementary	Secondary
Participation rate	96.77%	66.06%
Cohort survival rate	67.13%	49.86%
Completion rate	66.33%	48.39%
Dropout rate (2000-2001)	33%	31%

Child abuse: cases served by the Department of Social Welfare and Development

INDICATORS	FEMALE	MALE	TOTAL
Children	45,956	43,226	89,182
Youth	827	6,582	7,049
Total	46,783	49,808	96,591

Child laborers by age and sex

Age	Female	Male
5-9	63.10%	36.90%
10-14	64.40%	35.90%
15-17	66.70%	34.30%

Children in situations of armed conflict

- ◆ From 1972 to 1991, an estimated 4.5 million children were affected by armed conflict.
- ◆ 30,000 were displaced yearly (1988-1999).
- ◆ At least 209,703 children were affected in the government counter-insurgency campaign in 1986-1988.
- ◆ Of the 205 deaths in Maguindanao and Lanao Sur in 2001, half were children.
- ◆ Elementary enrolment in Iligan City dropped from 55,000 to 13,000 after the 2000 war.
- ◆ Most of the out-of-school youth (OSY) can be found in ARMM.
- ◆ About half of all civilian victims of war are children (UNICEF).

Cost of war

- ◆ The Philippine government spent 6 billion pesos on war from 2000-2001, one billion pesos higher than its schoolbuilding expenditure for the same period.
- ◆ A 105-mm Howitzer shell costs Php 7,300, equivalent to the cost of a set of chairs and table for at least 36 students in Grade 1 and 2.
- ◆ Funds for relief assistance in 2003 reached up to Php 18.6 million, more than enough to provide anti-measles vaccines to 2.22 million children. This amount can also provide multi-level workbooks for 320,000 pupils.



Summary of obligations and proposed new appropriations (2003)

DEPARTMENTS	OBLIGATIONS			
	2001 Actual	2002 Adjusted	2003 Proposed	2003 Appropriation on Proposed
Education	97,470,588	103,296,919	104,409,275	96,234,860
Health	10,747,373	11,959,580	11,424,446	10,940,704
National Defense	58,781,349	60,375,090	42,542,006	42,412,102
DSWD	1,812,029	2,201,371	2,097,006	2,051,093
Agrarian Reform	6,008,986	1,739,534	1,734,420	1,593,508

Share in National Budget

SECTOR	LEVELS (BILLION PESOS)	% SHARE
Economic services	164.4	20.2
Social services	238.1	29.6
Defense	40.7	5.1
General public	134.4	16.7
Net lending	5.5	0.7
Debt service fund	232.2	27.8
TOTAL	804.2	100

Corruption in Government

- ◆ The Philippines ranks 11th among the most corrupt nations in the world.
- ◆ Some 15 to 22 billion pesos a year is lost due to corruption in public procurement.
- ◆ Some 13% of the 781 billion pesos of the Philippine national budget (or about 100 billion pesos) was lost to corruption.

- Sources:**
1. NSO statistics on children
 2. CLDI profile of Filipino children
 3. DROMIC – DSWD

Number of displaced children

- ◆ Did you know that at least 30,000 children have been displaced by armed conflict every year since 1988? (1998 Report)
- ◆ Did you know that about 4.5 million children in the Philippines had been affected by or exposed to armed violence in the past 20 years?
- ◆ Did you know that about 1 in every 150 persons on earth — a total of about 40 million — are displaced by conflict or human rights violation? Approximately half of these are children (Machel 2000).

Health and nutrition

- ◆ At least 242 persons, most of them children, died due to poor health conditions in 2001. Poor sanitation and unsafe drinking water led to diseases such as diarrhea, dysentery and respiratory ailments (February 2001 Health Alert).
- ◆ The Department of Health reported a total of 205 deaths in evacuation centers in Maguindanao and Lanao del Sur from May to September 1998. Half of those who died were children of ages two and below, and mainly due to diarrhea (5%), measles (7.6%) and pneumonia (32%).

Measles and dengue outbreaks in evacuation centers in Central Mindanao killed 17 children in 1998. In Midsayap, North Cotabato, at least 20 children were hospitalized for measles. Health workers said that not all children received

anti-measles vaccines because the government immunization program did not reach the remote areas. Two children died of dengue fever in Cotabato City.



Education

- ◆ Children's classes are disrupted when schools are destroyed or used as military barracks and evacuation centers.

- ◆ Enrolment has decreased in primary and secondary schools in Iligan City. The DECS reported that the number of pupils enrolled in the elementary schools dropped from 54,809 in 1999 to 13,000.
- ◆ During the 2000 school year, all classes in Carmen, Pikit, and West Midsayap were suspended intermittently due to armed hostilities. At least 68 classrooms were destroyed, affecting 4,074 children, the DECS Cotabato reported. In the municipalities of Matalam, Mlang, Pikit and Aleosan, classrooms were partially damaged, affecting 1,838 children.
- ◆ Children of displaced families in Marawi City could not be admitted into new schools because their old school records were lost or destroyed during evacuation. Some children had to discontinue schooling when their families lost their sources of income and livelihood.
- ◆ A growing number of children are finding themselves in conflict with the law, or are being forced to become child laborers or child prostitutes.

Immediate Psychosocial Effects

The most evident impact of armed conflict on children is psychological. Evacuees fleeing from armed confrontations usually suffer trauma that leaves them scarred physically, emotionally, and psychologically. But the toll is heaviest on children and teenagers. Examples of the effects of war on them are:

BABIES & SMALL CHILDREN (0-5 YRS.)	CHILDREN (6-10 YRS. OLD)	TEENAGERS
Cries a lot / Fearful Often frightened or sad Clings to certain people Nightmares Fights or hits others Sits in one place Too active or troublesome Chews clothing Fails to grow or develop Eats poorly Play war constantly	Cries a lot / Fights a lot Too wild and active Sleeps poorly / Refuses to do what is asked Wets bed / Keeps to self Tries to run away Refuses to talk Repeats certain actions Acts younger than age Complains of physical aches	Distrustful / Refuses to share feelings / Will not take instruction Keeps bad company / Irritable and aggressive / Expresses survivor's guilt / Very critical / Revengeful Extremely remorseful / Nightmares and bad dreams / Worries a lot Too quiet or depressed / Cries a lot Shows poor hygiene / Acts younger than age / Complains of physical aches and pains / Increased and decreased appetite / Fear of dark Fear of sleeping / Fear of being trapped / Rebellious

Source: Balay Rehabilitation Center

SITUATION OF FILIPINO CHILDREN IN VARIOUS DEVELOPMENT STAGES

REFERENCE 1-2-3

Early years: very few children get a headstart in life

- ◆ Close to 12 million Filipino children are below 5 years old.
- ◆ Infant mortality rate: 30 out of 1,000 children die before reaching the age of 1.
- ◆ Under-5 mortality rate: 42 out of 1,000 children die before reaching the age of 5.
- ◆ Only 7 out of 10 infants (12-23 months old) are fully immunized; 74% in the urban areas and 65% in the rural areas.
- ◆ Only 3 out of 10 children attend daycare programs or preschools.
- ◆ 28% of children under-5 are underweight

Source of Basic Data: *National Demographic & Health Survey, NSO 2003 and National Nutrition Survey, FNRI*

Infant deaths, undernutrition, poor immunization coverage, lack of micronutrient supplementation, inadequate attention to cognitive and psychosocial development, and low birth registration threaten children's survival and development. All of these are critical issues in ensuring children's ability to enjoy their right to education to the fullest extent possible.

Child mortality rates in the Philippines have steadily decreased since 1998. But disparities remain across regions. In 2003, 7 out of 17 regions were estimated to have infant and under-five mortality rates higher than the national average. Rural areas are worse off with an infant mortality rate of 36 deaths per 1,000 live births.

Immunization is one of the most important and cost-effective interventions that the government's health system can provide to the poor and most vulnerable populations. Routine immunization of children and women leads to the control and eventual eradication of preventable diseases.

In the Philippines, immunization rates were steadily going up from 1990 to 1999. But when the government changed its strategy of procuring vaccines in 2000, the coverage plummeted, because the supplies were not delivered on time and inevitably caused stock shortages. In 2003, the government approved a new set of policies on the Expanded Program of Immunization (EPI) that included the procurement of vaccines through UNICEF. Complete immunization coverage for children below 2 years old reached almost 70 percent in 2003.

Early learning for children below 6 years old remains a major concern. Data from the education department show that only 3 of 10 children attend preschool or daycare services. Despite the passage of a national law on early childhood care and development, many parents still shun the practice of early learning stimulation whether through formal or non-formal structures.

The prevalence of underweight children (0-5 years old) has decreased since 1998 from 32% to 28% in 2003. But the rate of progress is still not sufficient to reach the national target of 17% in 2015.

Middle childhood: 2 million children are not in school

- ◆ There are close to 13 million children of ages 6-11 years old.
- ◆ Net enrolment ratio is 89.6%, but participation rates in public elementary schools have decreased since 2000.
- ◆ Out of 10 grade 1 pupils, only 7 are most likely to reach grade 5.
- ◆ Completion rate in public schools is 66.9%.

Source of Basic Data: *Basic Education Information System, Department of Education, 2002*

Of about 13 million children of elementary school age, almost 11 million were enrolled in 2002. This translates to a net enrolment ratio of 90%, a sharp drop from the 2000 estimate of 97%.

Public education in the Philippines is free. Yet, schools have a poor ability to keep their students. Out of 10 grade-1 students enrolled five years ago, only seven are now in grade 5. Only 67% will eventually complete basic elementary education.

The quality of Philippine education has also been the subject of many debates in the past decades. The average class size across Philippine regions ranges from 33 to 50 students per class. In July 2003, 1.3 million grade-6 pupils took the High School Readiness Test. Using a passing mark of 50% (proportion of questions answered correctly), only 18% of incoming high-school students who took the diagnostic test passed the competency level for English; 8% passed Math and 10% passed Science. These test results did not bode well with the government.

Hence, a bridge program was recommended for these students. This is a one-year remedial program for first year high-school students (12-13 years old). It focuses on improving three subject areas – English, Mathematics and Science – and is intended for students who do not meet the cutoff score in the High School Readiness Test.

Adolescents

- ◆ There are approximately 10 million young people (12-17 years old) in the Philippines.
- ◆ 4 out of 10 children (12-15 years old) are not in school.
- ◆ 6 out of 10 children entering first year reach and complete the fourth year.
- ◆ The number of working children (15 and above) increased.

Source of Basic Data: *Basic Education Information System, Department of Education, 2002*

Roughly 3 million children (12-15 years old) are not taking secondary education. The net enrolment ratio in public secondary education in 2002 was only 57%. Almost 60% of those who enter high school reach and complete the last year.

Source: UNICEF
www.unicef.org/philippines

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SESSION 3

LEGAL BASES FOR INTEGRATING CHILDREN'S RIGHTS IN BARANGAY DISASTER MANAGEMENT AND DEVELOPMENT

Learning objectives

At the end of the session, participants are able to:

1. Explain basic concepts and principles of children's rights as enshrined in the national and international instruments.
2. Enumerate children's rights which duty-bearers should respect, protect and fulfill.
3. Discuss the relevant provisions of laws mandating the protection of children, especially during disaster and armed conflict situations.
4. Explain the importance of integrating children's rights in barangay disaster management and development.

Key points

1. The United Nations Convention on the Rights of the Child (UNCRC) contains a comprehensive set of international legal norms for the protection and well-being of children.
2. Just like adults, children are rights holders. Four interrelated core principles underlie children's rights – survival and development, non-discrimination and inclusion, best interests of the child, and participation.
3. Despite laws protecting them, children continue to be subjected or exposed to various forms of abuse, neglect and abandonment, street crime, child labor, trafficking and prostitution and juvenile delinquency.
4. Human rights principles particularly children's rights should guide the formulation of policies, laws, strategies and other appropriate measures in the administrative, budgetary, judicial, political, social and other fields of local governance.

Methodology

1. "Cha Cha dance" or "Matching exercise"
2. Interactive lecture

Process

1. "Cha Cha Dance." Prepare ten questions about the situation of children and child rights. Ask 10 volunteers from the participants to stand at the center of the session hall. Introduce the game. The

volunteers move one step forward if they think the questions reflect an actual or real condition or situation in the family or community, and two steps backward, if it does not. Remind the volunteers to listen well to the questions before making a move. After the activity, tell the participants to return to their seats.

Process the activity by asking why most of volunteers took more backward than forward steps (or vice versa), and how the situation described affected families and the community. Use this activity to start a discussion on the legal bases for integrating children's rights in barangay development and disaster management.

2. "Matching exercise." Prepare 3-4 sets of titles and contents of international and national laws pertaining to the rights of children and disaster management. Use a different color for each set of titles and contents. Divide the participants into 3-4 groups. Give each group a set each and tell them to match the titles with the contents. Then ask the groups to present the results of their workshop. Post the correct set of matched items on the wall for the plenary discussion and as reference for the succeeding sessions.
3. Ask participants what they understand by the words *rights* and *human rights*? Summarize their answers and compare to the definition provided in the reference provided in this module.
4. Ask participants what constitutes a *child* or *children*. Refer to the United Nations Convention on the Rights of the Child, as provided in this module.
5. Stress the country's obligation to fully implement the UNCRC. It is the State's obligation to take targeted and concrete steps towards the progressive realization of rights and it must continue doing so in the future. Also stress that the same obligation falls on all members of society, particularly duty-bearers.
6. Also explain the UNCRC's new vision of children as being neither the property of their parents nor helpless objects of charity, and as having their own rights and responsibilities appropriate to their age and stage of development. Elaborate on the four interrelated core principles underlying children's rights.
7. Explain that the government is primarily responsible for protecting children's rights. Run through the laws protecting and fostering development of children, as provided for in the references to this module, including the State's guidelines for serving children in disaster situations.
8. Point out that despite many laws on children, implementation is poor. Also point out the legal instruments and mandates of the barangay to integrate children protection rights in disaster management and development. Emphasize that human rights principles, particularly children's rights, should guide the formulation of policies, laws, strategies and other appropriate measures in the administrative, budgetary, judicial, political, social and other fields of local governance.
9. Explain that the roles of duty-bearers will be tackled more thoroughly in another Module 2 Session 2.



Materials needed:

1. Metacards and colored pens
2. Visuals showing the core principles, children's rights and a summary of relevant laws
3. Statements for "Cha Cha dance"
4. Several sets of titles and content of laws to match for the "Matching exercise"



Duration: **2.5 hours**

References




1. Human rights and child rights
2. Unofficial summary of the United Nations Convention on the Rights of the Child, SCUK
3. Philippine disaster management system, Office of Civil Defense
4. Policy guidelines on the delivery of basic services to displaced children in disaster situations, NDCC circular No. 14

Tips to facilitators




1. To make the session on core principles and children's rights more concrete, ask for actual experiences from participants.
2. Post the visuals on the summary of relevant laws and core principles and children's rights used in this session on the walls for the succeeding sessions.
3. Duty-bearers will be discussed in Module 2 Session 2 (Roles & Responsibilities of Duty-Bearers)



States and duty-bearers are responsible to:

-  respect,
-  protect and
-  fulfill human rights

Every human being:

-  is a rights holder
-  is entitled to claim rights
-  has the responsibility to respect others' rights.

Materials needed

Sample Statements: “Cha Cha” dance

- a. Ang mga anak ng rebelde ay dapat na binibigyan din ng serbisyo.
- b. Ang mas higit na nangangailangan ang dapat na bibigyan ng serbisyo kaysa sa mga hindi masyadong apektado ng gyera.
- c. Kailangang kasama ang mga bakwit sa pagpapalano sa pag-uwi at rehabilitasyon ng kanilang komunidad.
- d. Ang mga bata, kababaihan at mga may edad ay nasa bulnerableng kalagayan sa panahon ng gyera.
- e. Ang mga bata ay dapat na masangkot sa panahon ng labanan.
- f. Sa usaping pangkapayapaan, isinasaalang-alang ang partisipasyon ng mga kabataan.
- g. Ginagawang himpilan o taguan ng mga magkalabang grupo ang mga paaralan sa panahon ng labanan.
- h. Bibigyan din ng serbisyo ang mga pangalawang asawa ng mga Muslim o katutubo.
- i. Pantay-pantay ang dapat na ibigay na relief sa mga pamilya.
- j. Ang mga opisyal ng barangay ay maaring humingi ng dagdag na tulong dahil sa kanilang mga serbisyo.
- k. Isama sa pagkuha ng datos sa komunidad ang mga hindi bakwit.

Definition of human rights

- ☑ Based on universal legal guarantees that protect individuals and groups against actions and omissions that affect their freedoms and human dignity
- ☑ Based on basic minimum standards that are internationally guaranteed and legally protected
- ☑ Based on human needs

Human rights principles

- ☑ All human beings have the same rights everywhere all the time.
- ☑ Human rights cannot be taken away. All people are born with the same human rights.
- ☑ All rights are equally necessary for life and dignity.

Rights come with responsibilities

- ◆ International
- ◆ State
- ◆ Institution
- ◆ Community
- ◆ Family
- ◆ Individual

Duty-bearers and accountability

States and duty-bearers are responsible for respecting, protecting, and fulfilling human rights.

- *Respect* means States should not directly violate these rights.
- *Protect* means States prevent rights violations by others and must provide accessible redress.
- *Fulfill* means States must take positive measures towards realizing rights, including budgetary, legislative and administrative measures.

Rights holders and participation

Every human being:

- is a rights holder.
- is entitled to claim rights.
- has the responsibility to respect others' rights.

Civil and political rights, which are the means by which people demand their rights, include the following:

- ◆ Access to information
- ◆ Freedom of expression

- ◆ Right to form and join associations
- ◆ Right to vote

Children's rights

➔ United Nations Convention on the Rights of the Child (UNCRC)

- ◆ Became an international law on 20 November 1989
- ◆ Has been ratified by 192 countries
- ◆ Was drafted over a course of 10 years by a working group composed of members of the UNCHR, UN agencies, experts and observer delegations

Why a separate convention for children

- ◆ Children are individuals.
- ◆ Children need support and guidance as they develop.
- ◆ Children's views are rarely heard and considered.
- ◆ Many societal changes affect children disproportionately or often negatively.
- ◆ Any action or inaction of government affects children more strongly than any other group in society.

Core principles of the UNCRC

- ◆ **Principle 1.** Children's right to survival and development (Article 6)
- ◆ **Principle 2.** Best interests of children (Article 3)
- ◆ **Principle 3.** Non-discrimination and inclusion (Article 2)
- ◆ **Principle 4.** Participation of children (Articles 12, 13, 14, 15, 16, 17, 31...)



Principle 1: Children's right to survival and development

- Every child has the right to survival.
- It is the State's responsibility to ensure the child's survival and development.

Principle 2: Best interests of children

- All actions concerning the child shall be in his or her best interest.
- Government policies and programs, institutions and adult society are accountable to children.
- Determine children's interest by:
 - Consulting them and other significant adults
 - Looking at policies and good practices
 - Considering short- and long-term effects of decisions and actions on their development.

Principle 3: Non-discrimination and inclusion of children

- All rights apply to all children without exception.
- Different children experience childhood in different ways.
- The external environment will have differing effects on different groups of children.
- Power issues underlie all forms of discrimination.
- Affirmative action is needed to ensure that rights of marginalized children are realized.

Principle 4: Participation of children

- Guides the interpretation of other articles and is relevant in the implementation of the UN CRC.
- Enables children to claim their rights.
- Challenges adult assumptions about children.
- Changes role of children in society.
- Requires an enabling environment.

Role and responsibilities of parents

- ◆ Parents are the primary caregivers of children, while governments are charged with assisting families in fulfilling their role.
- ◆ The rights of parents with respect to children are directly linked to the need for parents to promote and protect children's rights.

The rights and responsibilities of families must be balanced with the increasing capacity of children to become the main actors in the exercise of their rights and responsibilities.

Children are persons under 18 years old unless national laws recognize a lower age of majority. Recognizing that children have rights as human beings and need special care and protection, the United Nations General Assembly unanimously adopted the Declaration on the Rights of the Child on 20 November 1959.

This was later expanded and developed into the United Nations Convention on the Rights of the Child (UNCRC) on November 20, 1989, so November 20 is celebrated as the International Children's Day. The UNCRC contains a comprehensive set of international legal norms for the protection and well-being of children. It sets out the rights that must be realized for children to develop their full potential, free from hunger and want, neglect and abuse.

The UNCRC consists of 54 Articles. The definition of the child is taken up in Article 1.

➡ Other international laws on children

Optional Protocol on the Involvement of Children in Armed Conflict

- ◆ Raises to 18 years the age at which direct participation in armed conflict will be permitted.
- ◆ Establishes a ban on compulsory recruitment of children below 18 years old.
- ◆ Enjoins States to declare the age of children at which national forces will allow voluntary recruitment.

Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography

- ◆ Puts an emphasis on the problems of criminalization of sale of children, illegal adoption, child prostitution and pornography.

- ◆ Stresses the value of international cooperation in combating such violations.
- ◆ Stresses the need for public awareness, information and education campaigns to enhance the protection of children.

ILO Convention 138: minimum age of employment

- ◆ Defines child labor as any economic activity performed by a person under the age of 15.
- ◆ Requires State signatories to set the minimum work age standard at 15 years old.
- ◆ Defines *light work* as work not likely to harm a child's health or development or affect attendance at school; specifies minimum age of 13 years.
- ◆ Prohibits any child under 18 from undertaking hazardous work.

Worst forms of child labor

- ☒ Child slavery and debt bondage
- ☒ Sale and trafficking of children
- ☒ Child prostitution and pornography
- ☒ Recruitment of children in armed conflict
- ☒ Use, procurement or offering of a child for illicit activities, e.g. drug production and trafficking
- ☒ Work that harms the health, safety and morals of children

Universal Declaration of Human Rights (1948)

- ◆ Sets forth the human rights and fundamental freedoms of all women and men in all nations, everywhere in the world.
- ◆ Asserts that the rights to liberty, equality and dignity are the birthrights of every person, and that the rights to life, liberty and security are essential to the enjoyment of all other rights.

Covenant on Civil and Political Rights (1966)

- ◆ Details the basic civil and political rights of individuals and nations.
- ◆ Defines the rights of nations to self-determination; to own, trade and dispose of their property freely, and not be deprived of their means of subsistence.
- ◆ Defines the rights of individuals to life, liberty and freedom of movement; equality before the law; freedom of thought; conscience and religion; freedom of expression, assembly and association.

Covenant on Economic, Social and Cultural Rights (1966)

- ◆ Describes the basic economic, social and cultural rights of individuals and nations, including right to:
 - Self-determination
 - Wages sufficient to support a minimum standard of living
 - Equal pay for equal work
 - Equal opportunities for advancement
 - Form trade unions and to strike
 - Paid maternity leave
 - Free primary education and access at all levels of education
 - Forbids child exploitation.

International Humanitarian Law

- ◆ Focuses on armed conflict situations.
- ◆ Emphasizes the respect for minimum humanitarian rules with regard to persons who are not or are no longer taking part in hostilities, including children.
- ◆ Aims to regulate or restrict the methods and means of warfare in order to minimize human suffering.

Convention Relating to the Status of Refugees (1951)

- ◆ Ensures that the unity of a refugee's family is maintained particularly in cases where the head of the family has fulfilled the necessary conditions for admission to a particular country.
- ◆ Protects refugees who are minors, in particular, unaccompanied children and girls with special reference to guardianship and adoption.

Refugee Children: Guidelines for their Protection and Care

- ◆ Defines the goals, objectives, principles and measures for the protection and assistance of refugee children.
- ◆ Focuses on children's developmental needs, and their gender and cultural framework. It covers situations such as unaccompanied minors, and particular problems arising from repatriation and reintegration.
- ◆ Covers psychosocial well-being, health and nutrition, education, treatment of disabilities, personal liberties, security and protection.

Guiding Principles on Internal Displacement

- ◆ Identify the rights and guarantees relevant to the protection of the internally displaced in all phases of displacement.
- ◆ Provide protection against arbitrary displacement and offer a basis for protection and assistance during displacement.
- ◆ Consider particular needs of children.

➞ National laws on children

RA 7610: An Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination

Article 9: Children of indigenous cultural communities

- Pertains to IP children's survival, protection and development, e.g. access to education, health and nutrition
- Protection in planning, decision-making, implementation and evaluation of government programs

Article 10: Children in situations of armed conflict

- Introduces the concept of "children as zones of peace."
- Gives children the priority during evacuation.
- Emphasizes the importance of keeping family life intact in evacuation centers.
- Outlines the process of dealing with children arrested due to armed conflict.
- Includes monitoring and reporting of children in situations of armed conflict.

RA 9231: An Act Providing for the Elimination of the Worst Forms of Child Labor and Affording Stronger Protection for the Working Child

- Defines terms for employing children below 15 years old:
 - Child must work under the responsibility of parents or a legal guardian, and in work that does not endanger his/her safety, health and morals and development
 - Employment in public entertainment or information
- Defines the maximum working hours allowed for children and how income from such work should be work and administered.
- Prohibits the worst forms of child labor, e.g. slavery, sale and trafficking, debt bondage, prostitution and pornography, recruitment in armed conflict and illegal activities and other work that exposes children to danger, unhealthy environment, physical, emotional or sexual abuse.
- Ensures that working children have access to formal or non-formal education and training.

Presidential Decree No. 603: The Child and Youth Welfare Code

Article 2: Rights of a child

- Endowed with dignity and worth of a human being
- Right to a wholesome family life
- Right to well-rounded development
- Right to a balanced diet, adequate clothing, sufficient shelter, proper medical attention
- Right to be brought up in an atmosphere of morality and rectitude
- Right to education
- Right to full opportunities
- Right to protection against exploitation
- Right to care, assistance and protection
- Right to an efficient and honest government
- Right to grow up as free individual in an atmosphere of peace, understanding, tolerance and universal brotherhood

RA 7610: An Act Providing for Stronger Deterrence and Special Protection Against Child Abuse, Exploitation and Discrimination

- Article 9: Children of indigenous cultural communities
 - * Pertains to IP children’s survival, protection and development, e.g., access to education, health and nutrition
 - * Protection in planning, decision-making, implementation and evaluation of government programs
- Article 10: Children in situations of armed conflict (CSAC)
 - * Introduces concept of children as “zones of peace”
 - * Gives priority to children during evacuation
 - * Emphasizes the importance of maintaining family life in evacuation centers
 - * Outlines the process of dealing with children arrested due to armed conflict
 - * Includes monitoring and reporting of children in situations of armed conflict

U REFERENCE 1-3-2 NOFFICIAL SUMMARY OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The UNCRC aims to set standards for the defense of children against the neglect and abuse they face to varying degrees in all countries every day. It is careful to allow for the different cultural, political and material realities among states. The most important consideration is the best interest of the child. The rights set out in the UNCRC can be broadly grouped into three sections:

PROVISION: the right to possess, receive or have access to certain things or services (e.g. a name and a nationality, health care, education, rest and play and care for disabled and orphans).

PROTECTION: the right to be shielded from harmful acts and practices (e.g. separation from parents, engagement in warfare, commercial or sexual exploitation and physical and mental abuse).

PARTICIPATION: The child's right to be heard on decisions affecting his or her life. As abilities progress, the child should have increasing opportunities to take part in the activities of society, as a preparation for adult life (e.g. freedom of speech and opinion, culture, religion and language).

PREAMBLE. The preamble sets the tone in which the 54 articles of the UNCRC is interpreted. The preamble cites the major UN texts that precede it and which have a direct bearing on children, as in the value of the family towards a child's harmonious development, the importance of special safeguards and care, including appropriate legal protection, before as well as after birth, and the importance of the traditions and cultural values of each people for the child's development.

Definition of a child (Article 1). A child is recognized as a person under 18, unless national laws recognize a lower age of majority.

Non-discrimination (Article 2). All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Best interests of the child (Article 3). All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Implementation of rights (Article 4). The State must do all it can to implement the rights contained in the Convention.

Parental guidance and the child's evolving capacities (Article 5). The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child which is appropriate to his or her evolving capacities.

Survival and development (Article 6). Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Name and nationality (Article 7). The child has the right to a name at birth. The child also has the right to acquire a nationality, and as far as possible, to know his or her parents and be cared for by them.

Preservation of identity (Article 8). The State has an obligation to protect, and if necessary, reestablish basic aspects of the child's identity. This includes name, nationality, and family ties.

Separation from parents (Article 9). The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Family reunification (Article 10). Children and their parents have the right to leave any country and to enter their own for the purpose of reunion or the maintenance of the child-parent relationship.

Illicit transfer and non-return (Article 11). The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

The child's opinion (Article 12). The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Freedom of expression (Article 13). The child has the right to express his or her views, obtain information, and make ideas or information known, regardless of frontiers.

Freedom of thought, conscience, and religion (Article 14). The State shall respect the child's right to freedom of thought, conscience, and religion, subject to appropriate parental guidance.

Freedom of association (Article 15). Children have a right to meet with others, and to join or form associations.

Protection of privacy (Article 16). Children have the right to protection from interference with privacy, family, home, and correspondence, and from libel or slander.

Access to appropriate information (Article 17). The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social or cultural benefit to the child, and take steps to protect him or her from harmful materials.

Parental responsibilities (Article 18). Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Protection from abuse and neglect (Article 19). The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.



Protection of a child without a family (Article 20). The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Adoption (Article 21). In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

Refugee children (Article 22). Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to cooperate with competent organizations that provide such protection and assistance.

Disabled children (Article 23). A disabled child has the right to special care, education and training to help him or her enjoy a decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Health and health services (Article 24). The child has the right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventable health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Periodic review of placement (Article 25). A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Social security (Article 26). The child has the right to benefit from social security including social insurance.

Standard of living (Article 27). Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral, and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Education (Article 28). The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education accessible to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international cooperation to implement this right.

Aims of education (Article 29). Education shall aim at developing the child's personality, talents, and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Children of minorities or indigenous populations (Article 30). Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Leisure, recreation and cultural activities (Article 31). The child has the right to leisure, play, and participation in cultural and artistic activities.

Child labor (Article 32). The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Drug abuse (Article 33). Children have a right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Sexual exploitation (Article 34). The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Sale, trafficking and abduction (Article 35). It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Other forms of exploitation (Article 36). The child has the right to protection from all forms of exploitation prejudicial to any aspect of the child's welfare not covered in articles 32, 33, 34 and 35.

Torture and deprivation of liberty (Article 37). No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years.



Any child deprived of

liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Armed conflicts (Article 38). States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international laws.

Rehabilitative care (Article 39). The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Administration of juvenile justice (Article 40). A child in conflict with the law has the right to treatment which promotes the child's dignity and worth, takes the child's age into account, and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defense. Judicial proceedings and institutional placements shall be avoided whenever possible.

Respect for higher standards (Article 41). Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this UNCRC, the higher standard shall always apply.

Implementation and entry into force (Articles 42-54). The provisions of articles 42-54 notably foresee:

- (i) The State's obligation to make the rights contained in the UNCRC widely known to both adults and children.
- (ii) The setting up of a Committee on the Rights of the Child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force – and the Committee would therefore be set up – once 20 countries have ratified it.
- (iii) States Parties are to make their reports widely available to the general public.
- (iv) The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.
- (v) In order to “foster the effective implementation of the Convention and to encourage international co-operation” the specialized agencies of the UN – such as the International Labour Organization (ILO), World Health Organization (WHO), and United Nations Educational, Scientific and Cultural Organization (UNESCO) – and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as ‘competent’, including non-governmental organizations (NGOs), in consultative status with the UN and UN organs such as the United Nations High Commissioner for Refugees (UNHCR), they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.

Source : UNICEF

Disaster Management Law – Presidential Decree 1566 (PD 1566) dated June 11, 1978, “Strengthening the Philippine Disaster Control Capability and Establishing the National Program on Community Disaster Preparedness”

PD 1566 — Disaster Management Doctrines

- ◆ Self-reliance shall be developed by promoting and encouraging the spirit of selfhelp and mutual assistance among local officials and their constituents;
- ◆ Each political and administrative subdivision of the country shall utilize all available resources in the area before asking for assistance from neighboring entities or higher authority;
- ◆ The primary responsibility rests on the government agencies in the affected areas in coordination with the people themselves;
- ◆ It shall be the responsibility of all government departments, bureaus, agencies, and instrumentalities to have documented plans of their emergency functions and activities;
- ◆ Planning and operation shall also be done on the barangay level in an interagency, multisectoral basis to optimize the utilization of resources;
- ◆ Responsibility for leadership rests on the Provincial Governor, City/Municipal Mayors, and barangay chairmen, each according to his area of responsibility;
- ◆ The national government exists to support the local governments. In time of emergencies and according to their level of assignment, all national government offices in the field shall support the operations of the local governments; and
- ◆ To ensure that operational activities become automatic and second nature to all concerned, exercises and periodic drills shall be conducted at all levels, principally at the barangays.

Other Policies in Disaster Management

- ◆ **EO 159, s-1968. Mandatory organization and training of disaster control groups/safety committees** in public and private establishments, which includes schools and other educational institutions.
- ◆ **Rule 1040 — Occupational safety and health standards.**
In every place of employment, a safety committee shall be organized within sixty (60) days after this standard takes effect, and for new establishments, within one (1) month from the date the business starts operating.
- ◆ **PD 1566, Sec. 8 — Conduct of Regular Drills and Exercises**
Organizational drills shall be conducted within sixty (60) days after the effectivity of this decree and to be repeated periodically thereafter. Such drills and exercises shall be supervised by the department or agency concerned.

◆ **PD 1185 – Fire Code of the Philippines**

- Fire exit drills, where required, shall be held with sufficient frequency to familiarize all occupants with the drill procedure and to have the conduct of the drill a matter of established routine.
- Drills shall be held in unexpected times and under varying conditions to simulate the unusual conditions obtaining in case of fire.

◆ **Local Government Code of 1991**

Sec. 16. General Welfare Clause

Sec. 17. Basic Services and Facilities Devolved to LGUs

THE NATIONAL DISASTER COORDINATING COUNCIL (NDCC)

The establishment of the NDCC is embodied in Sec. 2 of PD 1566.

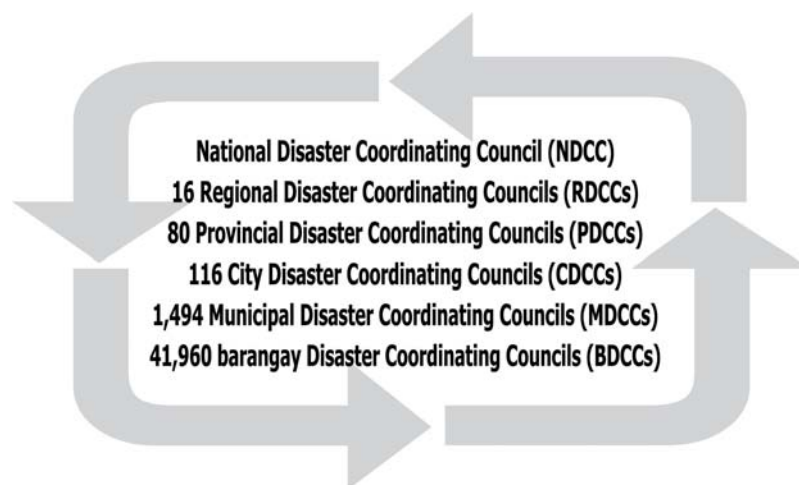
A. Structure

It is through the NDCC member-agencies that disaster preparedness, mitigation, and response and the corresponding tasks and responsibilities are carried out under the NDCC system. Unlike other department coordinating bodies, the NDCC does not have its own regular budget to disburse. It operates through member-agencies and their local networks, which are the regional and local disaster coordinating councils. Member agencies of the NDCC through the department secretaries or agency directors/administrator are: DND (Chairman), DILG, DPWH, DOH, DSWD, DA, DepED, DOF, DOLE, DTI, DOTC, DOST-Phivolcs and PAGASA (issue warning and advisory), DBM, DOJ, DENR, PIA, PNRC, Chief of Staff AFP, OCD Administrator as member and Executive Officer.

B. Functions

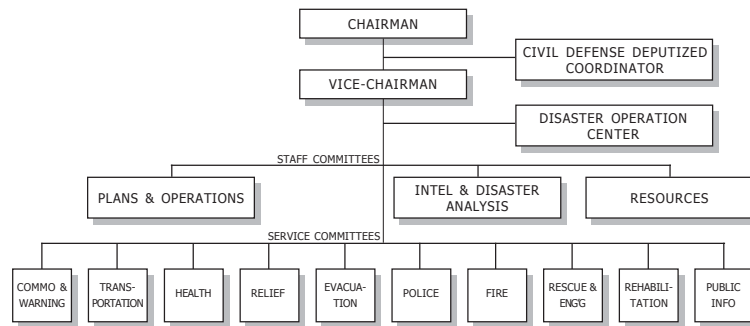
- ◆ Serves at the national level as the highest policy-making, coordinating, and supervising body for disaster management in the country.
- ◆ Advises the President on the status of national disaster preparedness and management plans.
- ◆ Recommends to the President the declaration of a state of calamity (covering a wide area) and release of a national calamity fund to support urgent and emergency activities.

C. Disaster Coordinating Council (DCC) organizational network



D. Typical Disaster Coordinating Council Organization

ORGANIZATION OF DISASTER COORDINATING COUNCILS (PROVINCIAL, CITY AND MUNICIPAL LEVELS)



E. NDCC Comprehensive Disaster/Emergency Management Framework



THE OFFICE OF CIVIL DEFENSE (OCD) – NDCC EXECUTIVE ARM

The OCD has the primary task of coordinating the activities and functions of various government agencies and instrumentalities, private institutions and civic organizations for the protection and preservation of life and property during emergencies.

Functions:

- ◆ Establishes and administers a comprehensive national civil defense and civil assistance program.
- ◆ Formulates plans and policies for the protection and welfare of the civilian population in time of war directly involving the Philippines or other national emergencies of equally grave character.
- ◆ Developing and coordinating a program for informing, educating and training the general public, members of the disaster coordinating councils and disaster control groups on civil defense and civil assistance measures.
- ◆ Furnishing guidance to various provinces, cities, municipalities and barangays in the planning, organization and operation of their civil defense organization.
- ◆ Estimating the total material, manpower and fiscal requirements of carrying out the civil defense program, and allocate to the provinces, cities and municipalities such aid in facilities, materials and funds as may be made available from the national government.

Calamity area declaration

A. When is an event considered a disaster?

- When at least 20% of the population are affected and in need of emergency assistance or whose dwelling units have been destroyed;
- When a great number, or at least 40% of the means of livelihood such as *bancas*, fishing boats, vehicles and the like, are destroyed;
- When major roads and bridges are destroyed and are impassable for at least a week, thus disrupting the flow of transport and commerce;
- When destruction of fishponds, crops, poultry and livestock, and other agricultural products is widespread;
- During epidemics.

B. Why is there a need to declare an area under a state of calamity

- During epidemics
- To facilitate relief and rehabilitation efforts in calamity-affected areas;
- To control prices and prevent hoarding of basic commodities;
- To carry out remedial measures in the affected areas such as grant of calamity loans to disaster victims, moratorium in the payment of taxes and release of funds from the national and local governments.

C. Who may declare a state of calamity?

1. The President of the Philippines

When two or more provinces or chartered cities are affected by a calamity, the NDCC shall recommend to the President the declaration of a state of calamity over these areas, including the release of calamity funds, if necessary, and implementation of appropriate remedial measures.

2. Local government units

- Whenever a disaster or calamity occurs, the local disaster coordinating council (DCC) shall conduct a survey of the affected area within 24 hours from impact, to determine the extent of casualties and damages brought about by the calamity.
- Based on the DCC's assessment, the LCE shall recommend to the local *sanggunian* the declaration of a state of calamity in the disaster area, together with appropriate disaster mitigation measures.
- Within 24 hours from the occurrence of the calamity and acting on the basis of the recommendation of the LCE, the concerned local *sanggunian* shall immediately convene and pass a resolution declaring their area under a state of calamity and adopt measures to protect the lives and properties in the area.
- When two or more barangays are affected by a disaster, the *sangguniang bayan* or *sangguniang panglunsod*, upon the recommendation of the municipal or city mayor, may declare the entire municipality or city under a state of calamity. The *sanggunian* resolution embodying the declaration need not be reviewed or approved by the *sangguniang panlalawigan*.
- When two or more municipalities or cities are affected by a disaster, the *sangguniang panlalawigan*, upon the recommendation of the provincial governor, may declare the entire province or a portion thereof under a State of Calamity. The *sangguniang bayan* or *sangguniang panglunsod* within which the affected town or city resides need not declare their areas as calamity areas.

POLICY GUIDELINES ON THE DELIVERY OF BASIC SERVICES TO DISPLACED CHILDREN IN DISASTER SITUATIONS (NDCC Circular No. 14 Series of 2002)

Legal Basis

A. International commitments

- ◆ UNCRC and its optional protocols
- ◆ UN Guiding Principles on Internal Displacement

B. Relevant laws

- ◆ PD 603, “The Child and Youth Welfare Code”
- ◆ PD 1566, dated 11 June 1978, “Strengthening the Philippine Disaster Control Capability and Establishing the National Program on Community Disaster Preparedness
- ◆ RA 7610 as amended, “Laws on the Special Protection of Filipino Children” and their implementing rules and regulations
- ◆ RA 7160, “The Local Government Code of 1991”
- ◆ RA 8185 series of 1996, “Amending Sec. 324 (d) of the Local Government Code of 1991 on the use of the 15% of the estimated revenue of the IRA as Calamity Fund
- ◆ Annual General Appropriations Act (GAA) on “Gender and Development”

Objectives

1. To institutionalize child-focused policy guidelines on disaster management and ensure efficient delivery of basic services to displaced children in disaster-stricken areas.
2. To protect the best interests and welfare of children before, during and after disasters by implementing the appropriate responses.

Task and Responsibilities

1) Pre-disaster phase

- a) Starting a vulnerability assessment and a public information and education campaign
- b) Conducting an inventory
- c) Stockpiling
- d) Standard setting of emergency facilities
- e) Training
- f) Enhancing the capabilities of health management services

2) Disaster phase

- a) Conducting a damage assessment and needs analysis (DANA)
- b) Doing searches, rescues and evacuation
- c) Managing relief
- d) Managing health emergencies
 - looking after the children’s health
 - protecting the health of the nursing and pregnant mothers
 - organizing the health and other services from the private sector
- e) Recreational and educational activities

3) Post-disaster phase

- a) Assessment of rehabilitation requirements

Funding Sources

Portions of the Local Calamity Fund, Regular Fund and Quick Response Fund of NDCC member agencies

Implementing agencies and LGUs may tap local and international organizations such as civic groups, UNICEF, WHO, UNDP and USAID for additional funding support of projects.

Reporting and Monitoring

- ❖ Monitoring
- ❖ Reporting
- ❖ Evaluation

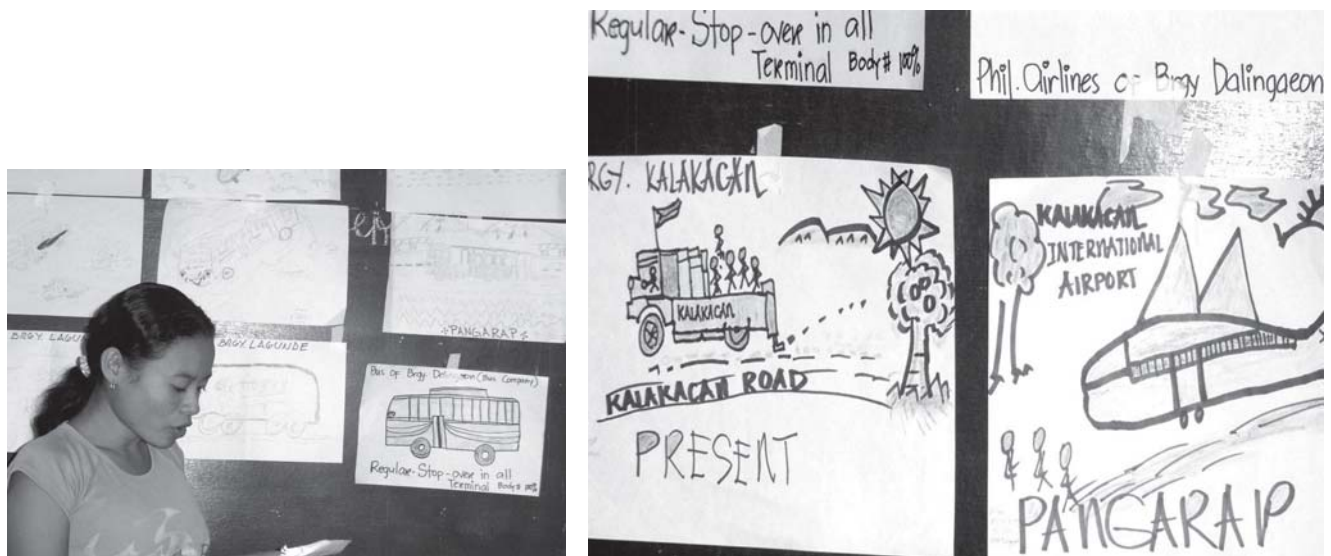
C **MODULE 2**

CHILD RIGHTS-BASED DISASTER MANAGEMENT AND DEVELOPMENT FRAMEWORK

**SESSION 1: CHILDREN'S RIGHTS RESPONSIVE DISASTER
MANAGEMENT AND DEVELOPMENT FRAMEWORK**

SESSION 2: ROLES AND RESPONSIBILITIES OF DUTY-BEARERS

**SESSION 3: PROCESS OF INTEGRATING CHILDREN'S RIGHTS IN LOCAL
DISASTER MANAGEMENT AND DEVELOPMENT**



C

SESSION 1

CHILD RIGHTS-BASED DISASTER MANAGEMENT AND DEVELOPMENT FRAMEWORK

Learning objectives

At the end of the session, participants are able to:

1. Explain the child rights-based disaster management and development framework or approach;
2. Discuss the importance of children's participation; and
3. Give examples of child-focused disaster management activities.

Key points

1. Community-based disaster management involves reducing vulnerabilities and increasing capacities of the community to withstand threats or hazards and to recover from damages. Similarly, the protection of children's rights and ensuring children's well-being and development, especially in armed conflict situations involves reducing risk factors and increasing protective factors.
2. Children have specific vulnerabilities and needs which have to be addressed during disaster situations, especially if involving an armed conflict.
3. Children have capacities in keeping with their stage of development. A nurturing and supportive environment helps children cope healthily with adverse situations, and contributes to building their resilience.
4. While the role of the community and local level is now recognized as crucial in a multi-stakeholder, multi-disciplinary and multi-level disaster management, children's participation still needs to be considered and enhanced.

They are the most vulnerable in any disaster situation, but their views are rarely heard and considered. They are often left out in the planning and implementation of disaster management activities, with adults providing for the children's needs. Children are seldom given the chance to contribute towards addressing their needs during disaster situations, and working for their own well-being.

5. Integrating child rights in disaster management (and community development) protects children from threats to their development, and increases their capacities and resilience. Child-focused preparedness, mitigation, prevention, emergency responses, and rehabilitation measures are integrated in the barangay's development plan and disaster management plan.

Methodology

1. "Review" or "True or false"
2. Paste-ups using cutouts, illustrations and metacards
3. Interactive lecture

PROCESS

1. “Review.” Review the participants on the basic concepts of disaster and disaster management, using the results of the workshop on local disaster experiences.
2. “True or false.” Prepare 10 true or false statements derived from the concepts of disaster and disaster management. Divide the participants into 2 groups – the left-side and right-side seats. Each group will quickly discuss and provide answers to each statement. Ask participants to explain their answers and use these to discuss the key concepts of disaster and disaster management.
3. Discuss the difference between a hazard and a disaster. Refer to the reading materials provided.
Ask the participants: “If a typhoon occurs in the middle of the sea, is that a disaster?” Ask further: “If a typhoon hits your community, what happens? What are damaged? Who are damaged? Why?” Discuss concepts of vulnerability and capacity.
4. Show the difference between natural disasters, such as floods, and human-made or human-induced disasters and hazards, such as war.
Ask again: “What do people do to prepare for a coming typhoon? What do people do to respond to the disaster situation?” Discuss disaster management as a range of activities undertaken in the pre-, during, and post-disaster periods.
5. Discuss that community-based disaster management involves reducing vulnerabilities and increasing capacities to withstand threats or hazards and recover from damages.
6. Stress the crucial role of the community in a multi-stakeholder, multi-disciplinary and multi-level disaster management, where children must be encouraged to participate.
7. Discuss that children have capacities that are different from those of adults, and these capacities also differ with each age group.
8. Stress the point that children are not a homogenous group. Childhood experiences are influenced by key factors such as sex, ethnicity, individual ability or disability, socioeconomic status, and life experiences. Necessarily, their different views, capacities, vulnerabilities and needs should be considered.
9. Ask participants: “What is the impact of integrating child development concerns in disaster management and other development activities?” Summarize answers:
 - Child-care workers are helped in anticipating the possible needs of children.
 - The particular situations of children are assessed according to their particular needs, capacities and vulnerabilities.
 - The whole child and the whole range of his or her developmental needs are considered.
 - Differences among children are considered.
 - The situation of the child in the broader context of family, community and society is analyzed.
 - Listen to children!
10. Ask participants: “What obstacles or problems do you see in involving children in barangay disaster management and development?” Summarize these barriers to children’s participation:
 - Traditional views about the respective roles of adults and children
 - Traditional views about the role of girls and boys within the family and community based on gender stereotypes
 - Power of adults over children, and older children over younger children
 - Lack of information and a low self-esteem among children

Advise participants to take note of these problems, which the training should address, or in the action plans to be made in Module 4.

11. Reiterate that community-based disaster management involves reducing vulnerabilities and increasing capacities to withstand threats and hazards and to recover from damages. The aim is safety, disaster resilience and sustainable development.
12. Using visuals, give examples of children-responsive disaster management activities in armed conflict situations. Stress that children must participate in conceptualizing and implementing these programs and activities in order to truly ensure that children's rights are integrated in barangay disaster management and development.
13. Answer questions and synthesize the key points discussed. Inform participants that the roles and responsibilities of other key actors besides the children themselves will be discussed in the next session.

Materials needed

1. Visual of home, flight, stay in evacuation center, return to home or resettlement
2. Pictures or illustrations of child-focused disaster management activities

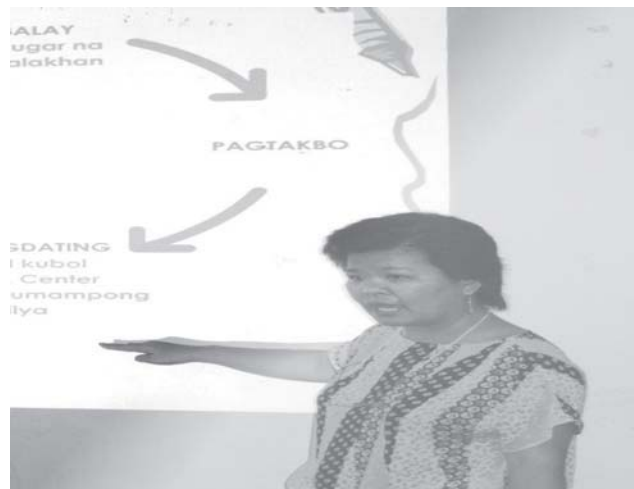
 Duration: **2.5 hours**

References

1. Basic Disaster and Disaster Management Concepts, CDP/CBDRM Training Hand-outs
2. Risk and Resilience in Children, SCUK (Philippines)
3. Childhood and Child Development, SCUK (Philippines)
4. Child Development Stages, UNHCR
5. How war hurts children, A Child Rights Emergency, UNICEF
6. Children-Focused Disaster Management and Development Activities, Balay Rehabilitation Center

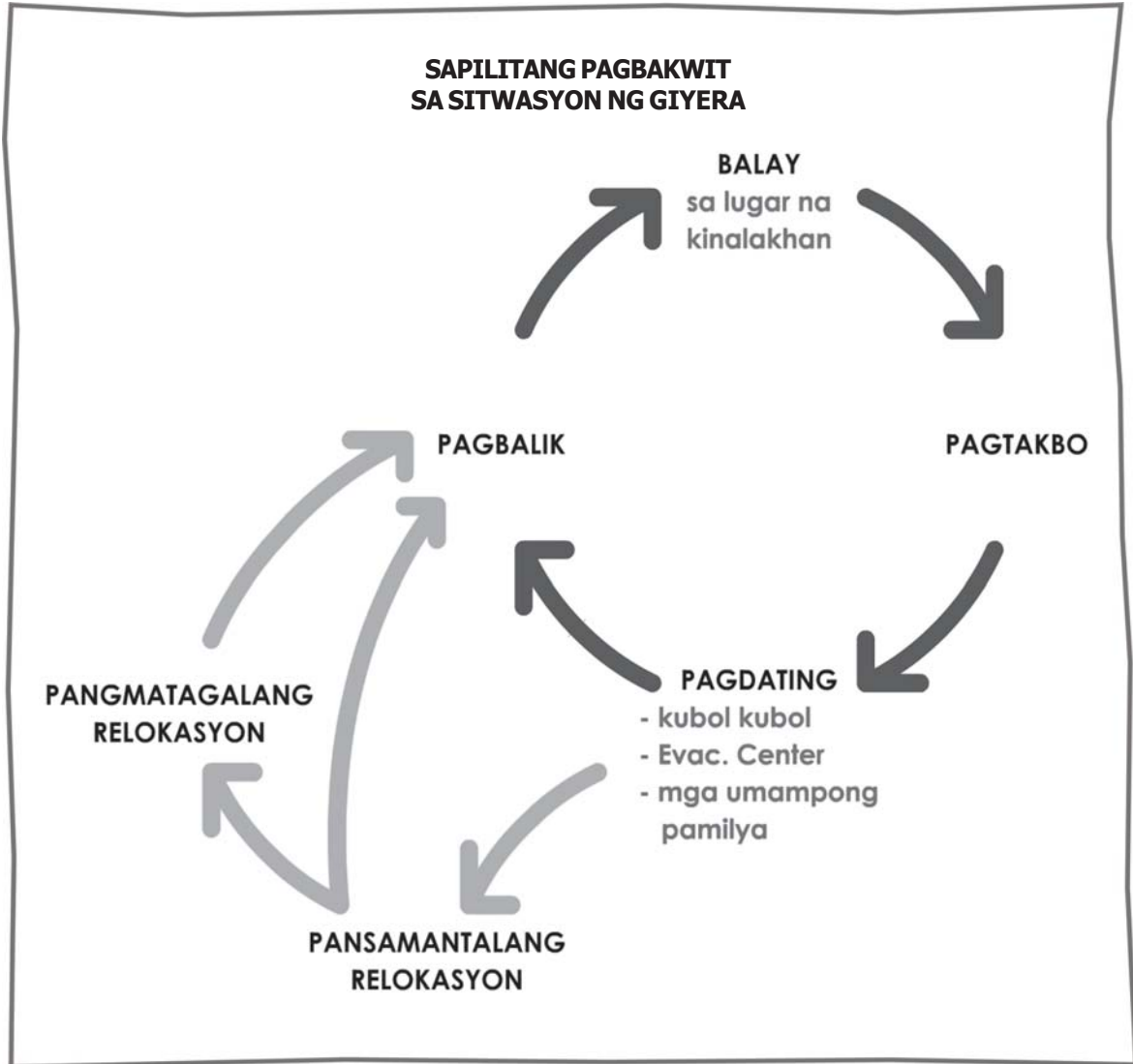
Tips to facilitators

1. It is important not to overlook children's capacities. Children are not passive and helpless beings. They are active agents in their own development and are contributors to social development. In disaster management, much of the effort on child protection is still done by adults providing for the needs of children, as opposed to children contributing to their own well-being.
2. This session is packed with concepts. Offer examples to make the concepts more concrete, but also generate other examples from participants. Use pictures



or examples of children-oriented disaster management activities. Some child-focused activities that Balay Rehabilitation Center has implemented in Mindanao are included in this section's references and in Module 4.

 **Materials needed**



Source: Design of Participatory Disaster Risk Assessment and Action in DALPATA, Pikit, Meng Abarquez and Malu Cagay, 2004

B

REFERENCE 2-2-1

BASIC CONCEPTS IN DISASTER AND DISASTER MANAGEMENT

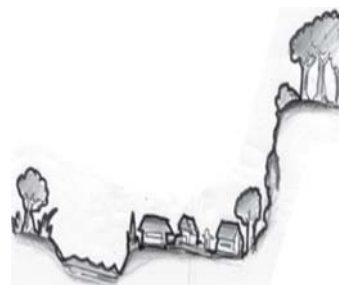
1. Hazard

- ◆ A phenomenon, event, occurrence or human activity which has the potential for causing injury to life or damage to property and the environment.
- ◆ Three types of hazards:
 - a. **natural** — typhoon, earthquake, volcanic eruption, tsunami
 - b. **human-made** — fire, pollution, oil spill, industrial accidents like leakage of toxic waste
 - c. **a combination, or socionatural hazards** (flooding and drought due to deforestation can fall under this category)



2. Vulnerability

- ◆ Physical, social, economic, cultural and environmental factors and conditions which increase a community's susceptibility to disasters
- ◆ Adversely affects the ability of individuals, households and communities to prepare for and respond to hazards
- ◆ Weaknesses, constraints or problems present in a community, which hinder it from preparing for and protecting itself from incurring damage and loss
- ◆ Examples of vulnerability:
 - a. dangerous location
 - b. houses made of light materials
 - c. conflict in the community
 - d. lack of knowledge and skills on preparedness and protective measures
 - e. attitude of helplessness and dependence



3. Capacity

- ◆ Knowledge, skills, resources, abilities present in individuals, households and the community which enable them to prevent, prepare for, withstand, survive and recover from a disaster
- ◆ Some examples of capacity
 - a. residence in permanent houses
 - b. ownership of land
 - c. adequacy of food and income sources
 - d. availability of family and community support in times of crises
 - e. local knowledge
 - f. responsiveness of the local government
 - g. strength of community organizations



4. Disaster

- ◆ Disaster occurs when a hazard hits a vulnerable community with low capacity, resulting in damage, loss, and serious disruption of community functioning.
- ◆ It happens when the human, material and environmental losses are so widespread they exceed the community's ability to cope using only its own resources.



5. Disaster risk

- ◆ The likelihood of a hazard striking a vulnerable community, causing injury, damage and loss
- ◆ The bigger the vulnerability, the bigger the disaster risk (DR); The bigger the capacity, the smaller the disaster risk (dr).
- ◆ Disaster Risk = $\frac{\text{Hazard} \times \text{Vulnerability}}{\text{Capacity}}$



6. Elements at risk

Who and what can be damaged:

- ◆ People (their lives and health)
- ◆ Household and community structures (houses, community center, school)
- ◆ Community facilities and services (access roads, bridges, hospital, electricity, water supply)
- ◆ Livelihood and economic activities (jobs, crops, livestock, equipment)
- ◆ The environment (natural resources base)

DISASTER MANAGEMENT: OBJECTIVES AND ACTIVITIES

1. Disaster Management

- ◆ covers all activities that contribute to increasing capacities and reducing immediate and long-term vulnerabilities. Covers activities before, during and after a disaster.
- ◆ includes a range of activities designed to maintain control over the disaster and emergency situations and to provide a framework for helping persons at risk avoid or recover from the impact of the disaster.

2. Objectives

- To increase capacities and resilience
- To reduce vulnerabilities
- To avoid or reduce human, physical and economic losses suffered by individuals, families, the community and the country
- To reduce personal suffering
- To provide protection to refugees or displaced persons whose lives are threatened by armed conflicts
- To speed up recovery after a disaster.

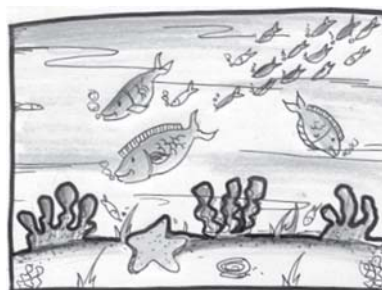


3. Activities

a. **Before a disaster** — prevention, mitigation and preparedness

▪ Examples of prevention and mitigation measures

- **Structural measures:** dikes, dams, drains, sea walls, raising of roads and houses, earthquake resistant construction, permanent houses
- **Non-structural measures:**
 - safety measures
 - community health and sanitation (improving nutrition, keeping the community clean, immunization, herbal gardens, training of community health workers)
 - strengthening livelihood and economic activities (sustainable agriculture, income generating projects, handicrafts, marketing cooperatives)
 - planting coastal shelter belts like coconut trees; reforestation; mangroves reforestation,
 - building codes
 - legislation supporting community-based disaster management and environmental protection;
 - savings
 - insurance
 - policy study and advocacy

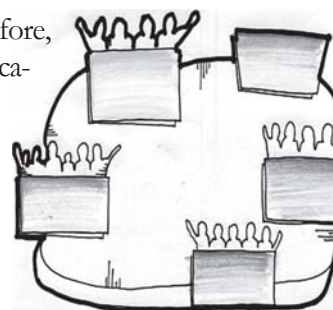


Children-oriented prevention and mitigation measures, especially in conflict situations:

- ✓ education on child rights and responsibilities of duty-bearers
- ✓ inclusion of children's rights and peace education in the school curriculum
- ✓ culturally-relevant education and skills training for children
- ✓ children's health and nutrition
- ✓ reading centers for children
- ✓ peace-building activities like setting up children as zones of peace, training adults and children in life skills of conflict resolution, negotiation, mediation
- ✓ advocacy for peace and development (addressing issues of underdevelopment, such as landlessness, social inequity, and marginalization)
- ✓ construction of playgrounds or designating safe play areas
- ✓ creating venues for children's expression: children's festival or day or month
- ✓ supporting the self-organization of youth
- ✓ consulting children.

• **Examples of preparedness measures**

- Teaching individuals, family and the entire community what to do before, during and after a disaster, for like cyclones, earthquakes, tsunamis, volcanic eruptions, drought
- Disaster preparedness training
- Community early warning system
- Public awareness activities - community meetings, house-to-house information dissemination, posters and pamphlets, poster making contests for school children, disaster consciousness day or week or month



- A counter-disaster or disaster management plan for communities
- Formation and strengthening of community disaster management organization
- Evacuation drills and disaster simulation exercises
- Strengthening coordination, networking and institutional arrangements
- Ensuring availability of relief supplies (stockpile) and logistics
- Evacuation

Children-oriented preparedness measures, especially for conflict situations:

- ✓ informing children about any threats, and the preparations they may have to undertake
- ✓ involving children in decisions on what to bring during evacuation
- ✓ preparing facilities in evacuation centers, considering needs of children for safety, health, rest, play and education
- ✓ holding disaster preparedness training for children
- ✓ including disaster preparedness and peace education in school curriculum
- ✓ capacity-building of duty-bearers, including the BCPC and BDCC
- ✓ consulting children



b. During the disaster - emergency responses



• Examples of emergency responses

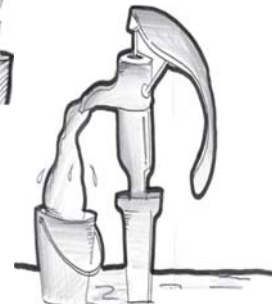
- Evacuation and evacuation center management
- Search and rescue
- First aid and medical assistance
- Damage needs capacity assessment
- Delivering of relief goods (food and drinking water; non-food such as clothing, blankets, kitchen utensils, and so on) Psychosocial counseling (comforting, prayers, critical stress debriefing)
- Repair of critical facilities and services

- Starting an emergency operations center (for major disasters)

Some children-oriented preparedness measures during an emergency, and in situations of conflict:

- ✓ ensuring the safety of the evacuation center
- ✓ providing appropriate relief for children
- ✓ giving medical attention to injured children
- ✓ providing vaccination and micro-nutrients
- ✓ ensuring adequate space and facilities for rest, health, education, play, and prayer room
- ✓ giving adequate nutritious food and potable water, feeding program
- ✓ continuing education or alternative education
- ✓ forming play groups among children
- ✓ starting psychosocial counseling (comforting, prayers, critical stress debriefing)
- ✓ bringing separated children back to their families
- ✓ establishing regular routines for the children
- ✓ launching alternative livelihood activities (food for work, provision of seeds and land to plant) for extended evacuation stay
- ✓ consulting children.

c. After the disaster — recovery: rehabilitation and reconstruction



• Examples of recovery activities

- Cleaning up the debris
- Rebuilding and strengthening of damaged structures
- Relocating to safer places
- Starting income-generating projects

Some children-oriented recovery measures (especially for conflict situations):

- ✓ psychosocial rehabilitation
- ✓ renovation of damaged of houses and community facilities such as schoolbuildings, daycare and health centers,
- ✓ construction of a playground or designating a play area
- ✓ strengthening family livelihood and health
- ✓ same as mitigation and prevention
- ✓ consulting children

COMMUNITY-BASED DISASTER MANAGEMENT APPROACH



1. Why use a community-based disaster management (CBDM) or community-based disaster risk management (CBDRM) approach?

- ◆ More disasters have been happening, leading to massive losses.
- ◆ People in the community suffer most from any disaster. In reality, they are the first front-line responders. They undertake some precautionary measures and respond to the disaster even before outside help comes.
- ◆ The worldwide shift in focus from emergency management to disaster risk management recognizes the importance of community involvement.
- ◆ CBDM/CBDRM corrects the defects of the top-down approach. There is a meeting of the bottom-up (community and local level) and the top-down (national and higher level) approaches for an integrated and responsive disaster management system.

2. What is the CBDM/CBDRM approach?

- ◆ Activities, measures, projects and programs to reduce disaster risks are primarily designed by people living in high-risk communities, and are based on their urgent felt needs and capacities.

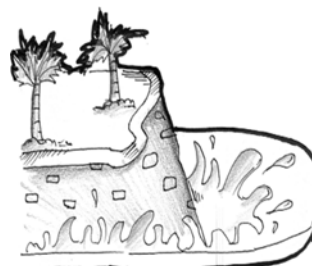
3. Changing concepts in CBDM/CBDRM

<p>A black and white line drawing showing a group of people gathered around a table under a banner that reads "EMERGENCY ASSISTANCE". One person is handing something to another, representing a traditional top-down aid approach.</p>	<p>A black and white line drawing showing a group of people standing on a path that leads to a damaged building on a hillside, representing a community-based approach to disaster management.</p>
TRADITIONAL APPROACH	CBDM APPROACH
1. Disasters are unforeseen events that cannot be prevented.	1. Disasters can be prevented. We can prepare to avoid and reduce damage and loss.
2. The stress is on offering emergency response and recovery.	2. The stress is on prevention, mitigation and preparedness.
3. People affected by disasters are helpless victims and passive recipients of external aid. Adults act on behalf of children in responding to children's needs.	3. People affected by disasters are active actors in rebuilding their life and livelihood. People's existing capacities are used and strengthened. Children participate in conceptualizing and implementing the disaster management activities.

TRADITIONAL APPROACH	CBDM APPROACH
4. Disaster management is the sole responsibility of the disaster response agency and specialists such as the scientists, economists, social workers, the government and NGOs.	4. Community participation is very important in managing disasters. Disaster management is everybody's responsibility. Stress is given on building capacity at the national, local & community levels for an integrated and responsive disaster management system.
5. Focus is given on physical and material aid and technical solutions.	5. Assistance covers material, social and motivational aspects, to reduce vulnerability.
6. Focus is given on individual households.	6. Attention is spread among on individual, family and community preparedness. Disaster management is linked to community development.
7. Donors (outsiders) decide on what the families and community need.	7. The community participates in decision-making to prioritize needs and risk-reduction solutions.
8. The aim of disaster management is to reduce immediate suffering and meet emergency needs. The goal is to bring things back to normal.	8. The aim of disaster management is to reduce people's vulnerabilities and increase capacities to better prepare and cope with disasters. The goal is building a safe, disaster resilient and developed community and society.

5. Features of CBDM/CBDRM

- ✓ **People's participation** – community is the main actor and propeller, and directly shares in the benefits of risk reduction and development
- ✓ **Priority is towards the most vulnerable** – children, women, elderly, differently-abled, subsistence farmers and fisherfolk, urban poor
- ✓ **Recognizes existing capacities and survival or coping strategies**
- ✓ **Risk-reduction measures are community-specific** – based on analysis of the community's disaster risk
- ✓ **Aims of CBDM** – to reduce vulnerabilities and increase capacities
- ✓ **Goal of CBDM** – to build safe, disaster-resilient and developed communities
- ✓ **Links disaster risk-reduction with development**
- ✓ Gives outsiders a supporting and facilitating role



6. Principles of CBDM

- ✓ **participatory in both process and content** – community involvement in assessing the risk, identifying solutions to its problems and possible measures for reducing risk; community shares

- directly in the benefits of disaster management and development
- ✓ **responsive** – based on the community’s felt and urgent needs
- ✓ **integrated** – disaster management activities before, during and after disaster; linkage with other communities and the various levels of the disaster management system
- ✓ **proactive** – stress on prevention, mitigation and preparedness
- ✓ **comprehensive** – structural and non-structural risk reduction measures; mix of short-, medium-, and long-term measures to address vulnerabilities
- ✓ **multisectoral and multidisciplinary** – considers roles of all stakeholders; combines local knowledge and resources with science and technology and support from outsiders
- ✓ **empowering** – people’s options and capacities are increased; more access to basic social services; more control over the natural and physical environment; builds confidence to participate in other development endeavors
- ✓ **developmental** – community development gains are protected; measures to address vulnerabilities are opportunities for development
- ✓ **culture and gender-sensitive**
- ✓ **children’s rights-responsive**



Source : Center for Disaster Preparedness CBDRM Training Hand-out

Resilience: surviving the odds

- ◆ Resilience is an enduring capacity of a person to survive the difficulties and hazards of life.
- ◆ Children are resilient.

Risk factors & protective factors

Children's well-being and resilience are a product of the balance between risk factors and protective factors.

Risk factors

Risk factors reduce the child's capacity to cope with negative experiences, particularly in situations of armed conflict. Risk factors include:

- ◆ Previous traumatic experiences
- ◆ Poverty
- ◆ Lack of opportunities for education, play and research



Protective factors

Protective factors enhance the child's capacity to cope with negative experiences:

- ◆ A child's knowledge and skills
- ◆ Positive self-esteem, self-confidence and self control
- ◆ Presence of positive social support from the family and community

Strategies to enhance resilience

Minimizing risk factors:

- ◆ Good practice: disaster preparedness
- ◆ Advocacy to address issues such as poverty, peace and delivery of basic services

Strengthening protective factors:

- ◆ Opportunities for education, play, recreation and other activities to build child's knowledge, skills and self-esteem
- ◆ Strengthening social support networks for the child: family, peer and community friendship networks

Resilience and participation

- ◆ Children have the capacity to overcome negative experiences.
- ◆ Enhancing children's resilience develops their capacity to participate meaningfully in decisions and actions that affect their lives.

Participation

- ◆ Participation is a right and principle in realizing children's other rights.
- ◆ This means recognizing that children's perspectives are important.
- ◆ This means increasing children's power to influence policies and practice consistent with their rights.

Participation involves:

- access to information
- freedom of expression
- participation in decision-making processes
- freedom to be part or to form organizations

Through participation in collective efforts to influence and take part in decision-making and actions that affect their lives, children's resilience is further enhanced.

Definition of a child based on the United Nations Convention on the Rights of the Child (UNCRC)

A child is a person below the age of 18 years unless the national law recognizes a lower age of majority.

Children are different from adults.

- ◆ Children have specific needs that should be met for their healthy development.
- ◆ Since children have different kinds of needs and capacities, their interests are different from adults.

Childhood

- ◆ Childhood is the period from birth to adulthood.
- ◆ Different groups of people have different ideas about what childhood is and when a child becomes an adult.
- ◆ The UNCRC definition of the child allows individuals under 18 years to benefit from its provisions.
- ◆ The child's individual characteristics, personal circumstances and experiences influence the nature of his or her childhood.
- ◆ Examples of individual attributes, personal circumstances and experiences are: sex, ethnicity, ability or disability, socioeconomic status, and life experiences.

Child development

Child development is the process of growth and maturation of the individual from infancy to adulthood. This happens from birth to adolescence.

Process of child development

Child development is affected by the physical and social environments. Not all children grow and develop in the same way, but they generally go through the following stages:

- ◆ Early childhood (18 months – 5 years)
- ◆ Middle Childhood (6 – 11 years)
- ◆ Adolescence (12 – 18 years)

Child development has many aspects, including:

- ◆ Physical
- ◆ Emotional
- ◆ Spiritual
- ◆ Intellectual
- ◆ Social
- ◆ Sexual

Knowing this sequence in child development helps child-care workers anticipate the children's possible needs. But the whole child and the range of his or her developmental needs must always be considered.

Children's evolving capacities

- ◆ Children's capacities differ from one age group to another.
- ◆ The range of what children can do increases as they grow older.
- ◆ The kind of capacities children develop depends on their initiative and the opportunities available to them.

Child-care workers must always look into children's particular situations to assess their particular needs, capacities and vulnerabilities.

Children grow and develop in various contexts:

- ◆ Community: school, friends & peer group, barangay, city or municipality
- ◆ Nation
- ◆ International community

Global, national and local policies, practices, and programs undertaken to address children's issues all affect how children grow and develop.

Child development is transactional.

A child's interaction with his or her physical and social environment over time affects both the child and the environment, each having an effect on, and shaping the other.



Children are active agents in their own development.

- ◆ Children's involvement in identifying their needs and in developing their capacities is essential in developing programs.
- ◆ Without children's involvement and cooperation, efforts to enhance their capacities will not prosper.

Children are social actors.

- ◆ Children are not passive. They are active participants in their families, communities and institutions.
- ◆ Children can develop their own opinions about their situation.
- ◆ Children can propose creative solutions to issues that affect them.
- ◆ Children can contribute to their own development and that of their respective families, communities and social institutions. For example, children contribute by helping with household chores and earning a livelihood.

Requirements for a child's healthy development

The UNCRC sets the minimum standards of protection and assistance for children.

Threats to a child's development

- ◆ Experiences of violence and fear
- ◆ Separation from parents and other caregivers
- ◆ Exploitation and abuse
- ◆ Children's involvement with forces engaged in armed conflict

Implications for child-care workers and duty-bearers

- ◆ Knowing how children develop helps child-care workers anticipate their possible needs.
- ◆ Always look into a child's particular situation to assess his or her particular needs, capacities and vulnerabilities.
- ◆ Listen to children!
- ◆ Consider the whole child and the whole range of his or her developmental needs.
- ◆ Analyze the situation of the child in the broader context of family, community, society, economy, policies, etc. (example: children and poverty, government budget for children).
- ◆ Consider differences between children.

Early childhood (18 months – 5 years)

This is a period of rapid mental and physical growth. Movement becomes progressively more coordinated: at 18 months the child can drop things intentionally; at 2 years a ball can be thrown in a specific direction; and at five the ball can be bounced on the ground and caught with both hands.

Language development is marked. In all cultures, a relationship between walking and speech is evident. The utterance of recognizable words coincides with the child's first steps. In most cases, the basics of grammar and the ability to talk in sentences will have been acquired by the age of three.

From 3-5 years of age, playing increasingly includes "pretending" and make-believe. These games of the imagination let children overcome fears and anxiety. In the game, frightening events can be safely re-enacted; or the child's version can replace actual events and experiences.

In contrast to younger children who will be frightened by loud, unexpected noises, unfamiliar people or animals, the 4- to 5-year-old will also be frightened of imaginary dangers, at these ages nightmares become increasingly common. Children of these ages also often find new or unfamiliar surroundings a cause of apprehension, especially if they are not accompanied by their parents.

Through parental discipline and interaction with other family members, the child begins to acquire knowledge of right and wrong, to be able to exercise self-control. Appropriate behavior is reinforced by the child's identification with the parent, her or his social role model.

Middle Childhood (6 to 11 years)

Children gradually develop the capacity for logical thought and can see things in "relational" terms. She or he is able to see the reverse of things and put herself or himself in the place of others. Between 6 and 8 years of age, children are able to understand the idea of death in relation to their parents or themselves.

The learning process is begun, through teachers at school (reading and writing) or through other adults in the community (e.g. practical skills required in the community to earn a living or to make a home). People outside the family become important: other adults as social and cultural role models, and peers for self-esteem (the child assesses his or her successes and failures by comparisons with his or her fellows). Stable family and adult-child relationships are critical factors for healthy development during this period. Feelings of self-esteem are not only related to personal achievements and failures but to the perception of the family. Conditions in the home may lead to a sense of pride for the family, or feelings of shame and embarrassment. Attitudes to work, the community, social roles and responsibilities also begin to be learned and reinforced at this stage.

Adolescence (12-18 years)

In early adolescence rapid growth and major changes in body and appearance can lead to strong, conflicting emotions, and feelings of insecurity and self-consciousness.

The adolescent's sense of identity (the sum of his or her childhood experiences) is consolidated during this period. The sense of identity is bound up with relationships (positive and negative) with others; family

history and traditions; religious beliefs, political ideas, social and cultural values and standards; role choices; physical and mental well-being. Personal identity gives the adolescent a strong sense of who he or she is, what he or she believes in, what he or she can or cannot do. If no coherent idea of the self evolves, the resulting confusion may give rise to anti-social behavior that reflects continuing self-doubt.

The process of separation from the family begun in adolescence is a gradual one. Peer relationship becomes more important as family bonds are loosened. Yet, while the adolescent may be capable of independent thought, of taking responsibility for his or her own actions and making choices, he or she will tend to continue to rely for some time on his or her parents for advice, security and material support.

Summary

Summary of some of the things children of different ages can do (in terms of sense of touch, movement, joint and muscle reflex, the development of the hand, sight, hearing, speech and language development):

- 0-1 month**
 - reacts to temperature (warm and cold fingers)
 - if the baby is held upright on a firm surface, it makes “walking” movements
 - recognizes its mother’s voice
- 3-4 months**
 - plays with his or her fingers and things that hang
 - can support itself on its forearms
 - can stretch out his or her hands and take an object and begins to let it go
 - babbles and plays with sound
 - smiles at other people
 - can follow an object with its eyes from side to side, up and down and in a circle
- 5-6 months**
 - investigates things with both its mouth and fingers
 - plays with toes
 - can hold a large object with both hands
 - can move an object from one hand to the other
 - imitates and repeats its own sounds
- 8-9 months**
 - crawls on its stomach and can stand if supported
 - enjoys experiencing the world
 - wants to be carried
 - can play give-take games
 - can have an object in each hand and hit them against one another
 - imitates all sounds it hears and understands separate words
- 12 months**
 - can play with chalk, pen and paper
 - begins assisting with dressing
 - empties bowels regularly
- 12-18 months**
 - stands and walks by itself with its legs apart
 - squats on its heels and gets up again
- 18 months**
 - can drop things intentionally



Source: Annex 1 of the UNHCR (1996): Community Services Guidelines – Working with Unaccompanied Children

Children are immediately affected by war even if they are not directly injured in armed combat.

Nutritional deprivation:

conflicts often cause famines, with food production and distribution systems destroyed or disrupted.

Spread of disease:

communicable diseases are the major cause of death among children in peacetime. In wars, the risks multiply as water and food supplies are damaged and health services disrupted.

Psychological damage:

especially if children have directly witnessed or been involved in acts of violence.

Disability:

Around 4 million child survivors of conflicts in the past decade have been permanently disabled, and landmines continue to kill and maim.

Loss of education:

Schools are frequently closed in wars, and are even destroyed as a key part of the social fabric. Displacement adds to further disruption. Child combatants: Children who have lost their parents or who come from disrupted families are more likely to become soldiers.

Violence against girls:

Rape is featured in almost every armed conflict and is common in camps of the displaced. In some conflicts, rape is used as a systematic weapon of terror.

Child abduction, torture and slavery:

Children kidnapped by armies are frequently beaten, and either forcibly enlisted as combatants or enslaved.

Child war criminals:

Children are often involved in acts of violence. Sometimes this may be a deliberate tactic to ensure communal complicity in atrocities. Psychological damage through involvement in such acts may be acute.

Source: Maggie Black, Children in Conflict –
A Child Rights Emergency, UNICEF UK, 1998

C **REFERENCE 2-1-6**
CHILDREN-FOCUSED DISASTER MANAGEMENT
AND DEVELOPMENT ACTIVITIES
(BALAY REHABILITATION CENTER)



R

SESSION 2

ROLES AND RESPONSIBILITIES OF DUTY BEARERS

😊 Learning objectives

At the end of the session, participants are able to:

1. Identify different duty-bearers involved in integrating children's rights in barangay disaster management and development; and
2. Discuss the roles and responsibilities of duty-bearers.

👉 Key points

1. States and duty-bearers are responsible for respecting, protecting and fulfilling children's rights.
2. Parents have an important role as primary care-givers.
3. Philippine laws have mandated several organizations that would help ensure children's safety, protection and development.
4. It is important for children to participate in the conceptualization, implementation up to the evaluation of child-focused programs.

🏠 Methodology

1. "Our organization as a vehicle"
2. Workshop
3. Interactive lecture

🔗 Process

1. "Our organization as a vehicle."
Group the participants according to the organizations they represent. Each group must assign a discussion leader, a secretary to take notes of the discussion and a reporter to present the workshop results.



Ask each group to discuss the following questions:

- a. What are the organizations present in the barangay?
- b. What are these organizations' activities and programs for children?
- c. What are their roles and responsibilities in integrating children's rights in barangay disaster management and development?
- d. What are these organizations' strengths and weaknesses in implementing children-oriented activities and programs for children?

Ask each group to write the points they discussed on manila paper and to summarize these by drawing an image of the organizations as vehicles in protecting children's rights:

- at present with its strengths and weaknesses; and
 - and in the future by integrating children's rights in disaster management and development.
2. Using the workshop results, note the barangay organizations that are concerned with children's rights, especially of children in conflict and disaster situations. Note what these organizations are doing now and what they should do in the future. Emphasize how important it is for duty-bearers to understand the application of the UNCRC in everyday life.
 3. Relate the workshop results to the general responsibility of the State and duty-bearers in respecting, protecting and fulfilling children's rights.
 4. Explain that in the barangay's daily life (a pre-disaster situation), identified duty-bearers should attend to the children's needs and their rights to live decent lives and enjoy the benefits of development. Duty-bearers should develop structures and processes where children can participate, and methodologies to encourage children to genuinely participate in community affairs.

Try to make the participants identify the duty-bearers in the barangay, including the

- (a) barangay development council,
- (b) barangay council for the protection of children (BCPC),
- (c) barangay early childhood care and development coordinating committee (ECCD),
- (d) *sangguniang pambarangay*,
- (e) *sangguniang kabataan*,
- (f) barangay health station,
- (g) childcare/daycare centers, and
- (h) elementary/secondary schools.


Other important duty-bearers are:

- (a) parents and family, other community institutions, organizations, people's organizations and leaders (madrasa, indigenous people's council, etc.),
 - (c) church, mosque, and religious groups and leaders,
 - (d) military and paramilitary forces (army, MILF, NPA, *barangay tanod*),
 - (e) the parties in conflict, and
 - (f) non-government organizations advocating child rights and development.
5. Point out that the BCPC together with the BDCC are the key agencies at the barangay level mandated to attend to the children's needs and rights during disaster situations.
 6. Recall the guidelines in delivering basic services to children during disasters (Reference 2-1-4).
 7. Discuss the important role of parents as primary caregivers. The barangay has the duty to assist families in fulfilling their roles. The rights of parents are linked to their need to promote and protect children, with a balance between the rights and responsibilities of families and the rights and responsibilities of children.
 8. Again, highlight that while duty-bearers are tasked with integrating children's rights in barangay disaster management and development, it is crucial to ensure children's participation to make this integration a reality.
 9. Answer questions and summarize the key points discussed in the session. Explain that organizational mechanisms and other specific tasks and responsibilities of duty-bearers will be taken up during the

session on action planning. Plans can only be converted into actions if all stakeholders work with each other.

Materials needed

1. Colored or bond paper and colored markers
2. Manila paper
3. Visual aid for interactive lecture

 **Duration: 1.5 hours**

References

1. What barangay institutions can do to protect children's rights, from the NEDA-DILG-Liga ng mga Barangay-UNICEF-DSWD-Council for the Welfare of Children
2. Basic functions of the barangay disaster coordinating council and barangay council for the protection of children

Tips to facilitators

1. Participants usually take a long time to draw. Suggest that a sketch showing the results of their workshop, together with their group report, will suffice for this activity.
2. While this training specifically aims to help the barangay council for protection of children (BCPC) and the barangay disaster coordinating council (BDCC) perform their functions, the specific roles and responsibilities of other duty-bearers, including parents, in implementing children-oriented activities will be identified in Module 4. Simple coordinative mechanisms for concerted actions to implement the action plan have also to be identified and agreed upon.

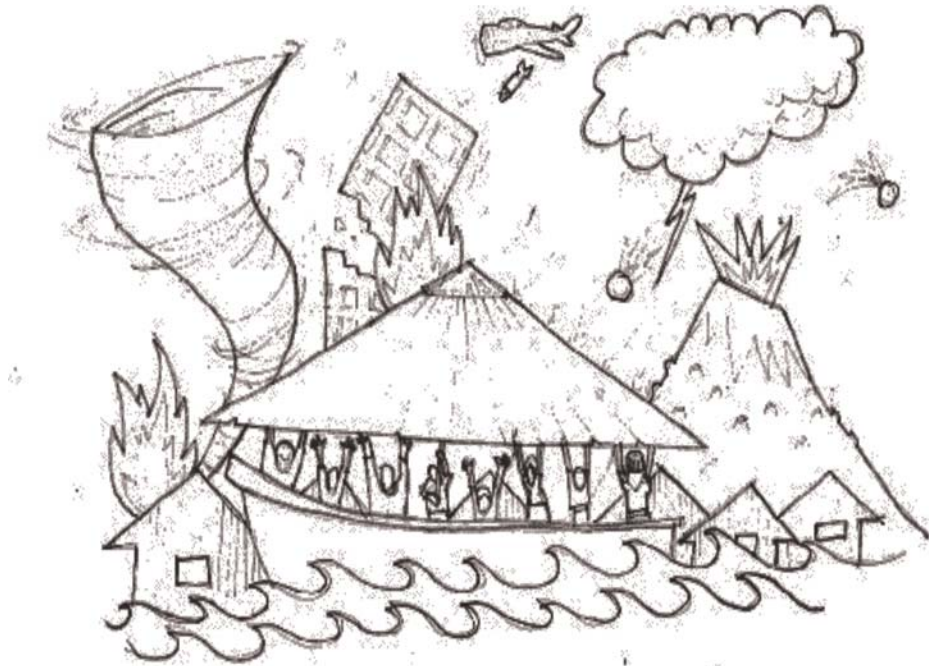


Illustration by LP Victoria

W HAT BARANGAY INSTITUTIONS CAN DO TO PROTECT CHILDREN'S RIGHTS

REFERENCE 2-2-1

LOCAL DEVELOPMENT COUNCIL

- ◆ Ensure that child-focused action and investment plans are included in the comprehensive development plan submitted to the local *sanggunian*.
- ◆ Ensure that child-focused development plans are implemented.
- ◆ Ensure that an annual progress report is prepared by the BCPC.

Barangay council for the protection of children

- ◆ Promote the children's best interests.
- ◆ Prepare an annual action plan focused on children, and involving their participation.
- ◆ Prepare an annual investment plan.
- ◆ Closely monitor the compliance with laws and ordinances on children.
- ◆ Prepare an annual progress report on the situation of children.
- ◆ Document meetings held at least once a month.
- ◆ Install a local information system on children's condition using the set of standards in Table 1, or tap existing systems (like Minimum Basic Needs Information System) with basic data, disaggregated by sex and age group.



Barangay early childhood care and development (ECCD) coordination committee

The BCPC functions as the barangay's ECCD coordinating committee.

- ◆ Prepare and implement an action plan for child care and development or public ECCD programs.
- ◆ Monitor the progress of the plan's implementation.
- ◆ Maintain a database on ECCD.

Katarungang pambarangay

- ◆ Know all legislation regarding children and how to handle children victims or offenders.
- ◆ Be able to conform with international standards on justice for children.

- ◆ Install a monitoring system to track increases or decreases in cases pertaining to children victims or offenders.
- ◆ Document activities on the progress of cases being handled.
- ◆ Prepare an annual progress report on the cases affecting children.

Sangguniang pambarangay

- ◆ Be able to pass legislation consistent with child-friendly commitments.
- ◆ Ensure budgetary allocations for activities catering to children's needs.

Sangguniang kabataan

- ◆ Help monitor the situation of children and work with the barangay.
- ◆ Initiate activities that build self-esteem and promote participation among children and youth.

Barangay health station

- ◆ Train volunteers on child-friendly commitments in health.
- ◆ Provide basic resources for health management and service delivery i.e., weighing scale, thermometer, BP apparatus, basic supplies for growth monitoring and health information materials, micronutrient supplements, oresol, deworming drugs, iodized salt and immunization.
- ◆ Keep updated information on newborn, malnourished and sick children.
- ◆ Keep updated information on pregnant and lactating mothers.
- ◆ Set up health and nutrition posts for every cluster of 20-30 households.

ECCD/daycare centers

- ◆ Be trained on effective delivery of child-care requirements.
- ◆ Ensure the availability of story books, toys and other materials using local resources.
- ◆ Have a play area, weighing scales and utensils.

Elementary and secondary schools

- ◆ Ensure that teachers and school personnel promote child rights, child-centered learning and active learning methods.
- ◆ Work to achieve a goal of a classroom ratio of one teacher to 40 students, with desks and textbooks for each child.
- ◆ Ensure that local schools have basic facilities such as clean toilets, and washing facilities.
- ◆ Try to improve children's access to information centers.
- ◆ Coordinate with the local parent-teacher-community association (PTCA) to know more about students' needs.
- ◆ Formulate a local plan for children with the PTCA's help.
- ◆ Lobby with district supervisors of the Department of Education to help provide for pupils' needs.

Source : What barangay officials can do to set up a child-friendly locality, pp.10-11.

BASIC FUNCTIONS OF THE BARANGAY DISASTER COORDINATING COUNCIL AND BARANGAY COUNCIL FOR THE PROTECTION OF CHILDREN

REFERENCE 2-2-2

BARANGAY DISASTER COORDINATING COUNCIL (BDCC)

BDCC authority emanates from:

- ⇒ PD 1566 – Strengthening the Philippine Disaster Control, Capability and Establishing the National Program on Community Preparedness
- ⇒ Local Government Code of 1991
 - Sec. 16 – General Welfare
 - Sec. 389 – Chief Executive: Powers, Duties and Functions
 - Sec. 391 – Powers, Duties and Functions of the *Sangguniang Pambarangay*
 - Sec. 324 (d) as amended – Budgetary Requirements

Basic concept

- ◆ Self-protection, which is accomplished by organizing and training small groups of residents to perform specialized tasks

Criteria for selecting BDCC members

The BDCC should be composed of the best qualified residents, based on prior training, experience, or other special capabilities. A community-wide survey should be made to identify these residents.

Functions of the BDCC

- ◆ Establish the barangay disaster operations center (BDOC).
- ◆ Coordinate the activities of its tasked units.
- ◆ Implement the guidelines set by municipal disaster coordinating council.
- ◆ Train all BDCC members in disaster management.
- ◆ Submit any necessary recommendations to the MDCC or CCDC.

Tasks of the BDCC

- ◆ **Barangay chairman**
 - Organize and lead emergency groups whenever necessary for the maintenance of peace and order, or when an emergency or calamity falls on the barangay.
 - Submit reports to the higher authorities on the extent of damage and impact of disasters or calamities on the inhabitants.
 - Promote the general welfare and ensure the delivery of basic services in the barangay.

- ◆ *Sangguniang pambarangay*
 - Enact ordinances to promote the general welfare of the inhabitants.
- ◆ **Barangay disaster preparedness plan**
 - Aim to protect life and minimize damage to property in case of any emergencies.
 - Organize disaster group work.

All key people in the community should be involved in drafting this plan. The plan should be coordinated with the municipal level plan, and should be flexible.

Barangay Council for the Protection of Children (BCPC)

- ◆ BCPC authority emanates from the Presidential Decree No. 603, or the Child and Youth Welfare Code, which was signed into law on December 10, 1974 by then President Ferdinand Marcos.
- ◆ Article 1. Declaration of Policy – the child is one of the most important assets of the nation. Every effort should be exerted to promote his welfare and enhance his or her opportunities for a useful and happy life.

Chapter 2: Community Bodies

- ◆ Article 86. Ordinances and Resolutions – Barangay councils shall have the authority to enact any ordinances and resolutions consistent with the law or municipal ordinances, as may be necessary to provide for the development and welfare of the children in the community, in consultation with the representatives of national agencies concerned with child and youth welfare.
- ◆ Article 87. Council for the protection of children. Every barangay council shall encourage the organization of a local council for the protection of children and shall coordinate with the Council for the Welfare of Children and Youth in drawing and implementing plans for the promotion of child and youth welfare. Membership shall be taken from responsible members of the community, including a representative of youth, as well as representatives of government and private agencies concerned with the welfare of children and youth whose area of assignment includes particular barangays and shall be on a purely voluntary basis.

Qualifications of potential community leaders

- is credible in the community.
- possesses a sense of commitment.
- exercise effective leadership skills.
- has been a resident in the barangay for at least six months, and not likely to move out in the next 12 months.
- is articulate, sensitive and attentive to fellow community members.
- represents the majority's interest.

A functional BCPC means that:

- ◆ BCPC officers are familiar with child-friendly programs and services contained in the Manual on Organizing Local Councils of the Protection of Children.
- ◆ An annual action plan has been drafted for the barangay's children and women with a budget allocation, and developed with community participation.



- ◆ A list of the barangay's children, disaggregated by age and sex and with emphasis on their special needs, is updated at least annually.
- ◆ The barangay children's situation is updated, with data compiled and analyzed.
- ◆ The enforcement of barangay laws and ordinances concerning children is closely monitored.
- ◆ Meetings to review progress are held at least once a month, and duly documented.

Tasks and functions of the BCPC

- ◆ Foster the education of every child in the barangay.
- ◆ Encourage parents to perform their duties to the children, and give parents a chance to learn better ways of rearing children and building a positive parent-child relationship.
- ◆ Protect and assist abandoned or maltreated children and dependents.
- ◆ Combat juvenile delinquency and help parents of children with behavioral problems find professional help.
- ◆ Adopt measures for the health of children.
- ◆ Promote the opening and maintenance of playgrounds and daycare centers and other services necessary for child and youth welfare.
- ◆ Coordinate the activities of organizations working for children's welfare and encourage cooperative activities.
- ◆ Promote wholesome entertainment in the community, especially in movie houses.
- ◆ Assist parents, whenever necessary, in getting good counseling from the proper government or private welfare agencies. In addition, it shall provide parents with literature and other information on child guidance.

Agencies involved

- ⇒ Council for the Welfare of Children
- ⇒ National Youth Commission
- ⇒ Department of Social Welfare and Development
- ⇒ Philippine National Police
- ⇒ Department of Health
- ⇒ Department of Education
- ⇒ Department of Labor and Employment
- ⇒ Department of Interior and Local Government
- ⇒ Department of Justice

Compiled by Balay Rehabilitation Center

MOBILIZING COMMUNITY PARTICIPATION IN PROMOTING CHILD’S RIGHTS PROGRAMMING THROUGH GOOD GOVERNANCE

**Prepared by the Balay Research and Development Program
March 2006**

It is a widely accepted view that promoting the rights of children and securing a bright future for the *salinlahi* is everybody’s concern. This renders the adage “it takes a community to raise a child” not only a value-laden slogan for effective child-rearing and advocacy. It also affirms the instinctive tendency of the human specie to nurture the seeds of its future generation – a paramount requirement for sustainable development where the human aspirations for peace, security, and well being are intertwined.

This understanding is fundamental. Many societies of different cultures and faiths all over the world have been actually raising their young based on principles and practices that promote peace and solidarity. Yet it took the international community a very long time to collectively grasp and appreciate its significance.

Throughout history, countless children have been sacrificed in the altar of exploitative economic growth, discrimination, and mal-distribution of resources. Generations of young people have been thrown into the heap of “collateral damage” in wars declared by adults on each other. After two devastating world wars and a series of civil strife in different continents, it was only with the passage of UN Convention on the Rights of the Child (UNCRC) in 1989 that the well-being of children has been considered as a common agenda of humanity.¹

Child Protection in the Philippines

The formal and comprehensive recognition of the centrality of children in the Philippine society was first embodied in the Child and Youth Welfare Code. Promulgated on June 10, 1974 under Presidential Decree 603, the Code provides the initial guidelines for a child rights-oriented community response and governance in the country.

It has the following core contents:

1. Underscores importance of children as one of the most important assets of the nation.
2. Aims to promote child welfare and enhancement of opportunities for useful and happy life.
3. Defines rights of children as well as rights and duties of parents.

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¹ The UNCRC went into force in 1990. It has been ratified by 191 countries, with the exception of the USA and Somalia.

4. Creates the Council for the Welfare of Children (CWC) which is tasked to “coordinate the implementation and enforcement of all laws related to youth and child welfare.”²
5. Encourages the voluntary organization of the Barangay Council for the Protection of Children (BCPC) in every barangay.³

Since the enactment of PD 603, the government has come out with more than 50 other laws and issuances pertaining to children’s rights and welfare over the last thirty years.

On June 17, 1992, President Aquino signed into law Republic Act 7610 which provides for special protection against child abuse, exploitation and discrimination. Among others, it declared children as “zones of peace” and called upon parties in armed conflict to resolve their difference through non-violent means.

As “zones of peace” children are supposed to be free from attacks and to be protected from any threats, assault, torture or other cruel and inhuman and degrading treatment. They also should not be allowed to take part in the fighting.

Even in times of conflict, delivery of services such as education, primary health and emergency relief services for children, if conditions permit, should continue. Schools, hospitals, and rural health units are not to be utilized for military purposes. In times of evacuation, children should be given priority. They should be allowed to stay with their families in evacuation centers. Authorities and other concerned groups are expected to take all appropriate steps to facilitate the reunion of families temporarily separated due to armed conflict.

RA 7610 has instructed the Department of Justice to coordinate with the DSWD to come up with rules and regulations for its effective implementation. In 2002, the Office of the Civil Defense, in cooperation with CWC, issued Memorandum Circular No. 14 which outlines how government agencies, disaster managers, and service providers should exercise a child-oriented responses in situation of armed conflict and internal displacement.

Community Defined

The Children and Youth Welfare Code has recognized the role of the “community” in child protection as early as 1974 when it was enacted through Presidential Decree 603. The Code, which preceded the UNCRC by 15 years, has defined the community as composed of “the local government, together with the society of individuals or institutions, both public and private, in which a child lives.” (Title V, Chapter I, Art. 84, “Duties in General of the Community”).

This provision enlarges the notion of a community from the barangay level and beyond. It describes a convergence of various duty-bearers that brings together the local government authorities, institutions, and the civil society groups in a particular area in response to children’s concerns.

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² Sec. 2 of Executive Order 233 (1987) which ordains the reorganization and enhancement of CWC membership affirms that the Council is an attached agency of the DSWD. In an interview with Ms. Lee Aguila of CWC in March 2006, she pointed out that the Council now serves under the Office of the President. By law, the CWC is headed by DSWD. Its members include the following departments: DepEd, DoH, DoLE, DoJ, DILG, DA, NEDA, NNC. An active youth organization and three private individuals concerned with the welfare of children and youth are also members of the CWC.

³ Since the establishment of the CWC, only 4 percent of around 42,000 barangays in the country have BCPCs (Laigo, 2005). This is a fact acknowledged by authorities. Steps have been taken by the DILG and the DSWD to expand the number of local councils in coordination with the CWC.

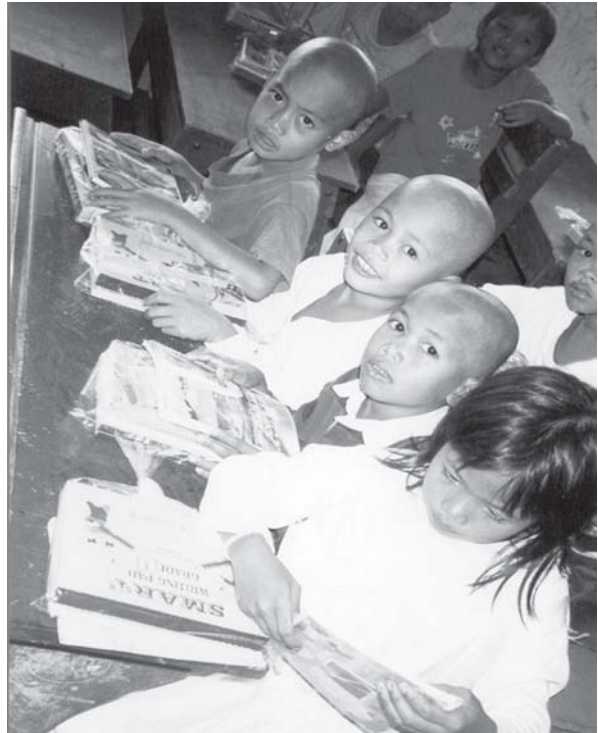
Art. 102 provides that the home shall aid the community in mainstreaming an atmosphere conducive to the proper upbringing of children “particularly with respect to their preparation for adult life and the conscientious discharge of their civil duties as a whole.”

Moreover, the Code underscores that educational and religious institutions are instrumental in the development of the child and are thus mandated to participate in their protection and nurturance.

This “community” of duty-bearers, according to Code, has the obligation “to insure the full enjoyment of the rights of every child to live in a society that offers or guarantees him safety, health, good moral environment and facilities for his wholesome growth and development.” (Title V, Chapter I, Art. 85).

In particular, PD 603 has listed down the following duties of the “community”:

1. Bring about a healthy environment necessary to the normal growth of children and enhancement of their physical, mental and spiritual well-being.
2. Help institutions of learning, whether public or private, achieve the fundamental objectives of education.
3. Organize or encourage movement and activities for the furtherance of the interests of children and youth.
4. Promote the establishment and maintenance of adequately equipped playgrounds, parks, and other recreational facilities.
5. Support parent education programs by encouraging its members to attend and actively participate therein.
6. Assist the state in combating and curtailing juvenile delinquency and in rehabilitating wayward children.
7. Aid in carrying out special projects for the betterment of children in the remote areas or belonging to cultural minorities or those who are out of school, and
8. Cooperate with the private and public child welfare agencies in providing care, training and protection to destitute, abandoned, neglected, abused, handicapped and disturbed children.



Child-Oriented Governance

Seen from another perspective, these provisions actually fall under the discourse on governance wherein the rights and welfare of the youth and children are set in the center stage. With the restoration of democratic institutions in the country in 1986 through the perseverance of a transformative social movement, governance is no longer regarded as the sole arena of the government.

The interaction and cooperation of people’s organizations, NGOs, and the private sector with the government in crafting policies and in implementing programs now define what governance is. The rights and responsibility to govern are shared by those who govern and those who are governed. (Balangay, 2002).

This, however, does not diminish the state obligation to primarily respect, protect, and fulfill the rights and welfare of the people, including the children and the young people. By acceding to an international treaty such as the UN Convention on the Rights of the Child (UNCRC), the Philippine government is legally-bound to exercise its duties and functions to promote the rights of the child. This commitment has been clearly set out in the Philippine Constitution which was subsequently expressed in a number of domestic legislations related to promotion of the well-being of children.

Traditionally, it is the national government that is primarily responsible in the delivery of basic services needed by children. Republic Act 7160 has changed that. Also known as the Local Government Code of 1991, the LGC is considered as a landmark legislation that shifted governance from the highly centralized national government agencies based in Metro Manila to the Local Government Units or LGUs. It also officially provided for a participatory and multi-stakeholder manner of cooperation to promote the well-being of children (Ferrer, 2005).

Some of the salient features of the LGC are:

1. Granting of more powers, authority, responsibility, and resources to LGU to enable them to function with limited national support.
2. Institutionalization of popular participation in local governance.
3. Increase opportunities for direct NGO-government collaboration through joint ventures and financial and resource assistance from government to NGOs; and
4. Provision of measures to enhance the fiscal autonomy of LGU.

Upholding the rights of children are expressed in the following LGU powers (Sec. 16, RA 7160):

“Every local government unit shall exercise the powers expressly granted, those necessarily implied therefrom, as well as powers necessary, appropriate or incidental for its efficient and effective governance, and those which are essential to the promotion of the general welfare. Within the respective territorial jurisdiction, local government units shall ensure and support, among other things, the preservation and enrichment of culture, promote health and safety, enhance the rights of the people to balanced ecology, encourage and support the development of appropriation and self-reliant scientific and technological capabilities, improve public morals, enhance economic prosperity and social justice, promote full employment among the residents, maintain peace and order, and preserve the comfort and convenience of their inhabitants.”

Mechanism for Child-Oriented Governance

The multi-stakeholders perspective to advance child protection was not yet apparent in pieces of legislations that exist prior to the enactment of the Child and Youth Welfare Code and the Local Government Code in 1991. An example is Republic Act 4881. Promulgated in 1967, this act “affirms the duty of the State to support the family in the upbringing of their children to be useful men and women” and orders the creation of a Council for the Protection of Children (CPC) in every city and municipality. It tasked the CPC to “assure proper direction, supervision, and guardianship in the training, education, and other interest of its minor citizens.” However, participation in the CPC then was limited to the following: City/municipal mayor (as chairperson), two members of the city/municipal council, city/municipal supervising teacher, chief of police, representative of SWA (Social Welfare Administration), and a representative of PTA.

Despite being an old law, RA 4881 has not been repealed (SCUK, 2005). However, it has been modified or enhanced by succeeding pieces of legislations and guidelines.

- ⇒ In particular, Art. 208 of the Children and Youth Welfare Code (PD 603) calls for the formation of Local Councils for the Protection of Children (LCPC). This council is to be consist of government and private agencies, to include civil society organizations, and community-based associations which have programs on child and youth welfare.
- ⇒ Moreover, Art. 359 and 360 of the Civil Code of the Philippines provides that the “government shall establish Councils for the Protection of Children.”
- ⇒ Republic Act 8980 also known as the National Early Childhood Care and Development Act (ECCD, 2000), promulgates a comprehensive policy and national system to promote the well-being of children between 0-6 years old. Section VIII of the law also requires the organization of a coordinating committee at all levels, except in the barangays where the Barangay Council for the Protection of Children (BCPC) are to be created in accordance with the provisions of Child and Youth Welfare Code.

To ensure the synchronization and integration of these policies and programs on children, the DILG came out with Memorandum Circular No. 2002-121 on August 5, 2002.

The DILG memorandum directs the LGUs to establish the Local Council for the Protection of Children (LCPC) from the provincial level to the city and municipal levels. The council shall be the umbrella organization for all programs on children and the ECCD Coordinating Committee shall be one of the committees under it.

The city or municipal councils shall be headed by the local chief executive (mayor) as chairperson. He or she may designate any of CPC members as co-chairperson. Other members include the chairperson of the Committee on Women and Family (SP), DILG field officer, local labor and employment officer, planning and development officer, budget officer, health officer, social welfare and development officer, nutrition officer, chief of police, treasurer, *Liga ng mga Barangay* president, SK Federation president, PTCA president and a child representative.

At least three representatives of NGOs, two of whom are appointed by the committee handling the ECCD program and one from the trade/labor union sector may also sit in the council.

The LCPC shall have the following functions:

1. Formulate plans, programs, and policies for children that are gender-fair, culturally relevant and responsive to the needs of diverse groups of children (below 18 years old).
2. Prepare the activity, work, and financial plan (AWFP) for children and recommend appropriation to the *Saggunian*.
3. Provide coordinative linkages with other agencies and institutions in the planning, monitoring and evaluation of plans of children.
4. Provide technical assistance and recommend financial support to the Barangay Council for the Protection of Children.
5. Establish and maintain database on children in the city/municipality.
6. Foster education of every child.
7. Advocate for the establishment and maintenance of playgrounds, day care centers and other facilities necessary for child and youth development.
8. Recommend local legislations promoting child survival, protection, participation, and development, especially on the quality of television shows, media, prints, and coverage which are detrimental to children, and with appropriate funding support.

9. Assist children in need of special protection and refer cases filed against child abuses to proper agencies/institutions.
10. Conduct capability building programs to enhance knowledge and skills in handling children’s program.
11. Document barangay best practices on children.
12. Monitor and evaluate the implementation of the program and submit quarterly status reports to PCPC.
13. Perform such other functions as provided for in the ECCD and other child-related laws.

The chairperson of the council shall designate the secretariat from any of the LGU operating unit, which shall provide administrative and technical support services to their respective LCPC member agencies.

Upon recommendation of their respective LCPC, the LGUs shall provide funding for programs, projects, and activities on children and ensure that these are implemented.

Among the major cities which have successful CPCs are Davao City, Cotabato City, and Cebu City. Both have been cited by CWC as among its list of “child-friendly cities” in the country.⁴

Child Protection in Barangay Level

Chapter 2, Section A of PD 603 provides for the creation of the Barangay Council for the Protection of Children (BCPC) under the following heading: “Community Bodies Dealing with Child Welfare.”

- ⇒ Article 86 provides that the Barangay Council has the function to “enact ordinances, not inconsistent with law or municipal ordinances, as may be necessary to provide for proper development and welfare of the children in the community . . .”
- ⇒ Article 87 provides for the voluntary organization of BCPC and its coordination with the CWC in drawing up plans related to rights and welfare of children and young people.
- ⇒ Article 207 of PD 603 confers to the CWC the authority “to call upon any department, bureau, office, agency, or instrumentalities, public, private or voluntary, for such assistance as it may require in the performance of its functions.”

In accordance with the Child and Youth Welfare Code and the Local Government Code, the DILG has instructed the LGUs to encourage the formation of similar councils at the barangay levels.⁵

Organization of BCPC

PD 603 enables the Barangay Council to encourage the free and informed participation of other duty-bearers in the community in the BCPC.

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⁴ Some sectors have raised objections to the inclusion of Davao City in the list of “child-friendly cities” following the series of killings of street children not too long ago by a shadowy group known as the Davao Death Squads. Mayor Rodrigo Duterte has denied any links with the notorious group. However, his strong public endorsement of extra-judicial killing has drawn wide criticisms from human rights groups.

⁵ The DILG Memorandum Circular No. 2002-121 was issued on August 5, 2002. The memo outlined how the local authorities from the provincial, city, municipal, and *barangay* levels should organize and strengthen the Local Council for the Protection of Children (LCPC). The guidelines were also addressed to all DILG field officers and other concerned agencies.

The BCPC shall be composed of “responsible members of the community” which may include anybody with the capability and the commitment to provide voluntary service for the welfare of children. This makes the composition of the BCPC inclusive, rather than exclusive. Hence, the criteria for membership may be negotiated and agreed upon by proponents and advocates of BCPC. They just have to also bear in mind that the formation process of the council and the selection of its members should contribute to social cohesion and not lead to community division.

In particular, the CWC has come out with the following list of those who may be considered as members of the BCPC (Manual on Organizing LCPC, 2001).⁶

1. The Punong Barangay, who may act as chairperson
2. The chairperson of the *Sangguniang Kabataan*, who may act as vice-chairperson
3. The representative of the municipality/ city government concerned with the welfare of children and operating in the *barangay*.
4. The representative of each NGOs concerned with the welfare of children and operating in the *barangay*.
5. An active and responsible member of the community.
6. An active member from each of the people’s organizations in the *barangay*
7. A representative from DepED, DOH and human rights groups, and
8. A child advocate, duly chosen by the *barangay* officials whose age ranges from 9 to 14 years old.

The DILG Memorandum Circular 2002-121 (2002) provides that the following duty-bearers in the *barangay* may also be chosen to serve in the council:

1. *Barangay kagawad* (chairperson on women and family)
2. Day care worker
3. Nutrition scholar
4. Health worker
5. Health nurse/midwife
6. DepEd principal/teacher-in-charge
7. Chief tanod
8. PTCA president or representative
9. Entrepreneurs and religious leaders

The BCPC is mediated by the Barangay Council. But this does not mean that it has to be beholden to it. By practice, the *Punong Barangay* is usually asked to chair the BCPC. However, the BCPC may also elect from among themselves the co-chair.

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⁶ According to the CWC (Lee Aguila, 2006), while the manual has listed down the likely members of the BCPC, the stakeholders are given a space to be flexible and inclusive, in accordance with the characteristics and needs of the community. The list is for guidance and does not have to be mechanically applied. The competence, willingness, commitment and social-acceptability of the prospective members should be among the criteria. The manual, as of this period, is undergoing revisions.

The existence of the BCPC is not set by the length of office of the *barangay* officials. It may continue to function even if the term of the *barangay* officials has expired, or in the event that they are no longer re-elected body (Aguila of CWC, 2006).

While the Barangay Council and the LGU may pass ordinances and even source budget for BCPC projects (Art. 86, Chapter 2 of PD 603 and DILG Memo 2002-121), the BCPC has to be autonomous from politics and politicians. This is to maintain its standing as an independent mechanism of duty-bearers to promote a child rights-oriented governance.

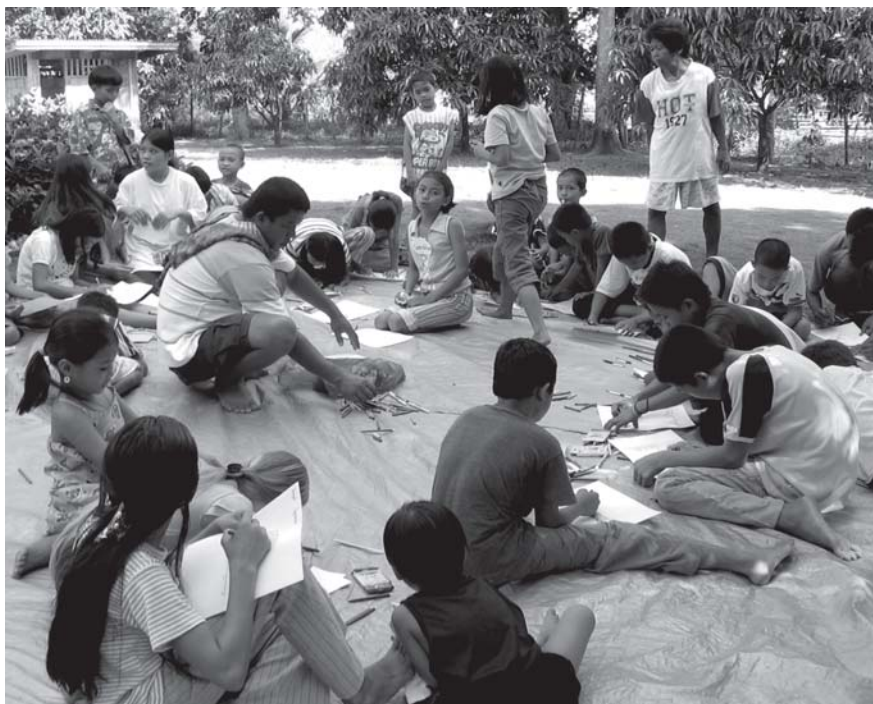
The BCPC can serve as a forum where stakeholders can discuss and make plans regarding issues affecting children. It may also hold activities and projects to fulfill its roles. Moreover, it has a monitoring function; and it may also encourage and support agencies or organizations which have a particular mandate to fulfill the rights of children, such as the education, social welfare and health agencies.

In other words, neither the BCPC nor the Barangay Council has to do all the work by themselves. They may network and collaborate with, or mobilize other agencies to perform functions that fall under their respective domains.

Aside from possible financial and logistical support that it may seek from the Barangay Council and the LGU, the BCPC can expand its resource generation campaign through community-based fund raising. It can also negotiate grants from donor agencies, locally and abroad.

Role of the BCPC:

1. Foster education of every children in *barangay*.
2. Encourage proper performance of duties of parents, and provide learning opportunities on the adequate rearing of children and on positive parent-child relationship.



3. Protect and assist abandoned children or maltreated children and dependents.
4. Take steps to prevent juvenile delinquency and assist parents of children with behavioral problems so that they can get expert advise.
5. Adopt measures for the health of children.
6. Provide the opening and maintenance of playgrounds and day care centers and other services that are necessary for child and youth welfare.
7. Coordinate the activities of organizations devoted to the welfare of children and secure their cooperation.
8. Promote wholesome entertainment in the communities, especially in movie houses
9. Assist parents whenever necessary in securing expert guidance counseling from the proper government or private welfare agencies.
10. Hold classes and seminars on proper rearing of children.
11. Distribute to parents available literature and information on child guidance.

Culturally Acceptable Mechanism

As a community-based undertaking, the BCPC has to be culturally-acceptable to stakeholders. It may adopt programs and approaches that match the socio-cultural characteristics of a particular community. This is consistent with certain provisions in the Indigenous People’s Rights Act (IPRA), the Local Government Code, and CWC positions which recognize the multi-cultural complexion of many communities in the country, particularly those inhabited by the IP and the Moro people.

The DILG Memorandum Circular 2002-121 has highlighted that CPCs are expected to “formulate plans, programs, and policies for children that are gender-fair, culturally relevant and responsive to the needs of diverse groups of children (below 18 years old).”

Although limited, PD 8371 (IPRA, 1997) has relevant provisions on indigenous children and youth as it enunciates the state’s recognition of the vital role that these children play in nation building. IPRA also recognizes the rights of IP to use their own commonly accepted justice system, conflict resolution, peace building processes or mechanism, and other customary laws and practices within their respective communities.

The Special Protection of Children Act (RA 7610) has called for particular respect for the rights of IP children against discrimination. It, among others, guarantees that they shall be entitled to protection, survival, and development consistent with the customs and traditions of their respective communities.

These rights also apply to communities inhabited by the Moro people. This is particularly significant in the light of the Bangsamoro assertion for the recognition and respect for their way of life and the practice of self-governance.

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⁷ Promulgated at the time of the Marcos regime, PD 1083 ordains a law recognizing the system Filipino Muslim laws and codifying the Muslim personal laws and providing for its administration, and for other purposes.

The so-called Muslim Code of the Philippines (PD 1083, 1977)⁷, despite its own limitations being a product of its time, affirms that “every parent and every person exercising parental authority shall see to it that the rights of the children are respected, and their duties complied with, and shall particularly, by precept and example, imbue them with religious and civic consciousness...” (Art 73)

This provision, among others, implies the state’s recognition of the Bangsamoro’s doctrine of *tarbiya* which instructs duty-bearers to train and raise their children in a way of life consistent with their Islamic faith, culture, and aspirations.

Platform for CRP-PDR

The principle of good governance can serve as a platform for Balay to promote CRP-PDR (with a “CZOP perspective” in situations of armed conflict). The Balay decisions to contribute to the formation and strengthening of the CPC, through the CRP-CBDM and CZOP projects, may serve as an entry strategy towards CRP sustainability and influencing good governance at the local levels

The CPC can be developed as a forum for a multi-stakeholders’ convergence and a mechanism for participatory risk-reduction programs for, and with the involvement of, children and youth. The establishment of a functional and vibrant CPC could be an indicator of community empowerment, especially if it can continue its operations long after its NGO partners (i.e. Balay) has moved on.

The CPC may cover the following aspects of Balay’s CRP framework:

1. Accessing and delivery of services
2. Awareness raising and capability building (including promotion of CRP-CBDM module, and other trainings on CRC and child-rearing for peace aka effective parenting, etc.)
3. Mechanism for baseline documentation and monitoring
4. Promote children protection, survival, development, participation
5. Promote healing, empowerment, development
6. Influence good governance (including LGU level)
7. Mobilizing resources and networking
8. Advocacy

The BCPC has to be linked with a functional LCPC for it to be truly stable and sustainable. This is also to seize the opportunities provided by the LGU’s mandate to promote child protection. After all, the LGU constitutes a higher level of governance arena where the people may exercise greater participation in governance, influence policies, and access resources to promote the well-being of children.

SESSION 3

INTEGRATING CHILDREN'S RIGHTS IN DISASTER MANAGEMENT AND DEVELOPMENT

😊 Learning objectives

At the end of the session, participants are able to:

1. Describe how children's rights are integrated into barangay disaster management and development; and
2. List the participants to involve in this process.

👉 Key points

1. The key steps involved are child-oriented participatory risk assessment (COPRA) and planning of appropriate child-focused prevention/mitigation, preparedness, emergency responses and rehabilitation, and then integrating them into the barangay development plan.
2. The particular pre-, during and post-disaster phases in armed conflict situation – home, flight and stay in the evacuation center, return/resettlement – are areas for study in COPRA and basis for planning.
3. Duty-bearers as well as children participate in this process.

🕸 Methodology

1. “Untangling exercise” or “Jigsaw puzzle”
2. Interactive lecture

🌀 Process

1. “Untangling game.” Divide participants into 2 or 3 groups. Ask members of each group to put out their right hand first and then the hand of another person in the group. Ask them to do the same with their left hands, ensuring that no one is holding both hands of a single person. Instruct each group to form a circle by untangling the knotted hands without letting go of each partner's left and right hands. Relate this exercise to the need for determined, purposive and coordinated actions.



2. “Jigsaw puzzle.” Prepare and give out several sets of jigsaw puzzles. Relate the exercise to the process of integrating children’s rights in disaster management and development. Understanding the disaster situation and the children’s situation is a sound basis for planning.

➤ Run through the process involved in implementing a child-rights-based disaster management and development approach. Use visual 1.

3. In armed conflict situations, analyze the phases involving home, flight, stay in the evacuation center, and return or resettlement. COPRA and action planning revolves around issues related to children’s survival and development, non-discrimination and inclusion, best interests of children, and participation.

As with other plans, the action plans integrating children’s rights in barangay disaster management and development is monitored and evaluated.

In all these steps, children are to be involved.

4. Stress that COPRA and action planning look into risk factors as well as the children’s capacities, resources and protective factors.

5. Ask participants if they know who should be involved in this process. Give value to the participation of children and not only the duty-bearers.

6. Answer questions and summarize the key points discussed. Inform the participants that in Modules 3 and 4, they will undergo the entire process of a putting down child-rights-based disaster management and development framework, while referring to the orientation of children’s rights and disaster management taken up in the earlier sessions.



Children participate in the Children-Oriented Participatory Risk Assessment and Child Rights-Based Disaster Management and Development Action Planning during the Training of Trainers on the process of integrating children’s rights in disaster management and development within barangay Calakacan, Municipality of Pikit, North Cotabato from November 17-22, 2005.

Materials needed

1. Several sets of jigsaw puzzles
2. Visual of the process

 Duration: **1 hour**

References

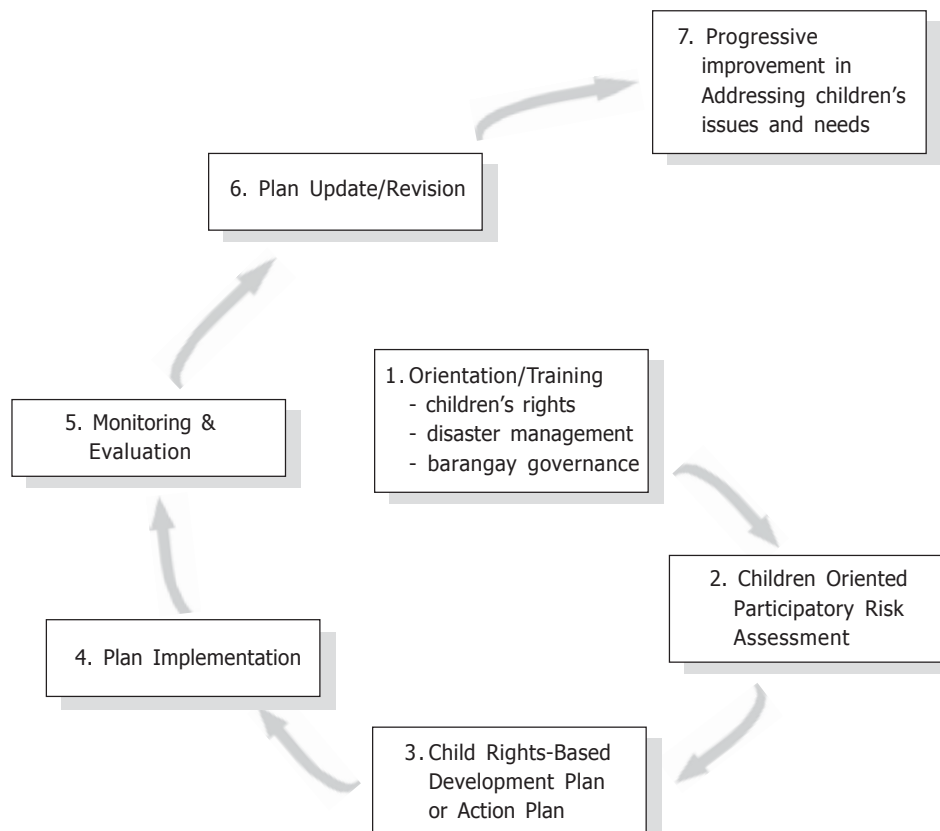
1. Community-Based Disaster Risk Management Process

Tips to facilitators

1. Throughout the process, always remember local capacities and protective factors, and not only needs and vulnerabilities.
2. Encourage the use of local terms to encourage the barangay and stakeholders to own the process. In one urban community undertaking child-focused activities, participants in the seminar chose the term “Sama-samang pagsusuri at pagpapalano ng kalagayan ng bata at komunidad.”

Materials needed

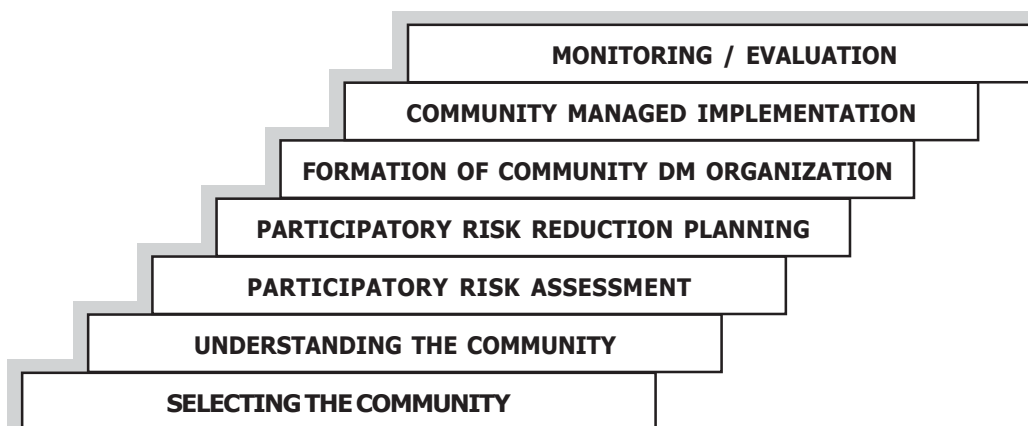
PROCESS OF INTEGRATING CHILDREN'S RIGHTS IN DISASTER MANAGEMENT AND DEVELOPMENT



C

REFERENCE 2-3-1

COMMUNITY-BASED DISASTER RISK MANAGEMENT PROCESS



- Initiating the process** — selecting the community or a community asks for assistance on how to undertake community-based risk management; building rapport
- Community profiling** — initial understanding of the community situation and getting an orientation on CBDM
- Community risk assessment** — assessing the hazards, vulnerabilities and capacities and the people's various perceptions of risks
- Initial community disaster management plan** — appropriate and doable measures before, during and after the disaster; focus on prevention, mitigation and preparedness measures; short-, medium-, long-term disaster management activities
- Formation and strengthening of community disaster management organization** — ensures the implementation of a community disaster management plan
- Community managed implementation** — implementation of short-, medium-, long-term measures to reduce vulnerability and increase capacity; structural and non-structural measures
- Monitoring and evaluation** — continuous improvement of CBDM and community

Source : CDP CBDRM training handouts

C **MODULE 3**

CHILDREN-ORIENTED PARTICIPATORY RISK ASSESSMENT (COPRA)

SESSION 1 : INTRODUCTION TO COPRA

SESSION 2 : KEY AREAS OF INQUIRY AND GUIDE QUESTIONS

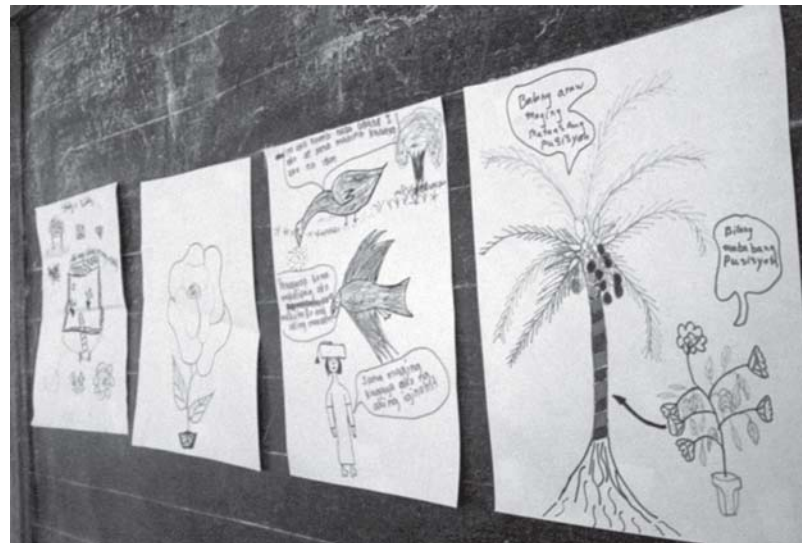
SESSION 3 : PARTICIPATORY TOOLS FOR COPRA

SESSION 4 : COPRA DESIGN (QUESTIONS, ACTIVITIES, TOOLS)

SESSION 5 : INITIAL COPRA (IN THE CLASSROOM)

SESSION 6 : ACTUAL COPRA IN THE COMMUNITY (FIELDWORK)

SESSION 7 : COPRA COLLATION OF DATA AND ANALYSIS



SESSION 1

INTRODUCTION TO COPRA

LEARNING OBJECTIVES

At the end of the session, participants are able to:

1. Discuss the importance of Children-Oriented Participatory Risk Assessment (COPRA) or situation analysis.
2. Explain the concept and steps involved in the analysis; and
3. Identify the people to be involved in COPRA.

KEY POINTS

1. Assessing a community's risk for disasters (or situation analysis) includes studying the hazards, vulnerabilities and capacities as well as the different perceptions that people may have of this risk.
2. Children as key actors as well as beneficiaries in disaster management have perspectives unique from adults. This has to be considered when assessing the community's disaster risk.
3. Child-oriented participatory risk assessment, or COPRA, unites the community in understanding its disaster risk as basis for identifying activities that are adequate, appropriate and child-rights-based disaster management and development.
4. In armed conflict situations, COPRA covers analysis of home, flight, stay in evacuation center, return home or resettlement situations — with focus on the four interrelated principles underlying children's rights – survival and development, non-discrimination, best interests of children, and participation.
5. COPRA looks not only into risk factors such as threats to children's development, gaps in services, harm and ill-treatment of children, but also into children's capacities, and protective factors present in the family and community.
6. The overall purposes of COPRA include:
 - COPRA unites a community in understanding its disaster risks (hazards, vulnerabilities and capacities) as basis for identifying adequate, appropriate and child-focused disaster management activities.
 - COPRA also raises awareness about threats or hazards, which the community may not yet know.
 - From the results of COPRA, the community is able to estimate their risk (high-risk, moderate-risk, low-risk) and rank them accordingly. (Armed conflict is a greater risk than flooding, for example, because the former is more damaging to a community. Thus the community must prioritize plans to address armed conflict situations.)
 - Children participate in defining their situation and recommending solutions to issues affecting them and the community.
 - COPRA raises awareness of a community's awareness about the children's situation and related issues.

- Periodic community risk assessment provides indicators for measuring changes in risk and vulnerability and capacities, especially of children.



METHODOLOGY

1. “Picture analysis” or “What do you see?”
2. Interactive lecture



PROCESS

1. “Picture Analysis.” Prepare several pictures to show to participants. With each picture, ask participants to identify hazards or threats, capacities and vulnerabilities. Relate the exercise to the study of hazards, vulnerabilities and capacities. From the answers, point out that not everybody is able to see what others see. Disaster risk assessment helps establish a common understanding of these risks.
2. Ask participants why people may have different perceptions of their disaster risk. Summarize answers into differences due to socioeconomic status, culture, religion, occupation, experiences, gender, age, etc.
3. Again stress the children’s right to participate, and as they do, they are able to claim their rights. Children can become key actors as well as beneficiaries in disaster management. Children’s unique perspectives have to be considered in disaster risk assessment.
4. Discuss the purposes of COPRA.
5. Ask the participants who should be involved in COPRA. Summarize that duty-bearers, community members and children should be involved.
6. COPRA is a participatory process involving on-the-spot collection, interpretation and analysis of information about hazards, vulnerabilities and capacities.

In armed conflict situations, COPRA covers analysis of home, flight, stay in evacuation center, return home or resettlement situations with focus on the four interrelated core principles which underlie children’s rights – survival and development, non-discrimination, best interests of children, and participation.

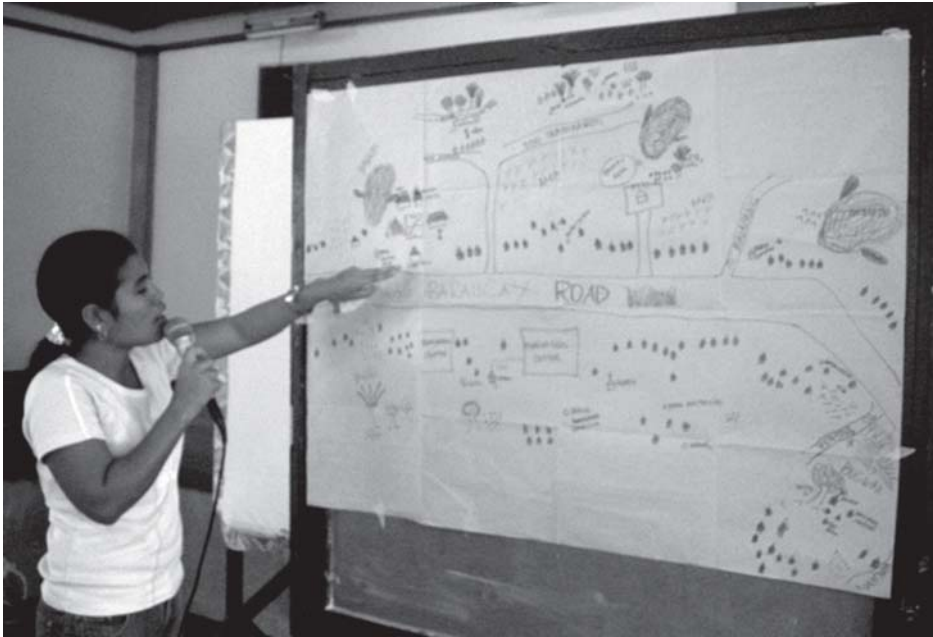
7. Preliminaries for the conduct of COPRA: Orientation on children’s rights and disaster management; formation of COPRA team and identifying members of each team; collection of secondary data; coordination with various institutions in the community.

Conduct of COPRA in the barangay

A. Develop the COPRA design.

1. Identify key areas of inquiries.
2. Formulate guide questions.
3. Identify appropriate participatory tools.
4. Identify key respondents and participants for COPRA.
5. Identify the facilitator and the documentor.

- B. Field work/Actual COPRA (Actual results of data gathering must be presented to the different groups in the community before they are collated, for validation of the information before they are collated.)
 - C. Collation and data analysis (the consolidated results will be reviewed before plans are made).
9. Discuss the steps involved in conducting the COPRA in the barangay.



COPRA was conducted with adults in November 2004, after which, the Local Project Management Group from DALPATA barangays drafted COPRA guide questions and activities in a training workshop held on 15-17 February 2005, at the Guadalupe Formation House in Kidapawan City. Children from Barangay Takepan contributed to the process. The COPRA questionnaire and activity guide were pre-tested on children, and then the participants conducted COPRA interviews with children in DALPATA barangays from 18-20 February 2005.



Materials needed

1. “Picture analysis” – pictures showing hazard, vulnerability, capacity
2. “What do you see?” – pictures which can be interpreted differently by different people
3. Visuals for interactive lecture

 **Duration: 1 hour**

References

1. Community Risk Assessment, CDP CBDRM training handouts

TIPS TO FACILITATORS

1. The term COPRA was coined by the Center for Disaster Preparedness and the Balay Rehabilitation Center to describe the process of studying a community’s disaster risk situation, looking specifically into the situation of children. Participatory risk assessment was adapted from the participatory rural/urban appraisal of Robert Chambers. Other framework and methods were adapted from participatory learning and action principles.

1. Basic definitions

a. Disaster risk

- The likelihood or probability of a hazard striking a vulnerable community, and causing injury, damage or loss
- Disaster risk = $\frac{\text{hazard} \times \text{vulnerability}}{\text{capacity}}$

b. Assessment

- A participatory process involving on-the spot collection, interpretation and analysis of information from various sources

c. Community risk assessment

- A participatory process to identify and assess the hazards (which threaten a community) and its vulnerabilities and capacities
- Involves an understanding of how people in the community perceive and measure disaster risk
- Involves analysis of past patterns of hazards and present threats at the community level (hazard assessment), combined with an understanding of the underlying causes of why hazards become disasters (vulnerability assessment) and of the available resources an affected community uses to reduce risk (capacity assessment), and how different people perceive and measure risk (perception of risk)

2. Purpose of community risk assessment

- Unites the community in a common understanding of their disaster risk — hazards, vulnerabilities and capacities
- Serves for identifying appropriate and adequate risk reduction measures
- Contributes to raising community awareness about potential risks they face
- Builds a data on the community situation – its vulnerabilities and capacities – when compared with data at a later period, this can be used to evaluate the results of the community’s disaster preparedness
- Data generated can be used to analyze the local situation, and the various needs for project proposals for projects that could help mitigate the community situation and develop it.

3. Components of community risk assessment

Community risk assessment has four interrelated components:

- a. **People’s perception of risk** – understanding the perception of risk of different groups and sectors of the community

- b. **Hazard assessment** – assessing the nature and behavior of hazards
- c. **Vulnerability assessment** – identifying the particular elements at risk and why they can be damaged
- d. **Capacity assessment** – identifying how people’s survival or coping strategies and what resources can be used in disaster management activities (before, during and after a disaster)



WHAT DO YOU SEE ?

4. People’s perception of risk

- People’s vulnerability and how they perceive or view disaster risks are influenced by socioeconomic status.
- Aside from income levels, age, gender, educational background, livelihood and employment, culture are important considerations why different people might look at a disaster situation differently.
- People’s perceptions are also influenced by their experiences, and knowing or not knowing about their exposure to hazards and specific measures they could undertake before, during and after a disaster.
- Insiders (community members) and outsiders (NGOs, local and national government agencies) may also have differing perceptions of the disaster risk.
- The process of evaluating a community’s disaster risk allows people to share views and perceptions, and creates a common understanding of the community’s disaster situation, which becomes the basis for taking common actions to reduce such a risk.
- The community risk assessment process combines local knowledge with scientific and technical information (which outsiders usually bring into the community).
- Various tools adapted from participatory rural appraisal or participatory learning and action are used to air different views and to validate information.
- The community measures its disaster risks, such as high, moderate or low for various hazards, or delineates areas in the community that are safe or dangerous for housing, economic activities and other community functions.

5. Hazard assessment

a. What is hazard assessment?

- It is the analysis that a community undertakes toward identifying hazards or threats that may affect it
- It is also analyzing the nature and behavior of such hazards or threats.

b. Nature and behavior of the hazard

- **What disasters has the community experienced? What are other threats?**
- **Forces** that can create damage: wind; water (heavy rain, flood, river overflow, storm surge, epidemic); land (slide, mudflow, Lahore), seismic (ground shaking, ground rupture, liquefaction, *tsunami*), conflicts; industrial/technological; others
- **Warning signs & signals:** scientific and indigenous or local indicators that a hazard is likely to happen
- **Forewarning:** time between a warning and an impact
- **Speed of onset:** rapidity of arrival of hazard and its impact (very slow such as 3-4 months in the case of drought; 3-4 days in the case of cyclone; very rapid for earthquake)
- **Frequency:** does the hazard occur seasonally, yearly, once every 10 years, once in a lifetime, and so on.
- **Season:** does the hazard occur at a particular time of the year (wet or dry season; in November to April)
Duration: how long the hazard is felt (earthquake and after shocks; days/weeks/months that an area is flooded; length of period of military operations)

c. Points to consider

- 1) **Secondary hazards:** earthquakes can cause landslides; cyclones can cause flooding and landslide; floods can cause epidemics.
- 2) **Intensities of hazards:** earthquakes and cyclones
- 3) **Hazards or threats which the community has not experienced yet.** Combining scientific and technical information with local knowledge
- 4) **Use of hazard assessment results for public awareness, designing community early warning, and evacuation plans**

6. Vulnerability assessment

a. What is vulnerability assessment?

- A participatory process to identify what elements at risk per hazard type, and to analyze the causes why these elements are at risk



b. Elements at risk

- Who and what can be damaged? Where are these located?
- People (their lives and health)
- Household and community structures



- Community facilities and services (access roads, bridges, schools, hospital, electricity, water supply)
- Livelihood and economic activities (jobs, crops, livestock, equipment)
- The environment (natural resources base)

c. Why are these elements at risk?

- Physical, social, economic, cultural and environmental factors and conditions that raise a community's susceptibility to disasters.
- Weaknesses, constraints or problems present in the community, which hinder it from preparing for and protecting itself from incurring damage and loss.

d. Some examples of vulnerable conditions and factors

- Locations are disaster-prone
- Houses are made of light materials
- A conflict exists in the community
- People lack knowledge and skills on preparedness and protective measures
- People bear an attitude of helplessness and dependency



7. Capacity assessment

a. What is capacity assessment?

- Participatory analysis to determine the resources, abilities, knowledge, skills, means and strengths of families and the community which have been used by the community to prepare and manage disasters
- Involves understanding how the community survived past disasters and coped with past hazards. How did households and the community reduce the damaging effects, and protect and secure their livelihood and community services?
- Involves identifying resources, abilities, knowledge, skills, means and strengths which can enable the community to prevent, prepare for, withstand, survive and recover from a disaster. How can these resources be made available to a community?



b. Examples of capacity

- Permanent houses
- Ownership of land
- Adequate food and income sources
- Family and community support in times of crises
- Local knowledge
- Strong community leadership and organizations
- Stewardship of environmental resources
- Strong faith



CATEGORIES OF VULNERABILITIES (Adapted from Anderson & Woodrow, 1989)

Physical/material vulnerability

- disaster-prone location of community, houses, farmland, infrastructure, basic services, etc.
- insecure sources of livelihood
- risky sources of livelihood
- lack of access and control over means of production (land, farm inputs, animals, capital, etc.)
- dependent on moneylenders, usurers, etc.
- inadequate economic fall-back mechanisms
- occurrence of acute or chronic food shortage
- lack of adequate skills and educational background
- lack of basic services: education, health, safe drinking water, shelter, sanitation, roads, electricity, communication, etc.
- high mortality rates, malnutrition, occurrence of diseases, insufficient caring capacity
- overexploited natural resources
- exposure to violence (domestic, community conflicts, or war)

Social/organizational vulnerability

- weak family/kinship structures
- lack of leadership, initiative, organizational structures to solve problems or conflicts
- ineffective decision-making, people/groups are left out, etc.
- unequal participation in community affairs
- rumors, divisions, conflicts: ethnic, class, religion, caste, ideology, etc.
- injustice practices, lack of access to political processes
- absence or weak community organizations ((in)formal, governmental, indigenous)
- no or neglected relationship with government, administrative structures
- isolated from outside world

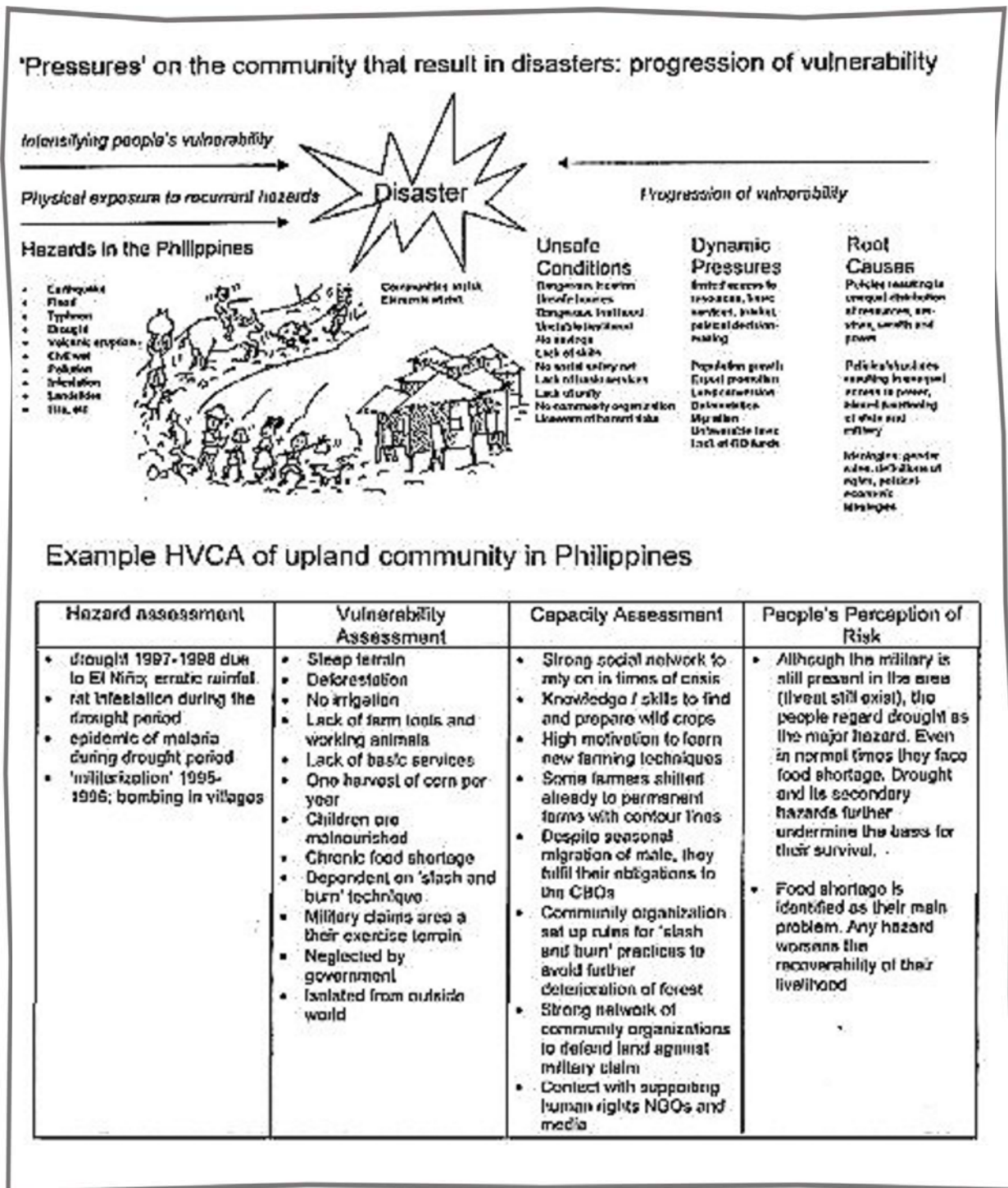
Motivational/attitudinal

- negative attitude towards change
- passivity, fatalism, hopelessness, dependency
- lack of initiative, no "fighting spirit"
- lack of unity, cooperation, solidarity
- negative beliefs / ideologies
- lack of awareness about hazards and its consequences
- dependence on external support / dole-out mentality

a. Resources and coping

- **Resources** – something a person, household, community or country has and that it uses to protect or increase its well-being and wealth. It also denotes a power or ability to do a particular thing. (Kotze & Holloway, 1996)
- **Coping** – managing resources in adverse situations. Coping can include defense mechanisms, active ways of solving problems, and methods of handling stress.

8. Synthesis of community risk assessment (HCVA) results



Source: CDP CBDRM Training Hand-outs

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SESSION 2

KEY AREAS OF INQUIRY AND GUIDE QUESTIONS

Learning objectives

At the end of the session, participants are able to:

1. Identify which kinds of data to gather (the areas of inquiry) for COPRA; and
2. Formulate questions for a COPRA data gathering guide.

Key points

1. The following secondary data are important: barangay profile, and results of basic needs survey, health and nutrition survey and other studies in the barangay.
2. Some basic information that may be gathered include: the incidence of armed conflict and the presence of other hazards; vulnerabilities; capacities (including current disaster preparedness and mitigation / prevention activities); current level of awareness and knowledge of children's rights; current practice upholding and strengthening children's rights; violations of child rights; threats to the development of the child; gaps in services for the child, family, community; capacities of the child, family, community and institutions; community problems and proposed solutions.
3. Inquiry will focus on children's situation in the home-flight-return to home or relocation phases during armed conflict.

METHODOLOGY

1. Interactive lecture
2. Workshop

PROCESS

1. Ask participants what basic data should be gathered in COPRA. Use the visual presented in Module 2 Session 1 for pre-, during and post-disaster phases for armed conflict (home, flight and stay in evacuation center, return to temporary relocation, home or permanent relocation). Summarize the answers and cluster according to the key areas of inquiry.

Point out that health, nutrition, sanitation, education, livelihood, housing, environment and other sectors are to be taken up in the key areas of inquiry.

2. Emphasize that the gender angle should also be reflected in the key areas of inquiry and guide questions. Stress that the gender angle is often neglected when interviewing children, even when boys and

girls are interviewed separately. Offer the following examples of the important differences in the nature and needs of boys and girls, which if not noted in COPRA, would be missed as issue/s for planning:

- Girls and boys are usually given different tasks and chores at home.
- Girls and boys usually react differently to sudden conflict and evacuation. The things they would carry away are different. Their parents give them different tasks – boys, for example, are told to bring the animals along while girls are told to carry their smaller siblings.
- Needs of teenage girls having menstrual periods at the evacuation center are usually ignored. Many girls complain that using their *malongs* and having to wash them make them uncomfortable. They feel bad about the absence of privacy for bathing and changing clothes, uneasy that there might be “maniacs” just waiting to ambush them. Sometimes their monthly period stops during evacuation, which worries them.

3. Offer tips in formulating and asking the right questions, especially with children.

- Open-ended questions encourage children to share freely and spontaneously. Begin with “what,” “why,” “when,” “where,” “how” or “tell me about,” then, “what happened afterwards” or “tell me more.”
- Provide multiple choice questions, or ask what happened next to help the children recall. For example, you may say, “Did you spend the night in the street, in your relatives’ home, or in the center?”
- Use short sentences and simple words. Explore “I don’t know” answers since the child may have misunderstood the question or the question may have caused distressed the child.
- Accept the child’s response if he or she does not really seem to know the answer.
- Confirm, clarify and ask for details.
- In a small group or focus group discussion, avoid asking sensitive questions like: does anyone in the community have relatives who are members of an armed group? Sensitive questions are better asked from key informants.
- It is best to ask questions in the local dialect.



4. Divide participants into groups. Instruct them to formulate questions on the key areas of inquiry assigned to their group.

- a. Basic population data, disaggregated by sex and age group
- b. People’s perceptions about children, gender, and disaster.
- c. Pre-disaster situation and threats/risks and capacities at home
- d. System of information and early warning
- e. Disaster preparedness activities
- f. Situation and threats/risks faced during flight or evacuation

- g. Situation and threats/risks faced during stay in evacuation center or with host families
 - h. Situation and threats/risks faced in temporary relocation center
 - i. Situation and threats/risks faced in permanent relocation site
 - j. Situation and threats/risks faced during the return to home and community
 - k. Recommendations for each phase to protect children's rights and address the threats/risks
 - l. Knowledge of children's rights and practice of protecting and caring for or nurturing children
 - m. Capacities and resources present in children, individuals, families, community and its institutions
 - n. Children's and adults' proposed solutions or recommendations for rights-based children-responsive development in the barangay
5. When the participants are ready, ask each group to present the questions they have formulated to the plenary. Allow time for open forum, and try to get the participants to agree on a single set of questions. It is best to phrase all questions in the local dialect.
 6. Answer questions and synthesize key points covered in this session. Point out that questions are easier to ask using activities or tools that help participants reflect on their situation or focus the discussion on the question and related issues. This will be the topic of the next session.

Materials needed

1. Visual of home, flight, stay in evacuation center, return to home or resettlement
2. Sample checklist or guide questions for COPRA

Duration: **2-2.5 hours**

References

1. Children-Oriented Participatory Risk Assessment Design (used in the interviews with adults in DALPATA barangays, Municipality of Pikit, North Cotabato, November 2004)
2. Activity and guide questions for COPRA with children, used in interviews with children in DALPATA barangays in February 2005

Tips to facilitators

1. Give participants time among themselves to practice asking and answering the questions, in order to make sure if the questions are formulated properly, or if they are the right questions.
2. Participants tend to focus on questions about risks and threats and less on resources, capacities and protective factors. Ensure that questions that look into capacities, especially of children, are included.

REFERENCE 3-2-1

CHILDREN-ORIENTED PARTICIPATORY RISK ASSESSMENT (COPRA) DESIGN

(used in interview with adults in DALPATA barangays in Nov. 2004)*

KEY AREA OF INQUIRY	GUIDE QUESTIONS	METHODOLOGY/TOOLS	
		Children respondents	Adult respondents
a. Perception of risk			
1. Children	<p>Who/what is a child?</p> <p>How would you describe the life or situation of children in the community?</p> <p>What are the common disabilities of the children in your community? How do the family and community treat the children with disability? In your opinion, what should children, whether with and without disabilities, not experience or not be experiencing? (Probe if respondents have knowledge of the Rights of the Child.)</p> <p>What gives happiness and contentment to the children? Who are usually together and play together (Muslim, Christian and IPs)?</p> <p>How many children do you have in your community? (Get data disaggregated by age group and gender from the barangay or MSWD.)</p>	Drawing and Sharing	Drawing and Sharing
2. Gender	<p>What are the characteristics and expected behavior of a girl/boy-child?</p> <p>What are the expected role/s of the girl/boy-child in the family? In the community? Why?</p>	Sharing	Sharing
3. Disaster	<p>What are the different disasters experienced by children in their family and community? Why do you consider it a disaster?</p> <p>What do you think are the causes of disasters such as war or armed conflict, flooding and El Niño? What is "bakwet"? Who are the "bakwet"/evacuees? When does evacuation begin and end? When you evacuated, which is the most difficult stage?</p>	Mapping or 3 Dimensional Community model (use of clay and other materials)	Mapping and Sharing

* Original COPRA Design used in interviews with Adults and Organizations in DALPATA barangays, Municipality of Pikit, North Cotabato, November 2004

KEY AREA OF INQUIRY	GUIDE QUESTIONS	METHODOLOGY/TOOLS	
		Children respondents	Adult respondents
C. Information system and dissemination of warning	<p>What information do the community, family, and children receive before evacuation due to armed conflict? Before flooding? Before El Niño/Drought? What information is most helpful or important for the community? Family? Children? Why?</p> <p>How is the information disseminated to the community, families, and children? Who/What is the source of information? Which source is considered the most reliable by the community? Why?</p> <p>Is the information that reaches the community timely? Do the families and community know of an impending war and that they have to evacuate even before there is gunfire?</p>	Drawing of information network/ Ranking	Drawing of information network/ Ranking
D. Preparedness (before a disaster)	<p>What are the actual preparedness measures done by the community, family and children before the armed conflict, flood and drought? Which among these can be considered good practices? Which have to be improved? What should be added or undertaken?</p> <p>What information or triggering events serve as early warning for the families to evacuate their homes and community?</p>	Historical Matrix	Sharing
E. Child rights violations during flight or evacuation Ages 0-5 Ages 6-12 Ages 13-17 Girl-Child Boy-Child Children with Disability	<p>What events in the family put the life of the child in danger during flight or evacuation? Which among these events is most detrimental to the child's physical well-being? Psycho-social? Social network? Economic? Culture and values? Environment? Peace and order?</p> <p>What events in the community put the life of the child in danger during flight or evacuation? Which among these events is most detrimental to the child's physical well-being? Psycho-social? Social network? Economic? Culture and values? Environment? Peace and order?</p>	Ranking	Ranking
F. Arrival in the evacuation Centers or host families	<p><u>Situation of family and children in the evacuation centers or host families</u></p> <p>What are provisions to ensure that children have adequate and nutritious food? Adequate facilities in the evacuation center? Adequate and safe drinking water? Medical and health assistance? Psycho-social support? Continued education? Play area and recreational facilities for children? Livelihood support for the family?</p>		

KEY AREA OF INQUIRY	GUIDE QUESTIONS	METHODOLOGY/TOOLS	
		Children respondents	Adult respondents
	<p>What are the rehabilitation services or provisions for children with disability?</p> <p>How do the children practice/ exercise their language and culture (arts, religion and traditional practices) in their family and evacuation center?</p> <p>What are events/circumstances that threaten the child's security or put the children's lives in danger? Ex. Additional chores such that the children cannot go to school or play; accompanying parents look for food sources even in dangerous places (no man's land, home/farm located in war zone, etc.); increased number and frequency of children physically abused by adults, cases of children-headed households (children taking care of siblings due to loss or absence of parents); unaccompanied children and orphans; untimely and arranged marriages, early and unprepared pregnancies; recruitment from both of the conflicting parties.</p> <p>Which among these events is most detrimental to the child's physical well-being? Psycho-social? Social network? Economic? Culture and value Environment? Peace and order?</p>	Role playing/ Ranking	Ranking
<p>G. Temporary relocation</p> <p>Ages 0-5 Ages 6-12 Ages 13-17 Girl-Child Boy-Child Children with Disability</p>	<p>On the way to temporary relocation sites, what are things or events which endanger the children's lives?</p> <p>What is the situation of the children, the family in the temporary relocation sites? What are provisions to ensure that children have adequate and nutritious food? Adequate facilities in the evacuation center? Adequate and safe drinking water? Medical and health assistance? Psycho-social support? Continued education? Play area and recreational facilities for children? Livelihood support for the family? Which among these events is most detrimental to the child's physical well-being? Psycho-social? Social network? Economic? Culture and values? Environment? Peace and order?</p> <p>What are the rehabilitation services or provisions for children with disability?</p> <p>How do the children practice/ exercise their language and culture (arts, religion and traditional practices) in their family and evacuation center?</p>	Ranking	Ranking

KEY AREA OF INQUIRY	GUIDE QUESTIONS	METHODOLOGY/TOOLS	
		Children respondents	Adult respondents
<p>H. Long-Term Relocation (Integrating in a new community)</p> <p>Ages 0-5 Ages 6-12 Ages 13-17 Girl-Child Boy-Child Children with Disability</p>	<p>On the way to the long-term relocation sites, what are things or events which threaten the children's lives?</p> <p>What is the situation of the children, the family in the temporary relocation sites? What are provisions to ensure that children have adequate and nutritious food? Adequate facilities in the evacuation center? Adequate and safe drinking water? Medical and health assistance? Psycho-social support? Continued education? Play area and recreational facilities for children? Livelihood support for the family? Which among these events is most detrimental to the child's physical well-being? Psycho-social? Social network? Economic? Culture and values? Environment? Peace and order?</p> <p>What are the rehabilitation services or provisions for children with disability?</p> <p>How do the children practice/ exercise their language and culture (arts, religion and traditional practices) in their family and evacuation center?</p>	Ranking	Ranking
<p>I. Return to home and community</p> <p>Ages 0-5 Ages 6-12 Ages 13-17 Girl-Child Boy-Child Children with Disability</p>	<p>While returning or upon arrival in their home/ community, what things or events endanger the children's lives?</p> <p>What is the situation of the children, the family when they return home to their community or in the permanent relocation area? What are provisions to ensure that children have adequate and nutritious food? Adequate facilities in the evacuation center? Adequate and safe drinking water? Medical and health assistance? Psycho-social support? Continued education? Play area and recreational facilities for children? Livelihood support for the family? Which among these events is most detrimental to the child's physical well-being? Psycho-social? Social network? Economic? Culture and values? Environment? Peace and order?</p> <p>What are the rehabilitation services or provisions for children with disability?</p> <p>How do the children practice/ exercise their language and culture (arts, religion and traditional practices) in their family and evacuation center?</p>	Ranking	Ranking

KEY AREA OF INQUIRY	GUIDE QUESTIONS	METHODOLOGY/TOOLS	
		Children respondents	Adult respondents
K. Recommendations for the protection of and disseminating children's rights	<p>What is your dream or vision of a developed "child-rights-responsive" community?</p> <p><u>Inquire for each stage in the cycle of home, flight, stay in evacuation center, stay in relocation site, and return home or permanent resettlement:</u></p>	Drawing,	Drawing
	<p>What are the projects/services provided by the government, NGOs, church and community for children with disability? When did the project start? Are the projects or services related to children's cultural development? Value formation? Is there child participation in the process of project development, implementation, monitoring and evaluation?</p> <p>What are the organizations (government, NGOs, community) that focus on the monitoring of the situation of children? What are their services?</p> <p>What are the systems and/or structures to provide services to the children? To exchange information on services and advocacy?</p> <p>What is the role of children in developing programs, projects and plans for them?</p> <p>What is the role of children in peace building in the community?</p> <p>What should the following actors do to reduce or totally eradicate the threats to the lives of the children:</p> <ul style="list-style-type: none"> - the parents and family - the children - community - church - government (barangay, municipal...national) - conflicting parties - media - NGOs - private sector <p><u>What services are provided for flooding, El Niño and other disasters?</u></p>	<p>Role playing, video recording</p>	<p>Sharing</p> <p>Ranking</p>

ACTIVITY AND GUIDE QUESTIONS FOR COPRA WITH CHILDREN, USED IN INTERVIEWS WITH CHILDREN IN DALPATA BARANGAYS IN FEBRUARY 2005

General objective:

Strengthen child-rights protection and improve the quality of life of children, families and communities.

Key information needed:

1. Current level of awareness of child rights
2. Current practice in upholding and strengthening child rights
3. Violations of child rights (survival, development, protection, participation)
4. Threats to the development of child
5. Gaps in services for the children, family, community
6. Capacities of children, family, community and its institutions/ organizations

Everyday life at home and in the community

Activity: Routine mapping (activities at home including household chores, school, chores, school, play time, worship and others)

1. What are things you do at home? With what household chores do you participate in? What are your parents' livelihoods? What are your contributions to household chores and family livelihood activities?
2. Who are your friends? What kind of games or activities do you undertake?
3. How many hours are allotted for daily activities? (household chores, livelihood, play, study and the like)
4. What are the things that make you happy? Sad? Worried? Afraid? What makes the family happy, sad, worried, and afraid?
5. Where do you feel safe? Unsafe? (physical, intellectual, emotional, social, spiritual)
6. What do you do to make yourself happy? To yourself safe?
7. What are the circumstances or events that cause drastic or big changes in your daily routine activities? In your family and community?
8. What are your problems? How did you solve these? Who do you approach when you have problems?
9. Are you ever given the opportunity to tell your family and community of your ideas? Are there any decisions you would like to have been consulted on but were not? How did you feel?

Evacuation

Activity: "Follow the Leader (Simon says)" or "Seven Up." Use the game to ask questions regarding children's role and participation in decision-making related to evacuation.

1. How did you know there was a need to evacuate? What did you/they feel?
2. When did you evacuate? Who were with you?
3. What did you prepare, pack and bring with you? Were there things that you wanted to bring along but were unable to?
4. What were the problems and/or difficulties you faced while going to the evacuation center? How did you face these? How did you solve these?
5. Where did you/they go? Who helped you/them?

Life at the evacuation center

Activity: Mapping the evacuation center and the areas used for sleeping, cooking and dining, schooling, playground, and worship. Compare these to the routine activity map at home and in the community.

1. How long did you/they stay in the evacuation center? Who were with you/them? (family members, other relatives, friends and neighbors)
2. What did you/they do while in the evacuation center?
3. Were there needs that were not met/given or were lacking?
4. Which part/s of the evacuation center did they feel safe? Not safe?
5. What were the problems you encountered? How did you solve these? How did you help the other children?
6. Who were the people who helped you and your family?

Return home

Activity: “*Baba... Tagtuyot... Gyera Game*”

1. What did you feel when you heard that you and your family could already return home? When did you return home?
2. How did you and your family return home?

Activity: “I have, I can, I am, I will...”*

3. What are the strengths and capacities that you now have as a result of your experiences, including having survived armed conflict?



Activity: “Symbolizing Myself a Vehicle or Animal – At Present and in the Future”

4. What are your dreams for yourself? Who is/are your role model/s? What will you do to attain your dream or to be like your role model? What support/s do you need from your family and community?

.....
 * **Note:** The activity “I have, I can, I am, I will...” was added after COPRA interviews with children in DALPATA showed that not enough information was gathered about the children’s capacities, resources and protective factors.

5. What do you/they know about their rights/children's rights? How did they know about it?
6. What two things can you offer to do for your family and community in times of disaster?
7. Would you like to be given more of an opportunity to be involved in the life of the community? What would you like to know to get more involved? What would you like to do?
8. What actions and solutions do you recommend to protect children's rights and strengthen children's participation, especially with regards to preventing war and armed conflict? What do you want to see or to have in the community? What support would you like from the adults?

Activity to get children's feedback on COPRA

The facilitator will explain to the children that we want to learn from their experiences with us and that this is their chance to tell us what they think.

A picture depicting two schoolchildren (a girl and a boy) is placed on a central wall for all participants to see. The facilitator draws a hat on the children on the drawing and asks the children participants to think what they have learned from the process/activities. Then the facilitator adds children's hands to the drawing, hands that are holding a school bag. The facilitator then asks the children participants any new skills they learned from the activities/process. Then the facilitator draws a heart on the children in the drawing and asks the children participants what they liked about the process/activities. Finally the facilitator draws a trashcan besides the children's feet on the drawing and asks the children participants to think about what they want to throw away.

Next the facilitator asks the children participants to write down their responses on small pieces of paper and to stick the pieces of paper on the appropriate places on the picture. (See diagram taken from **Child to Child: 2002**)



P **SESSION 3**

ARTICIPATORY TOOLS FOR COPRA

Learning objectives

At the end of the session, participants are able to:

1. Describe tools for data gathering and analysis.
2. Discuss and practice using the different tools in gathering data and analysis.
3. Explain considerations in gathering data from children.

Key points

1. Various tools in data gathering and analysis can be used to stimulate community participation and triangulate/validate data in hazard vulnerability and capacity assessment.
2. The use of participatory tools in COPRA invites community participation, a lively exchange of ideas, and decisions negotiated between the community and other duty-bearers.

Methodology

1. Interactive lecture
2. Demonstration and practice
3. Group work

Process

1. Ask participants who among them have used participatory tools in gathering data. List the tools that are cited and ask participants to describe how they used these tools and what data or information they gathered through them.
2. Discuss other participatory tools in data gathering and analysis which can be used to stimulate participation, and triangulate/validate information for hazard vulnerability and capacity assessment.
3. Some participatory tools for hazard assessment:
 - Focus group discussion and interview
 - Hazard assessment table
 - Hazard map
 - Disaster history (timeline)

- Seasonal calendar
 - Ranking
4. Some participatory tools for vulnerability assessment
 - Focus group discussion and interview
 - Hazard map
 - Community watching or transect walk
 - Seasonal calendar
 - Livelihood analysis
 - Institutional/social network analysis
 - Problem tree (analysis of vulnerabilities/problems)
 - Ranking
 5. Some participatory tools for capacity assessment
 - Focus group discussion and interview
 - Resources map, gendered resources map
 - Livelihood/coping analysis
 - Institutional and social network analysis
 - Community drama
 6. Tools which can be used with children
 - Conversation and informal focus group discussion (kwentuhan)
 - Routine mapping
 - Time Dials
 - Safety Mapping (route from home to evacuation centers)
 - Representation of self: present and future
 - I have, I can, I am, I will ... (for capacities and resources)
 - Learning, Feelings, Skills, Rubbish – not relevant (for evaluation of activities)
 7. Discuss considerations and tips in gathering data and facilitating activities and discussions with children.
 - a. Motivating children to participate
 - Listen to what they are really trying to say. Take their experiences seriously. Let boys and girls choose their own activities and try not to impose gender considerations. Don't discriminate against girls. Allow them space to decide on their own. Be friendly. Speak with a calm voice. Seek ways to make them aware of their options. Be patient.
 - Children are participating when they are listening attentively, are relaxed, and are actively airing their thoughts and opinions to support or debunk ideas that are being presented. They join in the decision-making, are not withdrawn, and are not roaming around or acting distracted or preoccupied.
 - b. Facilitation
 - As facilitators of children's activities, activity with children, act as guides, or big sisters or brothers, rather than teachers.

- Know the background and current situation of the children. Be sensitive.
 - Prepare the children for the activity. Develop a rapport with them. Spend time with them first. Play, talk or just hang around.
 - In explaining the activity, explain what it is for and what to expect from the sessions. Give the children the choice to participate or not, to answer questions or not.
 - Let activities accompany the data gathering, such as drawing or playing a game. This puts the children at ease and serves as jumping board to the topics to be discussed.
 - Hold the data gathering activity in places where children like to be, e.g., a playground or park. This gives them a sense of control and makes them feel at ease being interviewed.
 - Ask the children's consent before using a tape recorder or camera during the activity.
 - Make sure the facilitator and the children to be interviewed sit at the same level to avoid sending the message that facilitators are exerting some authority as adults over the children.
 - Provide closure.
- c. Characteristics of a good facilitator
- Is friendly and not authoritarian.
 - Is able to get along with children from different backgrounds, attitudes, or classes.
 - Has good verbal and communication skills
 - Is sensitive to non-verbal clues.
 - Is even-tempered and does not panic when faced with difficult situations or tense moments.
8. Ask participants to practice the tools and exercises, games and activities. Ask them to choose from the key areas of inquiry and to use the guide questions they formulated from the previous session.



Children and adults are involved in various activities in COPRA: Training of trainers in Barangay Kalakacan, Pikit, North Cotabato, on 17-22 November 2005.

Materials needed

- Guidelines in Implementing Activities with Children, Save the Children – UK (Materials 3-3-1)
- Sample questionnaire (Materials 3-3-2)
- Sample activity with children (Materials 3-3-3)
- Tools for participatory data gathering (Materials 3-3-4)

Duration: **3 hours**

References

1. Guidelines In Implementing Activities With Children
2. Sample of Participatory Tools, Activities and Action Songs Used in COPRA with Adults and Children
3. Tools for Participatory Data Gathering, from Annex 3, Citizenry-Based Development-Oriented Disaster Response

Tips to facilitators

1. The internet offers much information on participatory data-gathering tools. Tools on community risk assessment and action planning can be obtained from www.proventionconsortium.org/projects/tools_CRA.htm.
2. Tools, exercises, games, and activities are can be adapted to various contexts and participants. Many of those used in the COPRA design were adapted from Small Steps, Great Strides: Doing Participatory Research with Children by de la Cruz et al, the Center for Disaster Preparedness' Community Risk Assessment materials and the Community-Based Disaster Risk Management Field Practitioners' Handbook by Abarquez and Murshed. Trainers and participants in the pre-tests and training of trainers subsequently made their own modifications.

G

REFERENCE 3-3-1

GUIDELINES IN IMPLEMENTING ACTIVITIES WITH CHILDREN¹ (Save the Children - UK)

Ensuring protection for children involved in the activity

- Facilitators must be recruited and supervised to ensure that children are not abused or exploited in any way.
- Facilitators and staff should not work alone with individual children.
Any incidence of non-ethical behavior, including shouting at, ridiculing or denigrating a child, must be dealt with immediately by the SCUK program officer present during, or who is in charge of the activity.
- Children must not come to harm as a result of any part of the activity (including dissemination of outputs).
- The activity must not exploit children in any way.
- The activity must not put children in difficult situations, for example, children might be afraid of a parent or teacher, which means that they should not be put into a position where certain adults have access to information provided by children.
- Photographs, videos and audio recordings taken of children during an activity should be utilized only for the particular purpose for which they were taken and for which the children gave their informed consent.
- The confidentiality of information disclosed by individual children about themselves shall be respected.
- The names or identities of children should be acknowledged and published, with their consent; meanwhile, their desire to use pseudonyms or be anonymous shall be respected.
- Everyone present during the activity—facilitators, SCUK or NGO staff, observers, other adults, other children—must be properly introduced, and the reason for their presence and their role in the activity must be clearly explained to the children.

Ensuring children’s meaningful participation in the activity

- Children must be given complete and accurate information/knowledge:
 - on what the activity is all about and its objectives
 - on what they will be doing
 - on who will be present during the activity and what their roles would be (SCUK/NGO staff, facilitators, media people, photographers, other adults, other children)

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¹ Some of the pointers are based on the Code of Conduct in Research used for the Research on the Physical and Emotional Punishment of Children in SEAP.

- in case the activity will be photographed, or recorded on tape or video, on how their outputs/photos/recordings will be utilized and who will have access to these.
- Children’s participation must be voluntary. Children must be given the option and be encouraged to freely decide whether or not to participate in the entire workshop or in specific activities in the workshop, to share outputs, to be photographed or recorded on audiotape or on video, or to share photographs, video or audio recordings taken of them.
- Children maintain ownership over outputs or work they produced during the activity. The children have the right to:
 - know where and how their outputs will be used
 - know who will have access to their outputs
 - be asked for their permission in the use of their outputs in every event that these are utilized
 - keep or have copies of their outputs
- Processes used should provide children with opportunities to express their opinions and talk about or share their experiences in ways they find easy and non-threatening, and using appropriate (e.g. culture-sensitive, age-appropriate) methods, tools and processes.
- Explanations used to seek informed consent and introduce children to tools and processes should be simple. Use examples they are likely to understand.



Dealing with communities

- Local culture must be respected.
- Facilitators must dress and behave appropriately—they are guests of the local community.
- Local leaders should be given information about any activity carried out in the communities for which they have responsibility.

Our own work

- The SCUK Child Protection Policy and the above guidelines must be followed exactly at all times.
- Facilitators and staff should not force anyone to take part – all children and adults must be given the opportunity to give their informed consent, and records kept of the results.
- Protocols must contain strategies for dealing with ethical dilemmas, including protection issues, cases of disclosures, and emotional responses from children.

SAMPLE OF PARTICIPATORY TOOL, ACTIVITIES AND ACTION SONGS USED IN COPRA WITH ADULTS AND CHILDREN



Men use the timeline tool to show the disaster history of barangay Dalengaoen.



Using ipil-ipil seeds, women of barangay Panicupan rank the threats and effects of war.



Mothers draw the children's situation before, during and after a conflict.



Fathers hold a focus group discussion on the risk of conflict on children.

Action songs used during pre-test in barangay Takepan

MAGAGAWA NATIN

Magagawa natin
Ang lahat ng bagay
Ang lahat ng bagay sa mundo
Isang bagay hindi magagawa
Hindi magagawang mag-isa
Malulutas natin
ang mga problema
Kung tayo'y nagkakaisa
Ang suliranin dagling gagaan
Kung may bagong buhay.

NANAY TATAY KO

Nanay, nanay, tatay ko
Ako sana'y turuan mo
Akoy batang mayroong mata
Nakikita'y ginagaya

PATO

May pato akong patuka-tuka
Mokapay-kapay, Mokiay-kiay 2x
Kuwak-Kuwak-Kuwak

BALAY NI SUPERMAN

Balay, balay,
balay ni superman
Nasunog ang balay 2x
ni superman 2x
Oh wonder woman 2x
nasunog ang balay
ni superman 2x
Oh wonder woman
nasunog ang balay

ISDA

May isda sa dagat
Lalangoy sila
Mapupungay ang mata
Pisngi niya'y bubuga-buga
Buntot ay kumakaway pa

Instructions for COPRA activities and games

“Seven-Up”

Ask the children or adults to form a circle. Tell the participants to watch the hands of the persons to their left and right. Tell them that with each count of one to seven the participant can either point his/her hand at chest level to the person to right or left. The person counting seven puts his/her hand on his/her head pointing to the person to the right or left while bending his/her knees. The persons pointed should then start the count to one. One two three four five six seven. One two three four five six seven. . . . Persons who do not immediately respond or make a wrong count are eliminated.

“Baba... Tagtuyot... Gyera Game”

Ask participants to form groups of three. Within each group, ask two persons to hold their hands high up together, forming a shape like a roof of a house. The third person in each group stands under their linked hands. An “It” is left without a group. If the “It” calls out the word *bagyo* (typhoon), all pairs with linked hands disperse, leaving all third persons in each group “homeless”. Then with the “It”, they try to form new pairs, and again with linked hands put a “roof” in all the third member of each group. If the “It” calls out the word *gyera* (war), everyone standing under a pair of linked hands as well as the “It” moves to find a new pair of linked hands, like finding a new home. If the word *lindol* (earthquake) is called out, everyone including the “It” moves to form a new group of three. The person left without a group or home always becomes the new “It.”

Time Dial

Ask children to list their daily routine activities and estimate how much time they normally spend in each activity. Have the children visualize a clock and allocate the 12 hours of the clock to the time they engage in their routine activities.

Routine map

Ask the children: “What do you usually do in a day?” Ask the children to draw where they do these routine activities – at home, school, farm, friend’s home, and so on. Use this to ask questions about where the children feel most happy, sad, safe, or afraid.

Safety map

Ask children to draw the route they took from their home to the evacuation center. Ask the children to draw details of the evacuation center – spaces for sleeping, eating, playing, studying, and so on. Use the drawing to discuss places where children feel safe or threatened. The activity can also be used to discuss how children were informed about the need to evacuate, what they brought with them during evacuation and conditions in the evacuation center.

“I have, I can, I am, I will....”

Ask the children to complete the following statement:

“I have....

“I can...

“I am...

“I will....

The children’s answers give an indication of their abilities, resources and dreams for their future.

“Symbolizing Myself a Vehicle or Animal – At Present and in the Future”

Ask the children to think of a kind of vehicle that would represent what they are or what they are feeling at present and or will do in the future. Use this activity to discuss the children’s hopes and dreams for the future.

A. Review of secondary data

What: collecting existing data and information on:

- relevant background information about the community (census, research findings, reports, and so on)
- possible threats to the community
- scientific information about hazards and threats
- case studies about hazards and threats in other communities
- relevant legislation and government policies regarding human-made hazards

Why: to get an overview of the situation and context; to save time; to learn from experiences elsewhere

Who: team; community members can validate information

How: visit libraries, government offices, universities, research centers, collect newspaper clippings, maps, etc.

B. Direct observation

What: systematically observing objects, people, events, relationships, participation, and recording these observations

Why:

- (1) to get a better picture of the (disaster) situation, especially of things that are difficult to verbalize; and
- (2) to cross-check verbal information.

Observations are analyzed afterwards, for instance how men and women participate in community meetings.

Who: everybody

How: Think about why you are in the community, and identify indicators, which you can assess through direct observation. These will make up your checklist



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* From Annex 3, Citizenry-Based Development-Oriented Disaster Response: Experiences and Practice of the Citizens' Disaster Response Network in the Philippines, Center for Disaster Preparedness, 2001

C. Semi-structured interviews (SSI)

What: getting into an informal discussion, almost like a conversation. A formal questionnaire is not used, but a checklist of questions may be prepared as a guide. Semi-structured interviews are of several types:

- (1) group interview;
- (2) focus group discussion;
- (3) individual interview; and
- (4) key-informant interview.

Why: to get information (general and specific), to analyze problems, vulnerabilities, capacities and perceptions, to discuss plans, and so on. Each type of semi-structured interview has a specific purpose:

- **group interview:** to obtain community level information, or to have access to a large body of knowledge; this type of interview is not useful for sensitive issues.
- **individual interview:** to obtain representative or personal information; this type may reveal differences or conflicts within the community.
- **key-informant interview:** to obtain special knowledge about a particular topic; it is useful to interview a nurse for more information about epidemics, a farmer about cropping practices, a village leader about procedures and policies, and so on.
- **focus group discussion:** to discuss specific topics in detail with a small group of persons who are knowledgeable or who are interested in the topic. People can also be grouped according to gender, age, or ownership of resources.

Who: team of 2-4 persons

How:

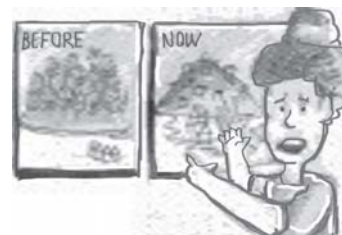
- (1) Prepare key issues in advance.
- (2) Select one person to lead the interview.
- (3) Ask questions in an open-ended way
(what, why, who, when, how, how do you mean, anything else?).
- (4) Ask for concrete information and examples.
- (5) Try to involve different people (if present).
- (6) Pay attention to group dynamics.
- (7) Ask new (lines) of questions, arising from answers given.
- (8) Take notes in a discreet way.

D. Historical Profile

What: gathering information about past events

Why:

- (1) to get insights on past hazards and the changes in their nature, intensity and behavior;
- (2) to understand the present situation in the community (causal link between hazards and vulnerabilities); and



(3) to make people aware of changes.

When: at initial phases

How:

(1) Plan a group discussion and ensure that key-informants (old people, leaders, and teachers) are present. Invite as many people as possible, especially young people, to give them a chance to listen to the history of their community.

(2) Ask people to recall major events in the community, such as:

- major hazards and their effects
- changes in land use (crops, forest cover, etc.)
- changes in land tenure
- changes in food security and nutrition
- changes in administration and organization
- major political events

(3) The facilitator can write the stories down on a blackboard or kraft paper in chronological order.

Life histories: a related method is to ask individual informants to give a detailed account of their lives or to discuss a specific issue from a historical perspective.

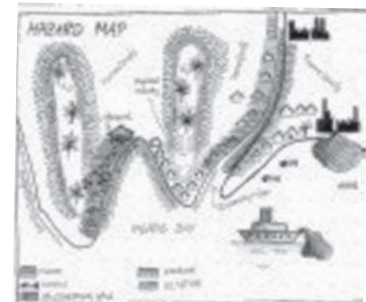
History tracing: Ask individuals or a group to talk about current experiences and to refer to its past background. The purpose of this is to identify reasons or causes that helped create certain events.

E. Mapping

What: making a spatial overview of an area's main features

Why: maps facilitate communication and stimulate discussions on important issues in the community. Maps can be drawn for many topics:

- spatial arrangement of houses, fields, roads, rivers, and other land uses
- hazard map, elements at risk, safe areas, etc
- resource map showing local capacities
- mobility map



When: in initial phase when you enter community, and during community risk assessment

Who: community members

How:

(1) Decide what kind of map should be drawn.

(2) Find men and women who know the area and are willing to share their experiences.

(3) Choose a suitable place (ground, floor, on paper) and medium (sticks, stones, seeds, pencils, chalk) for the map.

(4) Help the people get started but let them draw the map by themselves.

F. Transect walk (Walk around the community)

What: systematic walk with key-informants through the community to explore spatial differences or land use zones by observing, asking, listening and producing a transect diagram

Why:

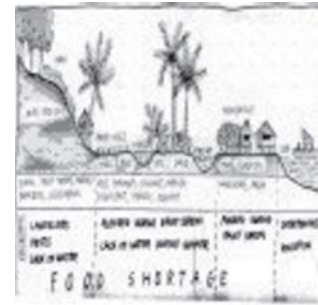
- (1) To help show the interactions between physical environment and human activities over space and time;
- (2) To identify danger zones, evacuation sites, local resources used during emergency periods, land use zones, etc.; and
- (3) To pinpoint problems and opportunities.

When: in initial phase when you enter community, and during community risk assessment

Who: a team representing the cross-section of the area's population, composed of six to ten community members

How:

- (1) Based on the map, select one or more transect lines.
- (2) Select a group of six to ten people who represent a cross-section of the area's population, and explain the purpose of the exercise.
- (3) During the walk, take time to do brief and informal interviews at different places in the transect.
- (4) Focus on issues like land use, proneness to particular disasters, land tenure, and even changes in the environment, to draw a historical transect.



G. Seasonal calendar

What: making a calendar showing different events, experiences, activities, conditions throughout the year's cycle

Why:

- (1) To identify periods of stress, hazards, diseases, hunger, debt, vulnerability, etc.
- (2) To identify what people do during such periods, how they diversify sources of livelihood, when do they have savings, when do they have time for community activities, what their coping strategies are, and so on.
- (3) To identify gender-specific division of work, in times of disasters and in normal times.

Who: team and community members; organize separate sessions for men and women

How:

- (1) Use a blackboard or kraft paper. Mark off the months of the year on a horizontal axis. Ask people to list sources of livelihood, events, conditions, and so on and arrange these along a vertical axis.
- (2) Ask people to enumerate all the work they do (e.g. plowing, planting, weeding, etc.) for each source of livelihood / income by marking months and duration. Indicate the gender and age of the informants.
- (3) Try to link the different aspects of the calendar: how do disasters affect sources of livelihood? When is workload heaviest? Ask for seasonal food intakes; periods of food shortage, outmigration, and so on.

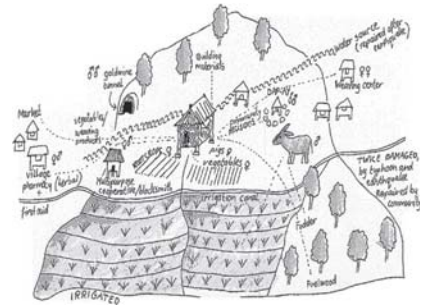
- (4) You can continue the discussion on coping strategies, changes in gender roles and responsibilities during times of disasters, or other issues you think are relevant.

H. Resource mapping

What: making a map showing local resources and capacities, and gender differences in the access to and control over resources

Why:

- (1) To identify available local capacities and resources people rely on in times of disasters;
- (2) To identify which resources are easily affected by disasters; and
- (3) To identify resources accessible and owned by community, or individuals.



Who: team and selected individual households belonging to different income groups

How:

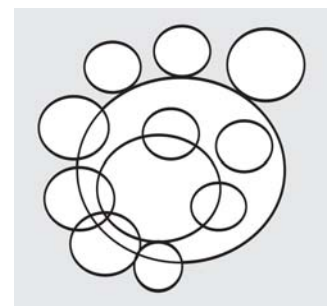
- (1) Ask persons to draw a map of their household and resources and capacities on which they depend for their livelihood or survival (remember material/physical, social/organizational, motivational/attitudinal capacities).
- (2) Ask households how they contribute to or support other households, the community, and the larger economic/social environment.
- (3) Ask people to use arrows to indicate the flow of resources to and from their households.
- (4) Ask household member(s) who use and control resources (consider gender, class, ethnicity, religion, age).
- (5) Ask questions to accompany the making of the maps, and put answers on the map.

I. Institutional and social network analysis

What: making a diagram that shows key organizations, groups and individuals in a community, nature of relationships and levels of importance

Why:

- (1) To identify organizations (local and outside), their roles or importance, and the people's perceptions about them; and
- (2) to identify individuals, groups, organizations that play a role in disaster response and can support community.



Who: team and community members

How:

- 1) Become familiar in advance with the names of the organizations.
- 2) Ask people to create a criteria on determining an organization's importance, and to rank existing organizations according to such a criteria.
- (3) Ask people to what extent organizations are linked to each other. Note kind of relationship.

- (4) Draw circles to represent each organization or group; the size of circle indicates importance.
- (5) Hold a focus group discussion on the history of the organizations in the community; their activities in community; how well they function; how do they coordinate; which organizations, groups, individuals are important in times of disasters, community-level decision-making mechanisms, etc.

J. Livelihood and coping strategies analysis

What: doing interviews in individual households and making diagrams presenting the different income or food sources

Why: to understand livelihood strategies, behavior, decisions and perceptions of risk, capacities and vulnerabilities of households with different socioeconomic backgrounds



Who: a big team can split up into smaller teams to simultaneously conduct individual household interviews

How:

- (1) Review the hazard map, the seasonal calendar, and the resource map, and set a criteria for identifying households that belong to different socioeconomic groups. (Samples should not be taken at random.)
- (2) Decide which households to interview and how many in the household.
- (3) Conduct the interview (about an hour); introduce yourself and your reason for seeking the interview.
- (4) Start with questions about the household members, composition, age, and gender, and proceed with questions about livelihood and coping strategies.
- (5) Draw block or pie diagrams to facilitate the discussion on livelihood sources.
- (6) Discuss also how the households cope in times of stress (material-social-motivational).

K. Problem tree

What: building a flow diagram that shows the relationship of different aspects

Why: To identify major local problems and vulnerabilities as well as root causes and effects.

When: during the later part of situational analysis or community risk assessment

Who: a team facilitates the community members' meeting (separate meetings for men and women is optional)



How:

- (1) From other tools and interviews, identify the various concerns and problems.
- (2) Give out slips of paper and ask people to write one major problem on each slip of paper, and then to tack the slips of paper on the wall. (People can draw images if they do not know how to write and read.)
- (3) Ask two or three volunteers to group the problems according to similarity or interrelationship.

- (4) Build the problem tree using the slips of paper. The trunk represents problems; the roots, causes; and the leaves, effects.
- Each time a problem is presented, ask why, in order to get to the causes of that problem.
 - To arrive at the consequences, ask for the effects that each problem caused.

I. Assessing capacity of people's organization

What: tool for organizational analysis

Why: To determine the kind of organizational support that a people's organization needs in order to address problems and risks, and to gradually build up its management capacity.

Who: a team that leads the community members and leaders into a discussion

How:

- (1) Conduct a semi-structured interview with guide questions like:
 - What is the organization's history? When was it created? For what purpose?
 - How many members does it have? How many are considered active, and how many passive? Are their respective numbers increasing or decreasing? How many usually attend its meetings?
 - How are decisions made?
 - Does the organization have a community development plan?
 - Are its committees functioning?
 - What has the organization contributed to the community so far?
- (2) Conduct a **SWOT**-analysis (strengths, weaknesses, opportunities and threats).
- (3) Identify measures to address the organization's weaknesses and threats, while using its strengths and opportunities.

COPRA DESIGN (Questions, Activities, Tools)

SESSION 4

Learning objectives

At the end of the session, participants are able to:

1. Complete a guide for data gathering.
2. Identify the corresponding tools to use.
3. Identify participants (key informants or respondents) for each key area of inquiry.
4. Assign responsibilities for facilitation, documentation, and other technical matters.
5. Formulate a guide for data collation and analysis.

Key points

1. Especially with children, the process in undertaking COPRA is as important as the content, because process is part of sharing and learning about disaster risk situation and actions, which can reduce risks and strengthen capacities.
2. COPRA provides a snapshot of the community situation at a particular time, using data already available, as well as providing a baseline to which other relevant data can be added in the future.

Methodology

1. Group work
2. Plenary presentation and discussion

Process

1. Review and finalize the kinds of data or information to be gathered (key areas of inquiry) and guide questions (from the result of Module 3 Session 2).
2. Divide participants into groups according to barangay or key area of inquiry. Groupings will depend on the composition of participants.
3. For each key area, instruct participants to identify the tools to use. Identify also the respondents for each key area or information.
4. Identify the composition of the team to gather data. With each team, identify facilitators (lead and support) and documentors (having two documentors is good for double checking). The barangay captain or secretary oversees the data gathering of all the teams.

5. To build better rapport with children participants, prepare opening games and warm up exercises. Plan a closing activity also.
6. Remind participants that when doing fieldwork, they should try not only to gather data, but attempt an on-site analysis with the various discussion groups, including children. Recommendations for some identified issues or problems may already emerge from these discussions.
7. Stress that data gathering can be intensive or preliminary, depending on the available time and resources. The resulting situationer can be treated as a snapshot of the community's situation, using existing baseline and other data, to which other data can be added in the future.
8. Explain how all the data gathered will be collated and then analyzed. Field data may be some quantitative or qualitative. Collation involves grouping together similar data.
 - key areas of inquiry
 - survival, development, protection, participation rights which are enjoyed by the children and those that are not enjoyed; violations of children's rights; threats and risks; children issues or related problems
 - knowledge and practice of child protection rights
 - service gaps
 - capacities and resources present in children, families, community, and its institutions (protective factors)

Description involves describing children's activities feelings, problems, solutions in the home/community, flight/evacuation center, return home/resettlement.

Interpreting involves relating these descriptions to risk factors, threats and vulnerabilities and capacities, strengths, resources of children and duty-bearers.

Establish trends and patterns, and relationships, such as effects and causes. If necessary, relate the results of data gathering with other information about developments in the barangay and municipality.

9. Remind participants to use the tools discussed in the previous session.
10. Ask each group to report on the workshop result. Then participants will discuss and all agree on a single COPRA design.



Materials needed

1. Sample of COPRA questionnaires

Duration: **3 hours**

References

1. COPRA guide with adults, result of pre-test in barangay Takepan, Pikit, North Cotabato (in Bisaya & Tagalog)
2. Questionnaire for COPRA with children, result of pre-test in barangay Takepan, Pikit, North Cotabato (Bisaya & Tagalog)

Tips to facilitators

1. Be prepared for any disclosure and catharsis that might happen in the course of the interviews, the focus group discussions or the various activities with children and adults. Refer cases for counseling if necessary.
2. Choose children at least 10 years old to participate in the COPRA activities with children.
3. Avoid asking sensitive questions such as asking if anyone in the community has relatives who are members of armed groups. These questions may be asked from key informants.
4. COPRA provides a snapshot of the community situation at a specific point of time. It is too ambitious to want to get all the information about the community during this workshop and fieldwork. Use the data gathering guide to get data which can be used for planning. Use existing community profiles as secondary data and ensure that the COPRA results are later integrated into the barangay or community profiles. Likewise, update COPRA occasionally with new data from subsequent community studies.

COPRA GUIDE WITH ADULTS: RESULT OF PRE-TEST IN BARANGAY TAKEPAN, PIKIT, NORTH COTABATO (In Bisaya and Tagalog)

Introductory activities: prayer, short conversation, introductions, and objectives of the activity

Balay:

1. Pila ka buok ang inyong anak? (*Ilan ang inyong anak?*)
 - Pila ang babae? (*Ilan ang babae?*)
 - Pila ang lalake? (*Ilan ang lalake?*)
 - Pila ang minyo? (*Ilan ang may asawa?*)
 - Pila ang nag-eskwela? (*Ilan ang nag-aaral?*)
 - Pila ang wala nag-eskwela? (*Ilan ang hindi nakapag-aral?*)
 - Aduna ba moy anak nga differently abled? (*Meron ba kayong anak na differently abled?*)
 - Unsa ang hinungdan? (*Ano ang dahilan?*)
 - Unsa ang tabang nga nadawat? (*Ano ang tulong na natanggap?*)
 - Pila ang differently-abled children? (*Ilan ang differently-abled children?*)

2. Unsa may panglantaw o inyong ninyo sa inyong mga anak sa ilang kaugalingun? (*Ano ang inyong pagtingin sa inyong anak at sa kanilng sarili?*)
 - a. Sa mga batang babae/lalake
 - Paglantaw sa batang babae ug batang lalaki
(*Pagtingin sa batang babae at lalake*)
 - Paglantaw sa bata
(*Pagtingin sa bata*)
 - Unsa ang bata? (*Ano ang bata?*)
 - Pila ang edad? (*Ilang taon?*)

 - b. Unsa ang inyong gibuhay sa sulod sa balay?
(*Ano ang ginamit sa loob ng bahay?*)
 - Komunidad
 - Eskwelahan ninyo

 - c. Gi-unsang pagkahibalo sa mga impormasyon?
(*Pano ninyo nalaman ang information?*)



- Unsa ang timailhan o signos nga adunay katalagman?
(*Ano ang palatandaan o signs na may paparating na kalamidad?*)
 - Unsa ang natanggap sa pagpahibalo nga miabot na ang katalagman?
(*Ano ang natanggap na informasyon na may parating na kalamidad?*)
- d. Kinsa man ang mga batang giabuso? (*Sino ang batang inabuso?*)
- Kinsa? (*Sino?*)
 - Unsa? (*Ano?*)
 - Gi-unsa? (*Paano?*)
 - Asa? (*Saan?*)
3. Unsa bay kasagaran o nasinatian nga gikahadlukan sa mga kabataan?
(*Ano ba ang kadalasan o alam ninyong kinakataketan ng mga kabataan?*)
4. Unsa ang uinyong gihimong pagpangandam kung adunay umaabot nga katalagman?
(*Ano ang inyong ginawang pagbahanda kung may darating na kalamidad?*)



Flight and stay in evacuation center

Activity: Action song (“Bugsay/Sagwan”)

1. Giunsa ninyo pagkahimutang ang inyong mga anak sa inyong pagbakwit?
(*Paano ang inyong kalagayan ang inyong mga anak sa panahon ng pagbakwit?*)
 - a. Unsa mga butang nga inyong nadala?
(*Anu-ano ang mga gamit na inyong nadala?*)
 - b. Bastante ba ang inyong panginahanglanon (tubig, pagkaon, dulaan, tulugan)?
(*Sapat ba ang inyong pangangailangan (tubig, pagkain, laruhan at tulugan)?*)
 - c. Kinsa ang naghatag ug mga hinabang? (*Sino-sino ang nagbigay ng tulong?*)
2. Aduna bay kahigayonan ang mga bata sa pagdula/pag-eskwela?
(*Nabibigyan ba ng pagkakatagan ang mga bata sa paglalaro/pag-aaral?*)
 - a. Unsa ang natabang sa mga bata sa eskwela? (*Ano ang mga naitulong ng mga bata sa paaralan?*)
 - b. Abuso sa bata

Temporary relocation center

Activity: “7-up game”

1. Sa inyong kahimtang karon giunsa ninyo pagdumala sa inyong mga anak?
(*Sa inyong kalagayan ngayon, paano ang inyong pamamahala sa inyong mga anak?*)
 - a. Nalipay ba sila, nganong malipayon sila? (*Natunva ba sila, bakit naging masaya sila?*)
 - b. Aduna naba silay kagawasan sa pagsuroy, ug unsa ilang mga gibuhay sa temporary relocation center?
(*Meron na ba silang kalayaan sa pagalim-alim, at ano ang kanilang mga ginawa sa temporary relocation?*)

- c. Aduna naba silay nakat-onan nga paagi sa pagtabang ninyo ug sa komunidad? Unsa man?
(*Meron ba silang natutunan na pamamaraan ng pagtulong sa inyo sa komunidad? Ano yun?*)
2. Nagpadayun ba ang mga hinabang kaninyo labi sa mga kabataan? Hangtud kanus-a?
(*Nagpatuloy ba ang mga tulong sa inyo lalo na sa mga kabataan? Hanggang kailan?*)

Return / Home

Activity: Action song

1. Unsay inyong gibati ilabi sa ang mga kabataan sa pag-uli na ninyo?
(*Ano ang inyong naramdaman lalo na ang mga kabataan sa pag-uli ninyo?*)
2. Kung nalipay o naguol, ngano man?
(*Kung naging masaya o nalungkot, Bakit?*)
3. Aduna bay mga hinabang nga naabot na napadala kaninyo aron makasugod sa bagong panginabuhi?
(*Meron bang mga tulong na natanggap na ipinadala sa inyo upang kayo ay makapagsimula ng inyong pangkabuhayan?*)
 - a. Unsa? (*Ano?*)
 - b. Asa gikan? (*Saan o kanino galing?*)
4. Aduna bay gipadala alang sa mga kabataan? (*Meron bang pinadala para sa mga kabataan?*)
 - a. Unsa? (*Ano?*)
 - b. Asa gikan? (*Saan o kanino galing?*)



QUESTIONNAIRE FOR COPRA WITH CHILDREN: RESULT OF PRE-TEST IN BARANGAY TAKEPAN, PIKIT, NORTH COTABATO (In Bisaya and Tagalog)

Balay / Home

1. Sa inyong balay pila mu tanan nagpuyo? *(Sa babay ninyo ilan kayong nakatira?)*
 - a. Pila ang batang babae ug lalake sa inyong balay? *(Ilan ang batang babae at lalake sa inyong babay?)*
2. Pila na diay ang edad sa inyong mga igsoon? *(Ilang taon na ang inyong mga kapatid?)*
 - a. Nageskwela ba mo tanan? Ngano man? *(Nag-aaral ba kayong labat?)*
3. Unsa ang imong ikasulti bahin sa bata? Kinsa man ang bata? *(Ano ang masasabi mo tungkol sa bata? Sino ang bata?)*
4. Unsa man ang imong trabaho sa balay? Wala bay pinalabi ang imong papa/mama? *(Ano ang gamain mo sa inyong babay? Wala bang finafavoran ang iyong ama/ ina?)*
5. Unsa ang panghitabo sa inyong balay nga dili nimo malimtan? Sadya/kasubo nga kasinatian? *(Ano ang pangyayari sa inyong babay na hindi mo makakalimutan? Masaya o hindi masayang karamasan?)*
6. Aduna ba moy gikahadlukan sa inyong panimalay? Unsa man? *(Meron ba kayong kinakataketan sa inyong pamamahay? Ano iyon?)*
7. Unsa ang kasagaran nga imong ginabuhat? *(Ano ang kadalasan ninyong ginagawa?)*
8. Aduna bay pagpangandam nga gitudlo ang inyong mama/papa? Unsa? *(Meron bang pagbahanda na itinuro ang inyong ama/ina? Ano yun?)*
9. Ginaunsa ninyo pagkahibalo nga umaabot nga adunay umaabot nga gyerá? *(Paano ninyo nalaman na may dumarating na gyerá?)*
10. Aduna bay bata nga inyong nahibal-an nga gidaugdaug? *(May alam ba kayong bata na inaapi?)*



Flight and stay

1. Unsa ang inyong gibuhat ninyo nga adunanay gyerá? *(Ano ang inyong ginawa noong nagkagyerá?)*
2. Unsa ang imong nadala sa imong pagdagan sa EC? Unsa man? *(Ano-ano ang iyong nadala sa inyong pagtakebo sa EC? Ano iyon?)*
3. Unsa ang imong gibati panahon sa imong pagdagan? *(Ano ang iyong naramdaman sa panahon ng pagtakebo?)*
4. Unsa'y imong mga nadawat na hinabang gikan sa NGOs, POs, LGUs? Unsa man? *(Ano-ano ang inyong natanggap na tulong na galing sa NGOs, POs, LGUs? Ano iyon?)*

5. Unsa ang imong natabang sa imong mama ug papa samtang naa na mo sa EC?
(Ano ang inyong naitulong sa inyong mga magulang habang nasa EC?)
6. Aduna ba moy nahibal-an nga batang nagsakit sa panahon sa inyong pagbakwit? Kinsa man? Natabangan ba sila? Kinsa man ang nitabang?
(May alam ba kayong mga bata na nagkasakit sa panahon ng inyong pagbakwit? Sino sila?)
7. Aduna pa ba moy panahon sa pagsimba, pageskwela, pagdula?
(Meron pa ba kayong panahon magsimba? mag-aral at maglaro?)
8. Aduna bay mga bata nga inyong nahibal-an nga gidaug-daug sa EC? Kinsa man? Unsa man? *(Meron ba kayong mga alam na mga bata na minamaltrato sa EC? Sino?)*

Temporary relocation center

1. Unsay kalainan sa EC ug sa inyong gibalhinan?
(Ano ang kaibahan noong nasa EC pa kayo at sa inyong nilipatan?)
2. Unsay imong gibati nga wala na mo sa EC?
(Ano ang inyong naramdaman noong wala na kayo sa EC?)
3. Aduna pa ba moy hinabang nga nadawat? Unsa man?
(Meron ba kayong tulong na natanggap? Ano iyon?)
4. Naa bay nagsakit ninyo sa inyong gibalhinan? Kinsa man? Gitabangan ba siya? Kinsa man ang nitabang?
(Meron bang nagkasakit sa inyong nilipatan? Sino-sino? May tulong ba na natanggap? Sino ang tumulong?)
5. Igo ra ba ang ilang nadawat nga tabang?
(Sapat ba ang tulong na inyong natanggap?)
6. Aduna bay bata nga nahibal-an ninyo nga gidaug-daug sa inyong gibalhinan? Kinsa man?
(May alam ba kayo na batang inapi o minaltrato sa inyong nilipatan? Sino sila?)
7. Unsa man ang imong gitabang sa imong ginikanan sa inyong gibalhinan? Unsa man?
(Ano ang inyong naitulong sa inyong magulang sa inyong nilipatan? Ano yun?)
8. Naa pa ba moy panahon sa paghuman sa inyong pag-ampo sa Diyos? Sa pageskwela? Nakapadayon pa ba sila? Naa pa ba panahon sa pagdula?
(Meron pa ba kayong panahon sa pagdarasal? Sa pag-aaral? Nakapagpatuloy pa ba sila? May panahon pa ba silang maglaro?)

Return/home:

1. Sa inyong pag-uli sa balay unsa ang imong gibati?
(Sa inyong pagbalik sa bahay, ano ang inyong naramdaman?)
2. Unsa ang inyong gibuhay sa panahon sa inyong pagbalik/pag-uli sa balay?
(Ano ang inyong ginawa sa panahon na kayo ay nakabalik o nakaami na sa inyong bahay?)
3. Nalipay ba mo nga nakauli na kamo? *(Masaya ba kayo dahil kayo ay nakaami na?)*
4. Unsa man ang inyong nadala gikan sa EC/Pag-uli ninyo? Unsa man?
(Ano ang inyong nadala sa inyong pag-ami galing sa Evacuation Center? Anu-ano ang mga iyon?)

SESSION 5

INITIAL COPRA (in the Classroom)

Learning objectives

At the end of the session, participants are able to:

1. Do an initial analysis of the situation using the guide for data gathering and analysis; and
2. Undertake initial COPRA activities with children and adults.

Key points

1. In actual COPRA, the choice of who facilitates the data gathering and analysis with the children, the level of participation of the children, the selection of the children for activities, budget and time involved, are important considerations in the conduct of COPRA.
2. The situation of children in the barangay generated from the COPRA activities is merely a snapshot of current conditions to which other relevant information can later on be incorporated.

Methodology

1. Group work
2. Plenary presentation and discussion

Process

1. Divide participants into several groups. Each group will work to gather particular data from the participants (using their knowledge of their community), while one or two groups will conduct COPRA with the children.
2. Each group then makes a presentation to the entire group. Invite comments on the content of the presentation as well as insights on the use of the guide questions – the difficulties and other considerations.
3. A group of children is invited for the initial data gathering with children. At the end of the activity, ask the children to give their feedback on the process.
4. Ask participants to evaluate the activity with the adults and the children. Summarize learning and action points.
5. Also note with participants that activities with children should be arranged with their parents and the school. The community should also be briefed on the purpose of the COPRA and the participation of community members in the process, starting from data gathering to planning.

Materials needed

1. Flip chart or manila paper
2. Colored pens, pencils, crayons
3. Bond or colored paper
4. Clay, seeds, sticks, stones

 Duration: **4 hours**

Tips to facilitators

1. Participatory tools similar to games and exercises can be used for various purposes, including for data gathering. Do not be afraid to innovate and develop new tools based on the basic tools!
2. After the initial COPRA in the classroom, participants can refine the guide questions for data gathering and analysis and the tools used.
3. The venue and the seating arrangement of the children are important factors in establishing an open and non-threatening environment for activities with children.
4. Stress that in data gathering, there are no right and wrong answers. All answers will be given consideration, because these are perceptions and are based on actual experiences.



After the COPRA in the classroom setting, participants from DALPATA barangays learned that it is better to conduct COPRA with children in a non-threatening and informal environment and manner.



Initial COPRA in a classroom setting provides participants an opportunity not only to be familiar with the questionnaires, tools and activities to use but also to learn from good and bad practice in conducting interviews and discussions, especially with children.

A

SESSION 6

ACTUAL DATA GATHERING IN THE COMMUNITY (Fieldwork)

Objectives

1. Gather data for COPRA (situation analysis).
2. Raise community awareness on the rationale, framework and process of integrating children's rights in disaster management and community development.

Key Activities

1. Orientation meetings in the community regarding the rationale, framework and process of integrating children rights in disaster management and community development
2. Data gathering using participatory tools with men, women and institutions or organizations
3. COPRA activities with youth and children

Methodology

1. Group work
2. Outside-the-classroom COPRA interviews, discussion and activities and with community members, children, youth and institutions and community organizations

Process

1. Form data-gathering teams and assign them to particular groups of men, women, institutions and children.
2. Each team should have at least 4 members, with a lead facilitator, a co-facilitator and 2 documentors.
3. The barangay captain or designated official serves as the overall coordinator of all the data-gathering teams.

Materials needed

1. Data gathering plan
2. Data gathering and analysis guide
3. Manila paper, bond paper or colored paper, colored pens, pencils, crayons
4. Clay, seeds, sticks, stones

 Duration: **1-2 days**

 **Tips to facilitators**

1. When doing fieldwork, try to confirm the data generated from the initial COPRA in the classroom.
2. Use results of activities with duty-bearers in Module 2 Session 3, either as starting points or points to be validated with the different institutions and organizations involved in services and programs for children.



COPRA activities with children during training pre-test in Barangay Takepan, Pikit, North Cotabato

Data gathering with groups of children, youth and adults during the Training of Trainers in Barangay Kalacaan, Pikit, North Cotabato



COPRA DATA COLLATION AND ANALYSIS

SESSION 7

Objectives:

At the end of the session, participants should be able to:

1. Discuss and apply the rights-based framework for analyzing the data gathered.
2. Discuss the importance of presenting and validating the data gathered with key people in the community and with children.
3. Collate and analyze the data from the COPRA field work and activities.

Key points

1. After applying one or several assessment tools with different groups of people in the community, it is very important that the output of such activities be presented back to all the participating groups and to other key people in the community, including children representatives.
2. The facilitator has to guide the presentation to the community of the results of each group assessment, so that differences in opinion or perceptions can be processed and commonalities identified.
3. The facilitator guides the community in the collation and analysis of the protective factors (capacities) and risk factors (vulnerabilities) in the community, factors that affect the survival, development and best interest and participation of children.
4. Community members must agree on which of the risks they face have to be prioritized or addressed right away and by whom.

Methodology

1. Presentation of the COPRA results to the community or barangay assembly
2. Open discussion
3. Validation of the results

Process

1. Explain the process. Reiterate that data gathering and analysis must cover the different sectors or groups in the community, especially the children, because people may have different perceptions of reality based on their gender, age, occupation, community or economic standing. This process helps build a common understanding of the situation in the community and the common issues and concerns to be addressed during planning.
2. Review the data analysis plan finalized earlier.
3. Ask each group to present the result of their assessments. During each presentation, allow only clarificatory questions from the audience. Explain that issues or debatable points would be discussed after all groups have made their presentations. If certain questions that need further discussion are raised, simply take note of them by putting them in a virtual “parking area.”

4. After all presentations have been made, thank each group. Ask participants for questions or comments on the group reports. Integrate these questions into the assessment result, if necessary. Do not strive to resolve issues. Just list down the contentious points and add them later as issues or challenges to be addressed, and identify the person in the community who would be the duty-bearer responsible for the resolution of the particular question.
5. Group together similar data by asking participants which of the data gathered should go into the following categories:
 - a. Capacities and resources present in children, families, community, and its institutions (protective factors)
 - b. Knowledge and practice of children protection rights
 - c. Risks/threats/violations, children issues or related problems
 - d. Service gaps
 - e. Their (adults, children) aspirations, and proposed solutions to problems, recommendations to duty-bearers
6. The collated results can be presented in a table or matrix format for easy review during Module 4 on Action Planning. With a writer's help, the COPRA results can be written up as the children's situation in the barangay. For barangay action planning, a matrix or table format for the collated data is enough.
7. Establish trends and patterns, and relationships, e.g., effects and causes; and when necessary, relate the data gathered to other information about the barangay and municipality, region, country. Rank the problems and solutions and responsible persons or groups. The facilitator must ensure that solutions adhere to the four interrelated core principles of survival and development, best interest, participation and non-discrimination.

Materials needed

1. Manila paper, broad-tipped colored pens, masking tape
2. Black board and chalk
3. Visuals of data to be presented
4. Sample collated results of COPRA

 **Duration: 4 hours**

References

1. Collated Results of Data Gathering from Barangay Takepan, during the training pre-test of module in Barangay Takepan
2. Excerpts from the Report on Children's Situation in DALPATA barangays from the conduct of COPRA, Pikit, North Cotabato, by Katie Baker on behalf of CDP and Balay

Tips to facilitators

1. Invite key community leaders and representatives of the children and youth to this activity.
2. Make sure that maps, drawings and pictures are returned to the community, to be used when the disaster and children's situations in the barangay are shared with other members of the community or to outsiders.



COLLATED RESULTS OF DATA GATHERED FROM BARANGAY TAKEPAN DURING THE TRAINING PRE-TEST OF THE MODULE

REFERENCE 3-7-1

A. Results of COPRA activities with children

AT HOME

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Sumasali sa paglalaro sa community - Tumutulong sa gawaing bahay (Luto, Laba, Pagpastol ng mga hayop, Walis, paghugas ng plato) 	<ul style="list-style-type: none"> - Pantay ang pagtrato - Sumali sa pagtititser - Nagpatuloy sa pagsisimba at pag-aaral - Pagbigay ng moral support 	<ul style="list-style-type: none"> - Walang lalabas ng bahay pag may putok - Parating binubungangaan ng magulang - Natakot kay tatay dahil siya ang head of the family - parating pinapagalitan kahit walang rason 	<ul style="list-style-type: none"> - Maraming trabaho sa bahay - Walang panahon maglaro 	<ul style="list-style-type: none"> - Gusto ng kapayapaan -Magkaintindihan ang Muslim at Christian upang ang paghahanap-buhay ay hindi masira 	<ul style="list-style-type: none"> - Magkaisa - Magtulungan

FLIGHT AND STAY IN EVACUATION CENTER

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Nagdala ng kanin, damit at pinggan - Tumulong sa paglilinis - Nakakapag samba, pag-aral - Tumulong sa pagbebenta ng gulay upang makakain - Merong panahong makapaglaro dahil binigyan sila ng 	<ul style="list-style-type: none"> pagkakataon - Marami silang nabitbit dahil handa sila - Kami nagbakwit dahil nagkagulo na. Ang tatay ang iniwan sa bahay upang magbantay ng mga naiwan - Walang gawain sa EC - Nagbigay ng moral support ang magulang - Walang minal-trato o inapi dahil andyan si Fr. Bert na nag-momonitor 	<ul style="list-style-type: none"> - Tumakbo - Nalungkot / natakot - Kinabahan - Nagkasakit ng ubo, sipon, lagnat, LBM - Wala nang panahon sa pagsimba, pag-aaral, at paglalaro - Hindi masyadong naging masaya sa EC - Merong napaso pero hindi sinadya 	<ul style="list-style-type: none"> - Kulang ang mga gamot na ibinigay 	<ul style="list-style-type: none"> - Kapayapaan - Walang kaseguruhan ang kapayapaan dahil sa patuloy na pagnanakaw - Pagkakaisa para hindi na maulit ang kaguluhan 	

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/ VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Pagbabantay ng mga kapatid pag-umuwi ang nanay at tatay na pumupunta sa farm - Tumulong sa pagbitbit ng mga gamit - Pagpatuloy ng pagsimba at pag-aaral - May panahon maglaro - Tumutulong sa paglilinis ng bahay 	<ul style="list-style-type: none"> - Pag-relocate sa gym meron na silang tiwala dahil nakasama na nila ang kanilang mga kapitbahay 		<ul style="list-style-type: none"> - Mas mabuti ang temporary relocation kasi parang nasa bahay lang kasi kasama namin ang aming kapitbahay 	<ul style="list-style-type: none"> -Makapagpatuloy sa pag-aaral - Mahinto na sana ang kaguluhan 	<ul style="list-style-type: none"> - Patuloy ang tulong ng NGOs

RETURN HOME

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/ VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Masaya - Nakakapagsimba - Nakapagpatuloy ng pag-aaral - Nakapaglaro - Tumutulong sa paglilinis ng bahay - Nag-aarange ng gamit - Nagtabas ng damo - Tumulong sa paghahakot ng tubig - Nagbantay ng kapatid kapag may ginagawa ang magulang 	<ul style="list-style-type: none"> - Nakapagsimba na ang Christian at Muslim - Nakabalik na sa Arabic schooling 	<ul style="list-style-type: none"> - Meron pa ring takot - Merong “kasubo” kasi naiwan ang mga kaibigan/ barkada 	<ul style="list-style-type: none"> - Kulang ang pabalon na supply - Ang iba hindi nabigyan - Hindi nabigyan ng pansin o halaga/ atensyon (KSP) 	<ul style="list-style-type: none"> - Gusto nila ang kapayapaan - Ang mga bata ay hindi dapat apihin - Magkaroon ng pera - Magkaroon ng mabuting kinabukasan - Makapaghanap ng matinong trabaho 	<ul style="list-style-type: none"> - Pagkakaisa ng Muslim & Christian - Pagtutulungan - Pagkaintindihan - Pagkakaisa sa pagdarasal

B. Results of COPRA activities with adults

HOME /BALAY

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Mag-participate sa community - Tumutulong sa gawaing bahay - Support needs 	<ul style="list-style-type: none"> - Patnubayan sa tamang daan - Remind them about rules and regulations - Advice sa bata/ counseling - Karapatan ng bata ang mag-decision 	<ul style="list-style-type: none"> - Advance ang pag-iisip (gyera) - Paggpalo - Matakot na ma-stranded - Hindi ma-involved sa kaguluhan 	<ul style="list-style-type: none"> - Hindi nabigyan ng pagkakataon na makapag-libang 	<ul style="list-style-type: none"> - Makatapos ng pag-aaral - Makapag-asawa ng mabait - Mapaayos ang kalagayan - Magiyahan sa tamang daan - Makakita ng maayos na trabaho 	<ul style="list-style-type: none"> - Huwag hadlangan ang karapatan ng mga bata - Mabigyan ng kalayaan ang kabataan



FLIGHT AND STAY IN EVACUATION CENTER

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Inalalayan at binilang ang mga bata - Isiniguro na madala lahat ang basketball 	<ul style="list-style-type: none"> - Hindi nawawala ang pagrerespetuhan sa kultura ng bawat isa 	<ul style="list-style-type: none"> - Kulang ang tiwala sa sarili 	<ul style="list-style-type: none"> - Hindi nabigyan ng pagkakataon na makapag-libang 	<ul style="list-style-type: none"> - Sana mahinto na ang gyera 	<ul style="list-style-type: none"> - Patuloy ang mga tulong sa community - Magtulongan sa community

TEMPORARY RELOCATION

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Mas natuwa ang mga bata na maglaro sa gym kasi malawak ang lugar - Meron nang peace of mind kasi malaki na ang space - Madali ang pagkilos kasi mayroong kagamitan 	<ul style="list-style-type: none"> - Duhor - <i>Magrib</i> - <i>Aysa</i> - <i>Duhor</i> 	<ul style="list-style-type: none"> - Humiga sa lupang mabato - May mga magulang na walang pag-alaga sa kanilang anak 	<ul style="list-style-type: none"> - Limitado ang oras sa paglalaro ng mga bata 	<ul style="list-style-type: none"> - Mahinto na sana ang kaguluhan para makabalik na sana kaagad. 	<ul style="list-style-type: none"> - Ipagpatuloy ang pag-uusap para sa pangmatagalang kapayapaan

RETURN/HOME

CAPACITY	KNOWLEDGE PRACTICE	RISK/HAZARD/VIOLENCE	SERVICE GAP	VISION	RECOM-MENDATION
<ul style="list-style-type: none"> - Masaya dahil umuwi na - May kokonting relief goods ang ipinabaon sa pag-uwi - Nagbigay ng stuffed toys sa mga kabataan 	<ul style="list-style-type: none"> - Makabalik na sa pag-aaral - Makapagsimba na 	<ul style="list-style-type: none"> - Pangamba/Takot - Cattle rustling - Palaging alert 	<ul style="list-style-type: none"> - Hindi nabigyan ang iba ng pabaon sa pag-uwi 	<ul style="list-style-type: none"> - Mapayapang barangay upang makabalik na sa farm - Tuparin sana ng dalawang grupo ang kanilang pangako 	<ul style="list-style-type: none"> - Pagkakaintindihan ng bawat isa - Respect of culture - Patuloy na pag-aaral ng COP ng lahat - peace talks

REFERENCE 3-7-2

R E P O R T O N C H I L D R E N ' S S I T U A T I O N
I N D A L P A T A B A R A N G A Y S R E S U L T I N G
F R O M T H E C O N D U C T O F C O P R A (E x c e r p t s)

The role of the home and the family

For the child it is the description of home life that is the most vivid. It is one of the child's most important images in terms of perceptions of security, comfort, protection and love, and therefore essential when discussing the child's survival and development.

From the evidence collected, it appears that the family is the *key* to the child's (both young and old) happiness, sense of purpose and sense of well-being and safety. Having a "united family" is a common goal and a measure of happiness for all groups of children.

Home, for the children, is a place of safety, especially when the family are there gathered together. The grandparents' home is also seen in a similar light. The presence of the family and the space it inhabits act as a metaphorical and physical safety net for the children. In times of insecurity and trouble, or when children are faced with problems they cannot solve, they turn to members of the family, especially the mother, grandmother and siblings.

As such the parents are the primary proponents for securing the children's survival and development. Parents recognize their role as the children's primary caregivers. Parents see themselves as the protectors, teachers and nurturers of their children, and as being responsible for promoting children's right to life, including those of the unborn (Christian women). They believe that to give children a good future, they should give them guidance, teach them proper values, teach them to rectify their errors, and help them identify and fulfill their dreams. Male respondents suggest that while children should be cared for and looked after, given nutritious food and sent to school, love should not be given in excess so the child would not be spoiled.

The child's role in the home is to be a child. Children are seen as the joy and inspiration of the household, and as such they are expected to play, look after each other, and to entertain the family. They are also expected to take active roles in the day-to-day running of the house by taking part in chores around the house and on the farm.

The home and family life of all of the respondents have been, however, disrupted several times by conflict and repeated displacement. Even in times of relative peace, the threat of future conflict remains very real.

Conflict can be seen as being "beyond the normal range of human experience." It is disruptive to whole fabric of society (R&R: 8; 2000), including the family, and a very real fear for the children is how war might affect their family. Some children have had parents and other family members die as a result of the 1997, 2000 and 2003 conflicts and continuing *redo*. Some children were separated from their parents during flight.

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* Excerpts fro a report prepared by Katie Baker on behalf of CDP and Balay from the COPRA data gathering and validation meetings with adults, youth, children and General Assembly of barangays Dalengaoen, Takepan, Panicupan in November 2004 to February 2005.

Given the communities' experiences of conflict and displacement, it is natural that parents' primary considerations are the security and protection of their children. However, the children are often seen as mere recipients of care rather than being active agents in their own right. The development of the child's capacities is rarely considered. Without doubt, the child's rights to life and survival are categorically ignored by the onset of conflict.

At home, children are aware of their own capacity to help themselves, their family and their community. The children express a sense of achievement in being of use to their parents, being able to relieve their parents' burden of work and contributing towards the family. The children are proud of their abilities: being able to cook, clean, raise animals, help with the farm, and look after siblings. This builds their self-esteem as they feel they have been given a responsibility and are needed as part of the family.

Their capacity is further called upon in the evacuation center (EC), a setting where children take on additional duties to help the family survive. Many feel that this enabled them to learn from their experiences: how to adjust to living in a difficult situation, how to support each other and how to survive.



However, children sometimes take on these responsibilities at a very early age and the burden is such that they get little chance to *be* children. As the children get older, they become particularly susceptible to this. Some of the older male children count the inability to “serve” their parents in the future as one of their main fears. Further some of the younger children discuss bad experiences in the evacuation center, where they felt that they became dependent on others because they had no food to feed themselves.

Such fears and such awareness of their vulnerability as children are insightful and can also be seen as strengths, for it shows that they know how limited their capacity is. Unfortunately, this is not a side of the children that many adults in the community appreciate and thus, is often overlooked.

Neglect, abuse and exploitation

Whereas a strong and connected family unit provides a secure environment for the child to develop, the absence of family members and tension within the family can have the converse effect of causing obvious distress to the child. Almost all of the children in DALPATA shared several main concerns.

First, all children share similar apprehensions about parents fighting and their parents' anger being turned against the children. Children do not want to be chided by parents or be punished by them for wrongdoing. The more serious consideration of domestic violence is echoed by the concerns about verbal and physical abuse in the home, and adult groups echoed these concerns. Spanking for low grades and wrongdoing is frequent and is regarded as the norm. The rape of girls and the beatings of boys were considered by adult groups to be regular occurrences and, although deeply frowned upon by the community, are rarely discussed. Family members feel embarrassed when the rest of the community know about their problems, and a cycle of silence is perpetuated when the children also learn not to talk about such subject matters.

A second concern was neglect: most children are afraid to be separated from their parents or left alone in the house, both of which happen with some regularity. While fear of separation can be seen as a normal result of parent-child dynamics, separation is a reality for many in DALPATA because parents are forced by the economic instability in the area to go away to find work. The constant threat of conflict also tends to destabilize the family unit: many children have lost family members to conflict.

A third matter of gravity is the issue of child labor. As previously mentioned, the key to a child's status in the family is his or her ability to contribute to work through chores and so on. It is a norm accepted by parents, the children and the community. Children's work varies according to gender, age and ability. Children work inside the home or with the soil for their parents. Both before and after school, they might tend to animals, do chores inside the house, look after their siblings, sell goods, and so on.

Although such responsibilities can raise children's self-esteem and self-worth, the line has to be drawn to separate the encouragement of active participation and building children's sense of responsibility, and child labor and exploitation. Much of the work that the children do is labor-intensive and the volume often so heavy and the demand on the children so great, that children sometimes have to stop going to school in order to help their families in the home and farm. When they have to live inside evacuation centers, such responsibilities grow even heavier because parents rely upon them more heavily.

One of the greatest threats to children's physical and psychological well-being, therefore, according to both children *and* adults, comes from within the family. This is a major problem, because parents are not only the primary duty-bearers but they also get very little support from government. In addition, the family is the hardest to reach in terms of human rights and is the hardest arena to protect children from.

Poverty

It comes as no surprise that poverty is one of the defining issues in DALPATA, especially in relation to upholding child rights.

Many families in the area survive through subsistence farming, relying on produce from the land for livelihood. War and other disasters as well as the effects of displacement and the continued threats of renewed conflict all contribute to a lack of economic stability in the area.

During the 2003 evacuation, many of the families who evacuated were so poor they had no money to pay for evacuation transport. Staying in the evacuation centers made life even more difficult because there was little source of sustainable income. Families had no way of providing for their food, medicines and other needs of the children. Evacuation greatly diminished their ability to provide for the children's survival and development. Because their livelihoods are intricately tied to the land they left behind, out of desperation, some families, especially those from Takepan and Panicupan who did not move too far away, would risk returning to their farms during the day (sometimes bringing their children with them) to continue cultivating or harvesting their crops, which they need in order to survive.

Even during times of relative peace, livelihoods are not easily generated, with land and property destroyed by disaster and conflict. Lack of investment from the private sector also means that transferable livelihoods are few. Adults from the Takepan study said that businessmen could help by investing in livelihood projects such as stuffed-toy-making, basic mechanics, dress making, vocational and non-formal education to help ease their situation. Many of the children interviewed had parents, mostly mothers, and siblings leaving the family home to go to other towns and cities, and even other countries, to find work. The financial burden on the parents is heavy as they struggle to provide for their children.

Children are acutely aware of their family's poverty, particularly their parents' debts and how these affect their daily lives and that of their family. The children report that there is often little food or money for them. The children try to help by earning some income, often expressing the sentiment that they must do their

share in alleviating their families' suffering by studying harder or by doing things such as selling vegetables. Some children, sadly, resort to stealing.

Of particular concern to the children is how their family's poverty affects their access to education. Children want to learn. They dream about going to school and getting a good education. Yet, due to poverty and war, their access to education becomes limited. They worry if they would ever be able to graduate and face the future. Each group of participant children said that prior to, during and after displacement, they had no allowance for school, and no money for tuition fees, school projects or school supplies.

Adults also consider poverty as the most detrimental issue facing their children's development, especially because a lack of education leads to further lack of opportunities. Children sometimes find themselves forced into early marriage because their parents lack the means to send them to school. This forces them to take on family responsibilities at a very early age. The cycle of poverty perpetuates itself for another generation.

Social networks

Important to the child's social development are the bonds they forge with family members and peers, and their interactions with their community and society as a whole. Each environment that the child is exposed to will influence them in different ways and contribute to the person that they are and will become.

While the stressful events the children have experienced in the past few years would obviously influence their lives in one degree or another, it is more often the effect of such traumatic events on their support networks and relationships that most often defines how well they cope.

The family is the child's primary environment and, as mentioned previously, the cohesiveness of the family is important to his or her happiness and sense of security. It is to members of the family, such as parents, siblings, grandparents and even extended family, that children most often turn to for help.

External to the family are the children's classmates and peers on whom they also rely, share experiences, play and interact with. Most of the children interact regularly with both Muslim and Christian children, especially at school. The children of the community are very adaptive and open-minded and have been able to bridge the ethnic divide and even build new relationships. The children tell us they made new friends, kept old ones and learned to relate to each other well, understanding the importance of keeping their relationships, both on a personal level and towards building peace in the community. In the evacuation centers, children comfort and support each other in many ways, such as lending their toys or giving each other money (one peso). From their own experiences, some were able to see the negative effects of war on children. Older children noted how important it is for people, especially children (the next generation) to be educated about peace in order to build bridges in the future. One factor that led to the positive relationship between the Muslim and Christian children is the peace education they got through a "culture of peace" project promoted in the area by the church and NGOs.

Provision of services

As signatories to the CRC, the Philippine government is obliged as duty-bearer to provide services that will support parents, care-givers and the children to promote the rights of children. However raising awareness on the rights of the child, skills training and capacity-building workshops are all carried out at an adult level and the outcome of such workshops is rarely echoed at the community level, or to the children.

The creation of the BCPC and, indirectly the BDCC, fulfills some of the government's required duties to promote and protect children's rights. The BCPC was established primarily to cater to the children's needs, and the BDCC, for the protection of the *whole* community during times of emergency. As of yet, however, neither committee is functional, and members of each are not even aware of their membership to such

committees and their corresponding responsibilities. Further, the wider community also knows very little about the existence or use of these government bodies.

The under-utilization of these committees is reflected in the lack of resources, activities and support made available by the BCPC to children before, during and after displacement, and the low levels of emergency preparedness illustrated by lack of preparation for and coordination of evacuations by the BDCC.

Information

In all three barangays, there was little or no early warning about any impending conflict. People, both adults and children, were surprised. The children recall being alerted to trouble by sounds of gunshots, dogs barking and seeing strangers coming down from the hills (Dalengaoen) and inside the community (Takepan and Panicupan). Some were alerted by their neighbors and the barangay captain, but communication was uncoordinated, leading to confusion and fear among those who had to evacuate.

During flight, there was again very little planned and ready assistance or system for coordination. Some families had to flee across marshland in the middle of the night, taking only what they could. Many had no transport or food for the journey, although in Panicupan, some families were able to leave on a government-lent dump truck. While the MSWDO/MHO/DA (government agencies) were able to mobilize some volunteer helpers in other barangays to provide evacuation assistance such as warnings and transportation of people and their possessions to the evacuation centers, this assistance seemed to have little impact on those who were interviewed for the COPRA.

In this situation, children became vulnerable not only due to the conflict and the destruction around them, but because adults, in particular the BDCC and BCPC, neglected to share information with them. Some children became separated from their parents during evacuation, and became doubly traumatized because they had no knowledge of where they were supposed to be going or what they were supposed to do. In the evacuation center, again the children were not told enough information about what was happening in their homes and barangays, and this worried them a lot.

Survival assistance in the evacuation center

Municipal officials started out by assigning and bringing the displaced families to their respective evacuation centers. They deployed volunteers to different evacuation centers who helped prepare masterlists of the internally displaced persons (IDPs), and IDP cards to identify individual IDPs and their needs, and other activities. They put up community kitchens and installed temporary health centers in different evacuation centers. Municipal officials also organized the IDPs by assigning a team leader per barangay who the IDPs could go to for problems. Inquiry desks were put up to handle immediate problems. The municipal health office provided 24-hour service in the main health center, including consultations, treatment referrals and also admissions. Standards of cleanliness and sanitation within the evacuation center were also monitored and maintained.

Aside from helping distribute relief and providing supplemental feeding for the children, local officials arranged for daycare services, psychosocial activities (debriefing), a women's session, skills training in some evacuation centers (slippers-making, food processing, stuffed-toy-making, sewing, etc.), and a parents effectiveness service.



All these activities were implemented by linking and coordinating with the Immaculate Conception Parish (ICP) and NGOs such as Oxfam, Balay & other donors and civic organizations.

Despite such assistance, IDPs, both adult and children, were heard complaining about the lack of food, clean water, medicines, medical services, shelter, mats, clothes and space.

Assistance on return/relocation

The Catholic Church provided housing, and sanitation and water facilities as well as livelihood assistance (dispersal of farm tools and seeds and animals, provision of post harvest facilities). Projects promoting literacy, psychosocial intervention and peace education were also established. In addition, Balik Kalipay organized a medical mission, and offered psychosocial interventions, toys, feeding, relief missions and a child-to-child campaign.

The DSWD distributed relief and provided supplemental feeding and training. OXFAM gave seeds, animals and farm tools, and sleeping mats, and organized a training session. The Department of Education donated school bags and the STARCM Project of the Department of Agrarian Reform gave a training seminar on banana production and donated a solar drier to Panicupan to help rebuild livelihoods there. The Department of Agriculture offered loans in certain areas, and other organisations such as BALAY initiated training projects for youths, aside from providing psychosocial assistance.

Access to education during flight cycle

During evacuation and for a certain period of time, school was suspended, and the classrooms used for shelter. Later, according to the Department of Education (DepEd), temporary shelters were constructed so that classes could resume in the classrooms during the day and occupied only in the evening by the IDPs. However, COPRA participants gave the impression that little or no opportunity for education existed, apart from one occasion when some teachers volunteered to continue the children's education. The children, especially, recalled few educational and/or child-oriented activities or information services offered. The children did not have enough space and time to play. Some activities such as games with prizes were conducted in an evacuation center, and the children were also allowed to help out in the garden of the church. However these experiences were not common.

But teachers from the schools helped prepare the IDP masterlists and assisted in distributing supplies.

Pupils affected by the conflict and displacement were given the chance to join a summer enhancement program, using school supplies donated by the DepEd.

On return and resettlement

In partnership with NGOs working in the area, classes were organized. The DepEd gave teachers additional training in psychosocial intervention. Remedial and summer classes were conducted for IDP children. Funds were made available to allow supplementary feeding in the schools, and to purchase school supplies. The DepEd also helped bring medical and dental missions to the affected areas.

However, parents and schoolchildren still complained that the schools were too far, school fees too high, and assistance for sending the children to school too meager.

Strengths and weakness of LGU response

The municipal disaster coordinating council (MDCC) sees itself as well organized and fully functional especially during times of conflict. They were able to procure 2% calamity funds. On the other hand, the MDCC did not meet regularly, outside of emergency or disaster situations. The other MDCC committees also were not functional during natural disasters.

NGOs strengths and weaknesses as institutions

The organizations have trained and skilled personnel who show good team work. Because they enjoy a good relationship with local government units (LGUs), the NGOs were able to quite easily put into effect programs for relief, rehabilitation and peace building. And because they work in contiguous areas, they also have a strong community base. Community leaders, the community itself, and the organizations share the responsibility for the success of the projects.

The availability of funds / funding agencies means that psychosocial intervention and educational assistance can be sustained. The organizations believe that one of their strengths is the ability to integrate peace-building initiatives and peace education and resolution of conflicts into their project implementation.

Due to limited funds, NGOs cannot guarantee the sustainability of their programs.

Environment and child spaces

Their environment plays a large part in the children's perceptions of safety and normality. To one extent or another, all three barangays have suffered the effects of hazards such as El Niño, La Niña, rat infestation, war and *redo*, and have been endangered by environmental elements as well as exposure to gunshots, bombing, shelling, and from living in the cramped conditions inside evacuation centers. Yet their day-to-day environment at home and in the community also threatens their security in the longer term. This regular environment is one which government agencies are better placed to alleviate.

A common concern across all barangays is the lack of accessible facilities such as schools and health centers. In Takepan, the school lies along the Davao-Cotabato Highway, which puts the lives of schoolchildren at risk. The location of houses along this highway also raises the risk of children being run over by passing vehicles. On the other hand, houses located in forested areas raise the children's risk for snakebites. Children from Panicupan also said that they are in greater danger because they live near the interior barangays where, during the post-conflict return/resettlement phase, they are exposed to landmines, unexploded RPG bullets, and damaged residences and other buildings.

There is very little space for children to enjoy their right to play, other than the land near the schools and basketball courts which also double as car parks and drying areas for newly-harvested rice. The children find corners and spaces, such as inside or under the houses, at the barangay hall, school compound, and inside mosques and churches where they find comfort, safety, and privacy.

Sadly, however, these structures are the ones most often damaged when conflict erupts, or because they are used as evacuation centers. Despite a project that considers schools and schoolchildren as zones of peace, the children's sense of ownership over what is essentially *their* space, where they spend a lot of time in, are set aside. The children are little compensated for this loss, especially when school (a normalizing element for many children) is suspended. The importance of this point cannot be over emphasized: schools are the *only* spaces in DALPATA which are set aside solely for children. Not only are these places where children learn and develop, they also offer safe places for them to play in and to spend valuable time with their peers.

Health

a. Physical

The physical toll can be high on children who have to live through conflict, or to flee from it to live in evacuation centers repeatedly and for long periods of time.

Parental concern about their children's physical well-being starts during flight when children's lives are immediately at stake from bombing, shooting, strafing, and so on. One child in Panicupan died when caught in a crossfire in 2003. Families often have had to evacuate in the middle of the night and cross fields and marshlands to avoid the roads, which caused higher incidences of sprains and wounds from falling, being bitten by snakes, and other physical injuries.

Of primary concern for both parents and children, however, is the detriment to children's health from living in evacuation centers where food and water is limited, and cooking, sanitation and health facilities are inadequate.

Malnutrition, skin infections, diarrhoea, measles, malaria, and dengue are common health problems. Low standards of hygiene and parents' lack of knowledge about immunizations were also believed to contribute to the illnesses. The authorities did very little to teach parents and children how to stay healthy under such conditions.

b. Mental

In addition to physical illness, and potentially more damaging to the child's long-term survival and development, is the psychological impact that conflict and life in the evacuation center creates on the child's sense of well-being and mental health.

Of the children involved in the COPRA, most experienced feelings of fear, confusion, shock, sadness and anger when they had to evacuate their homes. Some, particularly those in the older age brackets, already nervous and anxious from pressures at home, were stressed further by having to leave their homes. And in the evacuation centers, children, particularly the younger ones, become preoccupied and anxious about potential illness for themselves and their families. Many start having trouble sleeping, and fretting about their homes, their possessions, the life they left behind, and friends who were not in the same evacuation center. Older children, while sharing some of these concerns, were more preoccupied with the family's financial concerns and showed general anxiety about the future. Unfortunately, many of these traumas and fears that children suffer during conflict and displacement stayed with the children despite their return home, and the children's prolonged sense of unease about their futures is quite obvious.



But the children somehow remain optimistic and hopeful about the future, a testament to their resilience, and something that must not be underestimated. Recent research has suggested that those who remain hopeful about the future are more adaptable and flexible. They are often the ones who try to regain control over their lives. They are likely to be less vulnerable than those who passively accept their situation (R&R: 9;2000).

Many children showed resourcefulness during evacuation. They brought with them items such as clothes, things for school, beddings, rice for the family, and so on. In the face of adversity, they learned more about themselves and enhanced their coping skills while adjusting to the difficult situation. They learned to value the family, relate better to others, take care of other people, help their parents, always be more alert, be prepared, and face hardship. They coped by playing together and holding on to the hope that that they would be returning home soon.

They developed critical thinking, not merely accepting simplistic interpretations of their experiences. 'Children who have experienced approval, acceptance and opportunities for mastery are far more likely to be resilient than those who have been subjected to humiliation, rejection and failure' (R&R: 9;2000). Children

were given a chance to develop their skills, but it is not clear how much the adults recognized these skills and capacities. It is positive and empowering for the children, however, that they can recognize their gains for themselves.

Spirituality

Of particular comfort to the children is their faith and adherence to their religion. Many children spoke about how they learned to ask for help from Allah or God. They felt safe when inside the church or mosque, and also in the knowledge that they could trust in Allah or God.

Although adults did not discuss the comforting effects that faith had on their children during troubled times, they wished for their children to be educated with religious values to stand them in good stead in their lives.

Special concerns of the community

The adults in all the barangays discussed the issues of drug addiction, gambling, and stealing which they see as core problems for the youths of the area. Interestingly, the children did not discuss these issues. Instead they were more concerned with the larger problems of the community, such as poverty and the need for peace and unity for the future.

Social Identity – inclusive and empowering for all?

Gender roles and stereotypes are well entrenched in the cultural norms and roles of the communities we visited. The children's paths in life are dictated by the very strict codes of do's and don'ts for both boys and girls, with very little overlap.

Gender

Girls are taught to be graceful, obedient, reliable, ordered, helpful and respectful. They are taught to be lively and active in school, although they must also be clean, have a pleasing appearance, and spend time taking care of such appearance. From the Christian men's point of view, girls should "understand boys:" they should act in a "meek and demure" way, and not in any way that might be interpreted as being seductive, especially when men are drinking. Muslim groups suggest that girls should not wear trousers and could accept suitors only by age of 15 or older.

Boys however are taught to be macho, brave, strong, helpful, smart, and have good leadership skills. Like girls, they should know how to take care of themselves and they should be active in school. Also they should be self-disciplined and act like "real" boys. They should, however, know how to treat girls well: they should be able to play with them but not be rough with them, and should show them love and respect instead. Muslim groups believe that boys should not wear earrings and if getting married, be trained to be a good provider and family head.

Girls are taught to be the mother's companion in the household, and the boys the father's. They must help their respective parents with their respective duties: mother and daughter usually do the "lighter duties" of keeping the house in order, while father and son bear most of the "heavy" labor in the farm, such as gathering and chopping wood, planting rice, weeding, harvesting, and so on. Boys and girls are both taught to respect their elders. They are expected to spend a certain amount of time socializing with others in the community and are encouraged to join in with community activities such as sports. Girls, as "flowers of the community" (BDCC) are expected to entertain their friends and family, help with health programs and become engaged in community activities that promote the community's beautification. Boys, however,

are expected to become role models and become more involved in youth formation groups, youth leadership, spiritual training, and so on (partly so that they will not become dangers to society as men). Notably, no mention is made of girls taking part in such activities.

Sexual orientation

Questions of homosexuality were not directly asked of participants, but in their considerations of gender, a few groups did highlight the issue. One BDCC group expressed a fear of homosexuality, discussing how boys should not quarrel with girls or wear women's clothing, which are seen as *lalakeme* (homosexual) activities. Instead boys "should become soldiers some day," sustaining a macho culture. One of the Muslim groups suggested that a male homosexual is still a boy and should be treated as a son. Similarly a female homosexual or lesbian is still a girl and should be treated as a daughter, and not otherwise.

Ethnicity

Each barangay shows a different ratio of Christian to Muslim. Muslims and Christians are seen to be treated equally within the community, although Muslim and Christian groups have had different experiences in the evacuation centers and during their return home. Some Muslim groups were relocated and are now living further away from the main services, e.g., school and medical facilities.

Despite this, Muslim and Christian children still play together despite the wars in 2000 and 2003, and are very vocal about reducing discrimination and building peace between the communities.

Disability

Perceptions of disability

Disability is seen in many ways, just as different disabilities affect people differently. Below are the community's interpretations of disability:

- ⇒ *DepEd* - Deaf children, those with learning difficulties. The children are ashamed of their disabilities. Therefore they don't have an active social life and enjoy little interaction with other children.
- ⇒ *MSWD/MHO/DA* - In the community common disabilities are psychologically-traumatized children, those with harelip, polio victims, the hunched-backs, deaf-mutes, the blind. Some people placed the erosion of good values and attitudes as social disability.
- ⇒ *DILG/PNP* - Malnutrition
- ⇒ *NGOs* - Malnutrition leading to illness and skin diseases, polio and delayed mental and/or physical development

We found in Dalengaoen one of a twin whose feet are small, a deaf child, a child with a harelip, two girls with hernias in the Christian community; and one blind child and a mentally-retarded child (age 14) in the Muslim community. In Takepan, there is reported to be one child with polio, two blind children, a deaf-mute, and a child who is mentally retarded. In Panicupan, there is a deaf-mute and a child with polio. There is also one child with a harelip and another with no anus (BDCC). Unfortunately none of them were noted in our COPRA study, which means that we lost a chance to find any special problems these children might have in times of disaster and conflict.

The community did, however, discuss how to treat children with disabilities. While the Department of Education, DILG and PNP made no comment, the MSWD, MHO and DAR stated that children with disabilities should be given attention, and the understanding of the family, community, government and NGOs. They have their own capacities, which should be given the chance to grow. NGOs felt it important that

children with disabilities should not be isolated or hidden from other people. They should be given attention and love. They should be respected, and accepted by all members of the family and the community. No specific services for children with disability were mentioned though.

Class

It was noted that children of poor families might be unable to go to school for lack of money. Thus, if services for children are provided through the school system, poorer children who are outside the school system will be further discriminated against.

Preservation of discrimination

There is little available data to disaggregate the experiences of children who are male or female, Muslim or Christian, children with or without disability, and so on. There is also little analysis of how power structures within the home might encourage discrimination, particularly between male and female children. Gender bias is most often in favor of the male children. For example, female children are rarely encouraged to take up leadership roles. As some of the children pointed out to us, “a woman can also be strong and become a leader,” but they are rarely given the opportunity to become so.

A fear of homosexuality seems to prevail in the community. Children voiced stereotypes such as “gays are lazy.” The stigma attached to homosexuals will harm the psychological development of a child who might believe himself or herself to be homosexual. This puts a tremendous pressure on them not to disclose their true gender preferences.

Also there is a distinct bias in favor of the adults’ point of view. The lack of a venue for children’s participation in the community leads to a view of children that neglects their capacity and their opinion. Adults mentioned that children, younger children in particular, are not usually involved when plans are being made.

As stakeholders in the community/ As rights holders with views and opinions of their own

Adults think that children can participate as stakeholders in the peace process through the “children as zones of peace” project. Children have also taken part in the “spaces for peace” project.

However, children’s perspectives on these projects are rarely considered, apart from occasional activities run by NGOs such as BALAY. Child participation does not mean only that children are physically present, but they must be involved in the *whole* process.

The children themselves know that they have the right to voice their ideas and opinions, to be given a choice and to pursue their dreams. Yet adults in the community rarely allow them the opportunity to enjoy these rights. Children are seldom consulted on community decisions, or involved in emergency assessments. Children’s opinions are also seldom sought when assessing their needs and the best services for them. Furthermore, the family seldom consults the younger members about decisions that will affect these children’s future. This failure by the community and the family to take notice of the children causes the children to feel hurt, sad, angry and even rebellious.

Ideally children would like adults to listen to them and hear their voices as equal to the adults. They would like parents to know and understand how they feel about decisions being made for them, but they lack the confidence to speak up because they feel they might be making a mistake.

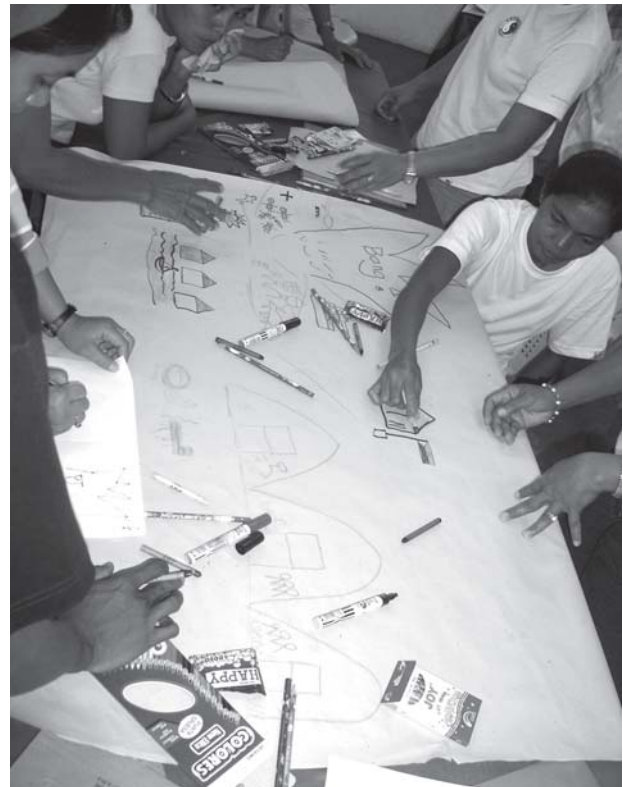
C **MODULE 4**

CHILD RIGHTS-BASED DISASTER MANAGEMENT AND DEVELOPMENT ACTION PLANNING

SESSION 1 : BARANGAY GOVERNANCE AND CHILD RIGHTS-BASED DISASTER MANAGEMENT

SESSION 2 : STRENGTHENING CHILD RIGHTS-BASED DISASTER MANAGEMENT IN BARANGAY GOVERNANCE

SESSION 3 : CHILD RIGHTS-BASED DISASTER MANAGEMENT AND DEVELOPMENT ACTION PLANNING



B SESSION 1

BARANGAY GOVERNANCE AND CHILD RIGHTS-BASED DISASTER MANAGEMENT



Objectives:

At the end of the session, participants are able to:

1. Explain the importance of child rights-based disaster management in good governance;
2. Discuss good and democratic governance from the human rights and development perspective;
3. Relate the roles and functions of barangay institutions and officials in child rights-based disaster management in good governance.

Key points

1. Good governance is a precondition to sustained barangay disaster management. On the other hand, disaster management is a necessary service in order to have a responsive and effective governance.
2. Human rights principles are inherent to good and democratic governance. Paying attention to vulnerable groups, equity, people's participation, transparency and empowerment of the people are the characteristics of good governance from the human development perspective.
3. Governance may be viewed as a venue for the democratization of power. Democratization must proceed in two complementary manners – decentralization of power from the national to the local governments, and broadening people's participation. It also means ensuring that civil political society has a role in running the affairs of government down to the grassroots.

Methodology

1. “Governance is...” and “Good governance is...”
2. Interactive lecture

Process

1. “Governance is . . .” and “Good governance is . . .” Give each participant metacards and colored pens. Ask them to write their ideas on the metacards about what *governance* is or the characteristics of *good governance*. Ask them to post their cards on the board.
Have participants explain their answers and use these points to discuss the concepts and practice of governance and good governance.
2. Remember to relate governance to human rights, stressing that human rights principles are inherent to good and democratic governance.
3. Solicit participants’ ideas and insights from their experiences to make the discussion substantive and realistic. Discuss the national and local governments’ commitments and targets for achieving the Millennium Development Goals by 2015, which are also geared towards ensuring the well-being and development of children and reducing vulnerable conditions. Refer to materials provided in this module.
4. Emphasize that within the barangay, the government institution responsible and accountable for the implementation and progressive improvements of child rights-based disaster management and development is the barangay council working through and with the barangay disaster coordinating council (BDCC) and the barangay council for the protection of children (BCPC).
5. Synthesize the key points taken up in the session, emphasizing that good governance plays a vital role in the protection, respect and fulfillment of the rights of children and youth in the barangay.

Materials needed

1. Colored pens, metacards, masking tape
2. Visuals on good governance

Duration: 1.5 hours

References

1. Barangay Governance, Balangay (Resource Manual For Barangay Governance) and UNDP Rights-Based Development Training Manual
2. LGU Options in Addressing the Millennium Development Goals, LGU Guide on Millennium Development Goals Localization, BLGD-DILG, January 2005

Tips to facilitators

1. The Millennium Development Goals which the national and local governments are committed to achieve by 2015 are geared towards ensuring the well-being and development of children and reducing vulnerable conditions. Funding for the child rights-based activities in the barangay may be secured if linked to the achievement of the Millennium Development Goals targets at the local level.
2. Children’s rights in disaster management and development may not be intergrated immediately after the COPRA activities and the child rights-based disaster management and development action planning. What is important is that the process has started and the framework for effective delivery of basic social services to the children is slowly being realized.

Governance – the exercise of powers in the maintenance of the affairs of the state involving the setting of direction, policy-making and planning, program implementation and monitoring and evaluation.

Concept:

- ☑ Government of the people, by the people and for the people in the community
- ☑ Governing the united force of the people
- ☑ Spearheaded by government officials through community structures
- ☑ NGOs/POs serve as support systems

Formula of Governance

Governance ≠ Government

- Governance is not the sole arena of the government. One cannot speak of governance when neither the government nor the governed is absent in the equation. The interaction and cooperation of people’s organizations, non-governmental organizations and the private sector with government in crafting policies and in implementing programs define what governance is.
- Both the representatives of the state and civil society help create better governance. The government and the governed take collective responsibility for the welfare of society.
- In a democratic society, the government is a government of the people, by the people and for the people. The sovereign is the people. Elected officials in the government are but stewards of power. The people elect their representatives to whom they shall delegate the power and the responsibility for managing the affairs of government.

Governance = Government + Civil-Political Society + People

- Active participation in ruling and in being ruled is an attribute of an active citizen. On the other hand, openness of government officials to civic participation is a requisite for a participative form of government. What makes for good leaders also makes for good citizens.
- Governance may be viewed as a venue for the democratizing of power. Democratization must proceed in two complementary manners –decentralization of power from the national to the local (vertical) and broadening people’s participation in governance (horizontal).

Scope of barangay governance

- Welfare (livelihood, basic services)
- Justice (distribution of wealth/resources)
- Order (peace and order)

Elements of good governance

1. Autonomy and accountability

Devolving political and economic powers from central to local governments facilitates the empowerment of local governments to effectively respond to the challenges of governance in pursuit of local development. By harnessing their capability and confidence, local governments eventually become a pivotal force in empowering local communities. Local autonomy as well as regional and national development is hastened.

2. Broadening people's participation

Participation and governance are mutually inclusive and can reinforce each other. Participation is broader because it includes not only the traditional forms of political and social participation but those groups that have been excluded either by citizenship rights or because of conflict situations. Participation is not neutral because it cannot exist in a vacuum but is rather moulded by history, culture and contexts.

Governance is the effective and efficient delivery of public services that are the felt needs of the people, not of the needs defined by government. It is essentially an issue of power.

Participation in governance is seen as a collective effort of citizens to negotiate from the state rights already mandated but effectively denied them because of an imbalance in power relations.

3. Complementary lanes of participation

- Participation can be likened to a multiple-lane highway. Ensuring grassroots participation means that one has to use the slower lane as this involves processes and touching people's lives.
- The use of different lanes and vehicles must be complementary and give value-added to each other's lane rather than sapping each other's strengths.

4. Democratic participation in governance

- Democratic participation in governance is one arena that combines different lanes of participation. It is an attempt to change certain institutional arrangements, power relations, and hierarchical structures. One approach is through participatory local development planning. By collectively and publicly negotiating with politicians their community's development agenda, people become empowered to make demands for their priority needs in infrastructure, social services and livelihood programs.

5. Electoral and political reforms

- Democratic governance also seeks to define a progressive reform agenda through electoral and political reforms. A good governance platform seeks to hold stage structures accountable through participatory mechanisms, people's budgeting, and forms of social audit. It also means changing hierarchical structures that house biases about people's perception, attitudes and values on participation.

- Sources:**
1. Barangay Governance, Balangay (Resource Manual For barangay Governance)
 2. UNDP Right Based Development Training Manual

L

LGU OPTIONS IN ADDRESSING THE MILLENNIUM DEVELOPMENT GOALS

In September 2000, the United Nations General Assembly concluded the Millennium Summit with the adoption of a Millennium Declaration, renewing the global commitment to peace and human rights, setting specific goals and targets towards reducing poverty and the worst forms of human deprivation.

The Millennium Development Goals (MDGs), set within 2015, affirm and reinforce the agreements of the goals and targets towards eliminating extreme poverty worldwide. Its eight objectives have measurable outcomes, timelines for achievements, and clear indicators for monitoring progress.

The Philippines, as a UN member, is a signatory to the Millennium Declaration and has committed to craft its 2005-2020 Medium Term Development Plan in accordance with the MDGs. By committing to this declaration, it does not only mean that the country is keeping in pace with the rest of the developing world, but it is ensuring that we are able to maximize all available resources in providing the right policy framework in helping our people gain access to the best quality of life possible.

As the goals are holistic and interrelated, the need to work together at the national, regional and local levels is very important. Meeting the requirements for the MDGs will entail collaborative efforts of the major stakeholders – the national and local government units (LGUs) as well as the private sector for interventions geared toward mainstreaming the millennium goals in the local development agenda.

Goal 1: Eradicate extreme poverty and hunger.

Targets

- ◆ Reduce by 50% the number of people living in extreme poverty between 1990 to 2015;
- ◆ Reduce by 50% the number of population below the minimum level of dietary energy consumption and reduce by 50% the number of underweight children (under 5 years old);
- ◆ Reduce by 50% the number of people with no access to safe drinking water or those who cannot afford it by 2015.

Projects and activities

- ◆ Provision of livelihood and employment opportunities for marginalized groups through community enterprise and skills training;
- ◆ Assistance to poor farmers and small producers in the processing and marketing of their products;
- ◆ Provision of basic training on household food security such as home gardening, backyard livestock industry and inland fishing and provision of support services, e.g., seeds, credits, and so on;
- ◆ Construction/installation of solar dryers, multipurpose pavements, post harvest facilities, food processing, rice and corn mills, warehouses;
- ◆ Construction and maintenance of public access such as roads, farm-to-market roads, foot bridges and bridges;
- ◆ Provision of farm equipment, supplies and other farm inputs;
- ◆ Provision of safe drinking water by installing low-cost water supply systems like hand pumps, gravity-fed systems, rain water collection, and shallow/deep/artesian tube wells, and the construction of infrastructures for potable water systems;

- ◆ Development or construction of low-cost sanitation facilities like ventilated improved pit privy (VIP) and other latrines;
- ◆ Provision of basic hygiene education and training for households;
- ◆ Promotion and enforcement of food fortification law and ASIN Law;
- ◆ Sustaining supplementary feeding and “Operation Timbang.”

Goal 2: Achieve universal primary education.

Targets

- ◆ Achieve universal access to primary education by 2015.

Projects and activities

- ◆ Construction and rehabilitation of school facilities such as school buildings with toilets and water supplies, clinics, public libraries, basic science laboratory rooms;
- ◆ Construction and maintenance of daycare centers and pre-school institutions;
- ◆ Provision of daycare teachers and workers and instructional materials (ECCD Law);
- ◆ Purchase of books, desks and other school equipment;
- ◆ Implementation of school-based nutrition programs such as School Milk Project, National Feeding Program, Breakfast Feeding program and Dental Health Program;
- ◆ Promotion of Early Childhood Care Development (ECCD)/ Bright Child program in all daycare centers;
- ◆ Provision of transport assistance for school children in geographically hard-to-reach areas.

Goal 3: Promote gender equality and empower women.

Targets

- ◆ Eliminate gender disparity in primary and secondary education preferably by 2005, and all levels of education not later than 2015.

Projects and activities

- ◆ Allocation of 5% of the LGU budget for gender and development programs/projects/activities (PPAs) addressing MDGs such as implementation of laws on violence against women (RA 9208 and 9262);
- ◆ Conduct of training and employment opportunities to persons with disabilities (PWDs);
- ◆ Full implementation and enforcement of laws on violence against women and children and against domestic violence;
- ◆ Promotion of equal access of women and men to training and employment opportunities;
- ◆ Ensure participation of women in local special bodies (LSBs).

Goal 4: Reduce child mortality.

Target

- ◆ Reduce the mortality rate of children under-five by 67% by 2015.

Projects and activities

- ◆ Immunization of all children against tuberculosis, diphtheria pertussis, tetanus, measles and Hepatitis B before reaching 1 year old;

- ◆ Provision of one dose of Vitamin A once a year to all children 6 to 11 months old and one dose of Vitamin A at least twice a year to all children 1 to 5 years old;
- ◆ Promotion of exclusive breastfeeding up to 6 months and continuation of breastfeeding up to 2 years;
- ◆ Promotion of newborn screening for congenital metabolic disorders;
- ◆ Provision of iron supplements for low birth-weight infants and anemic children;
- ◆ Provision of vitamin A for 6- to 11-month-old babies;
- ◆ Implementation of Integrated Management of Childhood Illness (IMCI) in all health facilities and provision of essential drugs for IMCI;
- ◆ Provision of infrastructure facilities such as health centers, daycare centers, primary/secondary health care centers;
- ◆ Mandatory weighing of children 0 to 71 months to monitor growth and nutritional status according to the following schedule:
 1. All 0 to 24 months old children once a month;
 2. All 0 to 71 months old children whose weights are below normal once a month;
 3. All 25 to 71 months old children quarterly;
 4. All 0 to 71 months old children twice a year;
- ◆ Sustenance of supplementary feeding programs and “Operation Timbang” growth monitoring (i.e., weighing scales, weight-for-age table, ECCD card);
- ◆ Promotion of complementary feeding of *lugaw* and other nutritious food (GO, GROW and GLOW foods) for all children starting 6 months old;
- ◆ Provision of training for parents on food production, food preparation, food fortification and basic nutrition, and proper care of children;
- ◆ Provision of deworming drugs among 2- to 5-year old children twice a year.

Goal 5: Improve women’s reproductive health

Targets

- ◆ Reduce maternal mortality rate by 75% by 2015.
- ◆ Increase access to reproductive health services to 60% by 2005, 80% by 2010 and 100% by 2015.

Projects and activities

- ◆ Conduct of advocacy and other related services on the following reproductive health elements:
 1. Family planning
 - ✓ Provision of family planning education, counseling services and contraceptives for both men and women.
 2. Maternal and child care
 - ✓ Provision of iron and vitamin A for pregnant and lactating mothers;
 - ✓ Provision of comprehensive prenatal, natal and postnatal care for all pregnant women;
 - ✓ Establishment/upgrading of primary hospitals, maternal clinics and other health facilities to provide obstetrics care;



- ✓ Increased access to emergency obstetric care;
 - ✓ Promotion of facility-based delivery among pregnant women
 - ✓ Supplemental feeding for pregnant women.
3. Violence against women
 4. Infertility
 5. Men's reproductive health
 6. Adolescents' reproductive health
 - ✓ Promotion of healthy lifestyle (diet, exercise, no smoking)
 7. STI/HIV/AIDS
 8. Education and counseling on sexuality and sexual education
 9. Prevention and management of abortion and its complications
 10. Reproductive tract infection and cancers
- ◆ Provision of essential commodities (drugs and medical supplies) for different rural health (RH) services;
 - ◆ Establishment of a referral system;
 - ◆ Development of capabilities of health workers in the areas of maternal care, childbirth, family planning and other health care services.

Goal 6: Combat HIV/AIDS, malaria and other disease

Targets

- ◆ Prevent the spread of HIV/AIDS and halt it by 2015;
- ◆ Reduce the incidence of malaria and other major infectious diseases, and halt them by 2015.

Projects and activities

- ◆ Massive information campaign/social mobilization on values-based sexuality education, AIDS/dangers of AIDS, how to prevent AIDS;
- ◆ Promotion and provision of AIDS prevention services such as counseling, and STI/HIV/AIDS management in health facilities;
- ◆ Establishment of behavioral surveillance system on STI/HIV/AIDS;
- ◆ Procurement of drugs and other logistic support for STI/HIV/AIDS, malaria, TB and other diseases;
- ◆ Provision of necessary health services and treatment for the vulnerable groups against STI/HIV/AIDS, malaria, TB and other disease;
- ◆ Establishment and strengthening of a TB network;
- ◆ Implementation of a comprehensive cleanliness program such as declogging of canals, etc;
- ◆ Encouragement of full private sector support, especially owners of bars/night clubs/hotels and other related establishments to participate in education and awareness campaign for sex workers.

Goal 7: Ensure environmental sustainability

Targets

- ◆ Implement national strategies for sustainable development by 2005 and to reverse loss of developmental resources by 2015;
- Achieve a significant improvement in the lives of at least 100 million slum dwellers.

Projects and activities

- ◆ Rehabilitation, protection and maintenance of community watershed areas in collaboration with other agencies;
- ◆ Enforcement of forest laws, rules and regulations in community watersheds in communal forests and other devolved areas;
- ◆ Implementation of devolved community-based forestry management project which includes integrated social forestry in communal forests;
- ◆ Establishment of parks, greenbelts and similar forest development projects;
- ◆ Protection of Integrated Protected Area Systems;
- ◆ Formulation/implementation of 10-year solid waste management plan;
- ◆ Establishment of materials recovery facilities (MRF) in every barangay or cluster of barangays;
- ◆ Allocation of a certain percentage of the barangay's 20% Development Fund (DF) for waste management pursuant to Sec. 6, Rule 15 of RA 9003;
- ◆ Encouragement of private sector participation to:
 1. Initiate, participate and invest in ecological solid waste management projects.
 2. Manufacture environment-friendly products.
 3. Undertake community activities to promote affective solid waste management.
- ◆ Closure and/or conversion of open dumpsites into controlled dumpsites, and eventual establishment of sanitary landfills;
- ◆ Massive information campaign on solid waste management;
- ◆ Formulation/implementation of comprehensive land use plans (CLUPs) and enforcement of zoning ordinances (ZOs);
- ◆ Provision of sites for socialized housing purposes;
- ◆ Conduct of inventory for beneficiaries of socialized housing projects;
- ◆ Provision of livelihood facilities and initiation of community organizing activities in relocation sites;
- ◆ Implementation of "Gawad Kalinga" type and other housing projects.

Goal 8: Develop global partnership for development

Targets

- ◆ Develop further an open, rule-based, predictable non-discriminatory trading and financial systems, including commitments to good governance, development of poverty reduction – both nationally and internationally;
- ◆ Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term.

Source: LGU Guide on Millennium Development Goals Localization, BLGD-DILG, January 2005

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SESSION 2

STRENGTHENING CHILD RIGHTS-BASED DISASTER MANAGEMENT IN BARANGAY GOVERNANCE

Objectives:

At the end of the session, participants are able to:

1. Identify ways and means to promote children's rights in local governance;
2. Draw lessons from case study presentations for possible application in the barangay and community.

Key points

Six strategies are critical in creating the enabling conditions for a child rights-based disaster management in barangay governance:

1. Strengthening the capability of families to nurture children and to provide them with support for their welfare and development
2. Advocacy towards a paradigm shift to put children first in the use of resources of the family, community and the State
3. Institutional transformation
4. Transforming values and practices in the labor market that would protect children from abuse and exploitation
5. Promoting convergence of services through linkages and cooperation between and among the different sectors for more effective and holistic response to the needs of children
6. Developing a national databank and repository of information regarding children and their situation to enable planners to develop appropriate interventions.

Methodology

1. Case presentations
2. Sharing of insights and reactions
3. Interactive lecture

Process

1. "Case presentation." Prepare a brief writeup on the case to be presented, such as the multi-stakeholders convergence in the Intercultural Twinning Project and the Children as Zones of Peace Projects in Pikit, North Cotabato.

Distribute copies to the participants and allot them 5 to 10 minutes to read and digest the story. Ask participants to share their insights and responses based on what they learned from the case.

2. Summarize the insights from the case presentation into the following core concepts and principles:
 - a. Convergence
 - b. Participation
 - c. Networking, linking and accessing
 - d. Ownership and sustainability
 - e. Developmental and empowerment
4. Using Reference 4-2-1 (Strategies for a Child Rights-Based Governance), discuss how these strategies can be carried out by various duty-bearers and rights-holders and the expected outcomes. Discuss also the possible roles and activities of families, the community, civil society/NGOs/POs/church/private organizations, schools, local government units, national government, mass media and children.

Materials needed

1. Copies of writeups of cases for presentation: On multi-stakeholders convergence in the Intercultural Twinning and Children as Zones of Peace Projects in Pikit, North Cotabato.
2. Visual of “Child Rights-Based Governance for Key Players”
3. Case on CD, VCD player, screen, projector for video presentation

 **Duration: 1.5 hours**

References

1. Strategies for Child Rights-Based Governance for Key Players, Balay Rehabilitation Center

Tips to facilitators

1. The case presentation should be brief and easy for participants to understand.
2. Ensure that the discussion is evocative and not preachy or academic. Review with participants the key discussion points in Module 2 Session 3 (Roles and Responsibilities of Duty-bearers).

REFERENCE 4-2-1

STRATEGIES FOR A CHILD RIGHTS-BASED GOVERNANCE FOR KEY PLAYERS

Child rights-based local governance comes through the collective efforts of every sector especially those with greatest interactions with children. This requires paradigm shifts and institutional transformation in families, communities, civil society, local governments, media, national government and international cooperation.

Principles/Propositions

- ➔ Children grow and develop best within a functional and caring family.
- ➔ Families are better able to nurture their children, with knowledge of good caring practices, community support systems and access to basic services and facilities.
- ➔ Local governments are in the best position to provide and sustain basic services for families to protect children, being the government units nearest to families and children.
- ➔ Non-government organizations provide vital support for advocating child rights and generating resources for interventions.
- ➔ The national government should be able to protect its children within as well as outside its national borders.
- ➔ Mass media promotes awareness on child rights.
- ➔ Children are able to genuinely engage and actively participate in decision-making processes and governance.

Below are strategies for target groups in order to bring about child-oriented local governance:

KEY PLAYERS	STRATEGIES	OUTCOME
Families	<ul style="list-style-type: none"> - Promote holistic, integrated programs that strengthen the family's role as the primary caregiver and support for children. - Increase family access to primary health care services, safe water and sanitation, adequate housing, continuing education on good caring practices. - Provide support systems and safety nets for families such as livelihood projects, family counseling services and support groups. 	Families that plan for, care for and provide support and guidance to their children
Local communities	<ul style="list-style-type: none"> - Strengthen local communities through training on social mobilization and advocacy - Raise awareness about issues and situation of children, linking these to children's rights. - Build a constituency among key individuals who can promote and protect children's rights. 	Local communities that: <ul style="list-style-type: none"> - Are aware of, informed and educated about the rights and situation of children. - Are empowered to mobilize its members in support of families and to promote child rights.

KEY PLAYERS	STRATEGIES	OUTCOME
NGOs, POs, Civil society, church, private orga-nizations	<ul style="list-style-type: none"> - Partner with children sector in the knowledge generation and database, planning, developing, and advocating child rights and programs for children. 	<p>NGOs that:</p> <ul style="list-style-type: none"> - Provide information on and advocate child rights. - Help generate support and resources for programs that promote child rights and provide families with income opportunity to support the needs of their children.
Schools	<p>Strengthen the capability of schools to:</p> <ul style="list-style-type: none"> - Provide continuing education and training to families on good caring practices - Provide for advocating child rights - Provide a child-friendly learning environment. 	<p>Schools that:</p> <ul style="list-style-type: none"> - Provide continuing education and training on child rights. - Promote the child’s rights to express opinions and to form associations. <p>School policies are consistent with the children’s rights framework (e.g. proper use of discipline, non-discrimination of working students/IP children or children from other faith, etc.)</p>
Local govern-ment units	<ul style="list-style-type: none"> - Ensure fiscal autonomy of the LGUs. - Shift from sectoral paradigm towards a child-centered paradigm for planning, developing and implementing programs for children. - Shift from sectoral mechanisms (such as local school boards, health boards, etc.) of child participation towards a child-centered mechanism envisioned for the Barangay Council for the Protection of Children (BCPC). - Build LGU capability in planning, developing, fund sourcing/ resource generation, and requiring them to implement programs for children and their families. - Collect and update information on the situation of children in their respective areas. - Assess current policy and program framework vis-à-vis situation of children and develop appropriate response. 	<p>LGUs that:</p> <ul style="list-style-type: none"> - Are capable of planning, developing, sourcing funds, implementing and evaluating programs that protect children and promote their rights. - Are able to consistently monitor the rights and welfare of children in their communities and respond quickly to threats to children.

KEY PLAYERS	STRATEGIES	OUTCOME
National government	<ul style="list-style-type: none"> - Forge international cooperation in monitoring and eliminating threats to child rights, especially child trafficking, sexual exploitation of children and child labor. - Provide safety nets for children, especially those in need of special protection and those in especially difficult circumstances. - Pursue peaceful resolution of armed conflicts. - Prioritize budget for and funds allocation to programs that promote child rights. - Promote international exchanges among children and groups working with children to enrich the children's agenda. - Conduct further research and development on the situation of children. 	<p>A national government that:</p> <ul style="list-style-type: none"> - Is liable to protect its children within and outside its national boundaries. - Puts children first, beginning in the budget and funds allocation. - Is able to promptly enact comprehensive and proactive policies on children.
Mass media	<ul style="list-style-type: none"> - Partner with media to inform and educate the general public on issues affecting children. 	<p>Mass media that:</p> <ul style="list-style-type: none"> - Promotes awareness of child rights. - Raises general awareness on matters affecting children.
Children	<ul style="list-style-type: none"> - Strengthen children's participation in child rights protection. - Support initiatives that build the capacities of children to participate in child protection and in matters that affect or concern them. - Mobilize children's organizations to operationalize or establish systems. - Facilitate the process in leadership development and formation of children groups. - Support the formation of children's groups or organizations. - Consult children in issues and matters that affect and concern them. 	<p>Children that:</p> <ul style="list-style-type: none"> - Engage and actively participate in decision-making processes and governance.

Source : Balay Rehabilitation Center

C

SESSION 3

CHILD RIGHTS-BASED DISASTER MANAGEMENT AND DEVELOPMENT ACTION PLANNING

Objectives:

At the end of the session, participants are able to:

1. Review the COPRA results and the barangay development plan;
2. Identify the gaps in service and children's disaster risks factors;
3. Prioritize the disaster risk issues based on the barangay's capacity to address;
4. Identify and plan immediate activities and responsibilities related to child rights-based disaster management and development;
5. Integrate child rights-based disaster management into the barangay's development plan and budget; and
6. Commit and support the action plan formulated.

Key points

1. Key issues to address in the Child Rights-Based Disaster Management and Development Action Planning are surfaced as gaps in services and resulting recommendations from COPRA. These issues can be categorized into health and nutrition, environment, housing, sanitation, education, peace and others.
2. Development planning is a deliberate, rational, continuous effort of the government to accelerate the process of development and channel it to desired directions by means of a comprehensive and detailed choice of objectives.
3. After the COPRA results are compared with the current barangay development plan, the Child Rights-Based Disaster Management and Development Action Plan will reflect how children's rights and needs are to be promoted, fulfilled, and protected within the next 3 to 6 months, or one year.

Methodology

1. Vision of child rights-based barangay development plan
2. Review of COPRA results and the barangay development plan
3. Workshops
4. Interactive lecture

Process

1. "Review of COPRA results and the barangay development plan." Distribute copies of COPRA results and the barangay development plan. Group participants into three. Assign a facilitator, a notetaker and

a reporter for each group. Allot 30 minutes for the review and identification and prioritization of issues to be addressed.

Each group is given ten minutes to make a report and to get feedback from the other participants.

2. Process the reports based on the issues prioritized. Group the issues that emerged into health and nutrition, environment, housing, sanitation, education, peace and others.
3. Give a short input on the objectives and process of barangay development planning.
4. Briefly run through the authority and responsibility of the barangay in development planning, citing the expanded role of local government units under the 1991 Local Government Code. Cite also the growing role of NGOs and POs.
5. Elaborate on participatory development planning. Cite its legal basis in the 1987 Constitution (Section 15 and 16 of Article 13) and in RA 7160 or the 1991 Local Government Code. It should be focused on people development process, economic development process and environmental development process.
6. Relate the process of the barangay development planning to the process undertaken in integrating children's rights in disaster management and development – from COPRA to the Action Plan.

In barangay development planning, several strategies or tools are employed i.e. Participatory Rural/Urban Appraisal (PRA) and AICM, to get the real situation of the community through identification of strengths, weaknesses, opportunities and threats. It should be based on situational analysis where children issues and gaps must be addressed. The Local Special Bodies are tasked to assist LGUs in development planning, coming out mainly with a set of recommendations in short- and medium-term plans.

7. After the brief input on participatory development planning, divide the participants into three or four groups. First, ask the participants to make or draw a vision of a child rights-based barangay development—a barangay where children's rights and needs are fulfilled, promoted and protected. When they are done, ask participants to discuss the following questions:
 - a. What activities related to child rights-based disaster management and development should be undertaken to address the key issues identified within the next 3 to 6 months? Within one year?
 - b. Who will implement these activities?
 - c. When will these activities be held?
 - d. What are the resources needed to implement these activities?
 - e. What kinds of support are needed from other agencies?
 - f. When will the activities begin and end?

Show also these questions in an action plan format. Ask each group to discuss the questions posted on the board and offer answers. Allot 15 minutes.

Each group is asked to present their answers before the plenary, where comments on the group's vision of the barangay and action plan will be asked. Encourage participants to comment or ask for clarifications during each presentation.

Consolidate the workshop results and create an initial action plan.

8. Emphasize that the action plans have to be finalized and should lead to the development of more comprehensive disaster management and child protection plans.
9. Summarize the discussion, stressing that the issues and concerns of children often take a back seat when barangay development plans are being drafted. Children and youth issues and gaps should be always integrated in any development agenda, program or plan of the barangay.

 **Materials needed**

1. Copies of the barangay development plan
2. Copies of COPRA results
3. Visual of the format of the action plan
4. Manila paper and colored pens

 **References**

1. Barangay Development Plan
2. Working drafts Child Rights-Based Development Action Plan Dalengaoen, North Cotabato
3. Working drafts Child Rights-Based Development Action Plan Taken, North Cotabato
4. Working drafts Child Rights-Based Development Action Plan Panicupan, North Cotabato



 **Duration: 3.5 hours**

 **Tips to facilitators**

1. Barangay governance and development planning is a complex subject. Module 4 can only provide an overview of the essential points relevant to the integration of child-rights based disaster management in the barangay development planning.
2. Emphasize that the plan should be **SMART**. Usually this means **SPECIFIC, MEASURABLE, ACHIEVABLE, REALISTIC, and TIME BOUND**. In participatory planning, the **A** in **SMART** can also mean **ACCEPTABLE TO ALL CONCERNED**.
3. It is better to cluster the issues being addressed, such as children’s well-being, and development and organizational strengthening.

 **Materials needed**

ACTION PLAN FORMAT

OBJECTIVE	ACTIVITY	TIMEFRAME	RESPONSIBLE GROUP/ PERSON	RESOURCES AVAILABLE/ TO TAP	COMPLETION DATE

Barangay plans are presented to the community in a barangay assembly. Through this exercise, members of the community who were not involved in the planning process have a chance to give feedback, opinions and other suggestions. The assembly is usually presided by members of the *sangguniang pambarangay*.

It is important to invite representatives from the municipal and provincial governments, the congressperson or his/her representative, representatives of line agencies, and NGO leaders, so they can give their comments or make suggestions on how they can help implement the plans.

Approval and adoption of the plan

The barangay development council (BDC) finalizes the plan after it is presented to and approved by the community.

The BDC submits the final plan to the *sangguniang pambarangay* for approval and funding appropriation. The role of barangay officials is crucial here. If they were part of the planning process, it will be easier to get their approval because they helped formulate the plan.

Packaging of the plan

Minimum requirements of the BDP

In order to approve the BDP, the *sangguniang bayan* will require, besides the five-year BDP, at least the following: AOP, AIP and a *sangguniang pambarangay* resolution adopting the plan. There should also be a map and a description of the barangay that shows its socioeconomic profile, programs and projects in the barangay.

Suggested format of a barangay development plan

A barangay development plan has to be marketable. Thus it must be packaged well. Remember that aside from its primary users, the barangay people, other parties willing to help in the barangay may also be its target users. It is also important for a BDP to be able to describe the barangay's brief history, vision and mission, profile, and its resources, strategies, sector plans, situational analysis and annual budget.

Plan implementation, monitoring and evaluation

It is necessary to set up structures and mechanisms to monitor the implementation of the barangay development plan. Oftentimes, plans are not successfully implemented because of poor monitoring. Through proper monitoring and evaluation, the community can see the defects or gaps and therefore, can make the necessary adjustments and troubleshooting. Persons responsible for monitoring the plan should be identified. Monitoring and evaluation should be scheduled regularly.

We can adopt a participatory monitoring and evaluation system, where barangay people are involved. This may not be such a difficult task, especially if those who are assigned to do it were also involved in the

planning phase. Community ownership of the plan goes beyond monitoring and evaluation. If people believe that the plan is theirs, they will not allow the plan and their vision to go to waste.

Therefore, BDP, using tools like PRA and AICM, does not stop at planning. It involves the community in the whole cycle of planning, implementation, monitoring and evaluation.

General Guidelines on Barangay Budgeting

In preparing a barangay budget, the *punong barangay* shall strictly observe the following guidelines, provisions of the Local Government Code and other pertinent laws and issuances:

- a. The aggregate amount appropriated shall not exceed the estimates of income.
- b. All statutory and contractual obligations shall be fully provided for. However, the amount of appropriations for debt servicing shall not exceed twenty percent (20%) of the barangay's regular income.
- c. Ten percent (10%) of the barangay's total general fund shall be appropriated and administered by the *sangguniang kabataan*. The amount shall be spent for the purpose provided under Section 426 of the LGC, except for personal services. For budgetary purposes, the total general fund shall pertain to the total resources realizable for the budget year.
- d. Five percent (5%) of the estimated revenue from regular sources shall be set aside as an annual lumpsum appropriation for unforeseen expenditures arising from the occurrence of calamities. Provided, however, that such appropriation shall be used only in the area, or a portion thereof, of the local government unit or other areas declared by the president as in state of calamity.
- e. Twenty percent (20%) of its annual internal revenue allotment shall be appropriated in its budget for development projects. Copies of the development plans shall be furnished the department of interior and local government. The development projects should be consistent with the barangay development plan.
- f. The total annual appropriation for personal services of a barangay for one (1) fiscal year shall not exceed fifty-five percent (55%) of the total annual income actually realized from local sources during the next preceding fiscal year.
- g. No barangay official or employee shall receive per diems, RATA, hazard pay, personnel economic relief allowance, productivity incentive bonus, clothing allowance, hazard pay, wages or salaries, 13th month pay (except as cash gift). They are only entitled to honoraria and cash gifts as provided for under existing laws and executive orders.
- h. No increase in the compensation or honoraria of the *sangguniang pambarangay* members shall take effect until after the expiration of the full term of all members of the *sangguniang pambarangay* approving the increase.
- i. The barangay is covered by the Revised Position Classification and Compensation System (RA 6686) administered by the Department of Budget and Management. Consequently, compensation adjust-



ments authorized by law or by the President shall apply to the barangay. The Code prohibits increases legislated by LGUs unless it is based on a general salary adjustment authorized by a national law.

- k. Other barangay personnel entitled to honoraria are the barangay daycare and health workers, barangay human rights action officer, and other positions the barangay may create at the discretion of the barangay concerned. However, their honorarium shall not exceed the ceiling on personal services imposed by the Code and the minimum salary grade position under RA 6686.
- l. *Tanods* and members of the *lupong tagapamayapa* may be granted an honorarium provided that the total amount shall not exceed the minimum salary rate for SG-1 of RA 6686 and in accordance with the salary schedule being implemented by the city or municipality where the barangay is located.
- m. The balances of continuing appropriations shall be reviewed as part of the annual budget preparation and the *sanggunian* concerned may approve, upon needed recommendation of the *punong barangay*, the reversion of funds no longer needed in connection with the activities, funded by continuing appropriations. Provide, that reversion of continuing appropriations shall not be allowed, unless obligations thereon have been fully paid or, otherwise, settled.
- n. The proceeds from the share of local government units pursuant to the Chapter 2 of the Code (Share of Local Government Units in the National Wealth) shall be appropriated to finance local development and livelihood projects. For proceeds derived from the development and utilization of hydrothermal, geothermal, and other sources of energy, 80% thereof shall be applied solely to lower the cost of electricity in the local government unit where such a source of energy is located.
- o. Profits or income derived from the operation of public utilities and other economic enterprises, after deducting the cost improvement, repair and other related expenses of the public utility or economic enterprise concerned, shall first be applied for the return of the advances or loans made thereof. Any excess shall form part of the barangay's general fund.
- p. Income, if any, derived from the operation of the facility established, constructed and/or supported by the loan proceeds shall be invariably be tapped primary funding source for the loan amortization. On the aggregate, however, the amount of appropriations for debt servicing shall not exceed twenty percent (20%) of the regular income of the barangay.
- q. The annual appropriations for discretionary purposes of the punong barangay; shall not exceed two percent (2%) of the actual receipts derived from basic real property tax in the next preceding calendar year. Discretionary funds shall be disbursed only for public purposes to be supported by the appropriate vouchers and subject to such guidelines as may be prescribed by law. No amount shall be appropriated for the same purpose except as herein authorized.
- r. To operationalize the barangay development plan with a budget, appropriations for capital outlays should be consistent with the approved barangay development plan.

- Sources:**
- 1. Manwal para sa Participatory Development Planning and Budgeting
 - 2. How to Formulate an Executive and Legislative Agenda for Local Governance and Development (LGSP)
 - 3. Reclaiming Public Life Through Local Special Bodies (LGSP)

WORKING DRAFT OF A CHILD RIGHTS-BASED DEVELOPMENT ACTION PLAN (Barangay Dalangaoen, North Cotabato)

General objective: The plan aims to develop children through the active participation of community stakeholders for the barangay’s lasting peace and unity, and better future.

A. CHILDREN’S WELL-BEING AND DEVELOPMENT

ISSUES	ACTIVITIES	TARGET PARTICIPANTS	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	RESOURCES AVAILABLE
Drug addiction & gambling	Symposium on drugs / drug awareness campaign	Youth and parents	Barangay council, BCPC, PDEA, Community facilitators, parents & SK	Balay, DSWD, DepEd, PNP	Venue, chairs, tables, microphone system
No updated barangay data on ethnicity, gender, household, literacy, population	Conduct actual survey, mapping (baseline)	Family members /households	Barangay council & school officials	NSO, barangay council, DepEd	
No early warning before conflict & unorganized evacuation	Training on disaster management & family disaster plan	Barangay council, BDCC, BCPC, youth, other sectors in the community	Barangay council & DILG	Balay & MDCC	Venue & other facilities & budget from barangay
Lack of education	NFE and referral to TESDA, literacy program	Adults	DSWD, Barangay council & DepEd	MDCC, Balay, ICP	Venue and facilities
Child abuse, child labor & exploitation	CRC training & effective parenting seminar	Children & parents	BCPC, BDCC	Balay, DOJ, DSWD, PNP	
No session, no general assembly	Leadership training & local governance	Barangay council members, BDCC, BCPC men & women	Barangay council	DILG	
Malnutrition & lack of medical supply	Free medical & dental checkup, operation <i>tuli</i>	Youth & children	BCPC & BDCC	DOH, RHU, DSWD	



B. ORGANIZATIONAL STRENGTHENING

ISSUES	ACTIVITIES	TARGET PARTICIPANTS	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	RESOURCES AVAILABLE
No regular session of barangay council	Training for local governance	Barangay council	Barangay council	DILG, LGU	Venue
Nonfunctional BDCC & BCPC	Reactivation & DM training, capability building, induction of officers & members	BDCC / BCPC members	Barangay council	Balay, DSWD, DILG, PNP, MDCC	
Lack of community participation	Advocacy & involvement	Community members	Barangay council	DILG, SK	
Women's group nonfunctional	Reactivate, re-organize	Women sector	Barangay council & BDCC	DSWD	
Farmers unorganized	Organize, training	Farmers	Barangay council & BDCC	DA, Balay, Barangay council	
Inactive youth organization	Regular meeting, action plan & capability building	Youth (Christian)	SK	Balay	
Unorganized senior citizens	Organizing	Senior citizens	DSWD, Barangay council	DSWD	

WORKING DRAFT OF CHILD RIGHTS-BASED DEVELOPMENT ACTION PLAN, May-December 2005 (Barangay Takepan, North Cotabato)

A. CHILDREN'S WELFARE AND DEVELOPMENT

ISSUES	ACTIVITIES	TARGET PARTICIPANTS	TIMEFRAME	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	RESOURCES AVAILABLE
Children participation in decision making	Dissemination of information (public awareness), Meeting	Youth & children	Every last Saturday of the month	SK council	Barangay council	SK funds (10% IRA)
Gender biases	Gender development training	Youth, children, selected community members (men & women)	3 rd quarter of 2005	Barangay council	RIC, farmers association & other POs	Gender fund of the barangay (5% of IRA)
No specific services for differently-abled children	Endorsement to DSWD	Differently-abled		Barangay council	DSWD, DOH, Handicap International, provincial government	Endorsement
Discrimination of school children	Teacher training	Teachers	June-July	BCPC, teachers, administration	Barangay council, PTCA, Balay	
Scholarship program	Endorsement of council / BCPC	Poor but deserving students	SY 2006-2007	Barangay council	NGOs / GOs	



B. ORGANIZATIONAL STRENGTHENING

ISSUES	ACTIVITIES	TARGET PARTICIPANTS	TIMEFRAME	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	RESOURCES AVAILABLE
BDCC, BCPC nonfunctional	* oath of office	Officers and members	May 2005	BDCC / BCPC	DILG, Balay	
	* regular monthly meeting	Officers & members DC members	Every 2 nd Saturday of the month	BDCC / BCPC		Session hall
	* general assembly for plan adoption, resource making	<i>Sitio</i> leaders, elders, BDC members	May 2005	BDCC / BCPC	DILG, Balay	Barangay funds & Balay
No early warning during conflict, level of preparedness is low	capability-building training (DM, leadership, UNCRC, effective parenting)	Officers & members	June–September	BDCC / BCPC	Balay	

WORKING DRAFT OF CHILD RIGHTS-BASED DEVELOPMENT ACTION PLAN, May-December 2005 (Barangay Panicupan, North Cotabato)

A. CHILDREN'S WELFARE AND DEVELOPMENT

ISSUES	ACTIVITIES	TARGET PARTICIPANTS	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	AVAILABLE RESOURCES	TIMEFRAME
<ul style="list-style-type: none"> - young people made to do heavy work - spanking with wooden object - physical abuse - parents are quarreling - fear when they committed sin - the anger of parents is channeled to children 	CRC and effective parenting	Parents	Community facilitator & BCPC	Balay and DSWD	Barangay hall, kitchen utensils, fire woods, manpower	July–Oct 2005

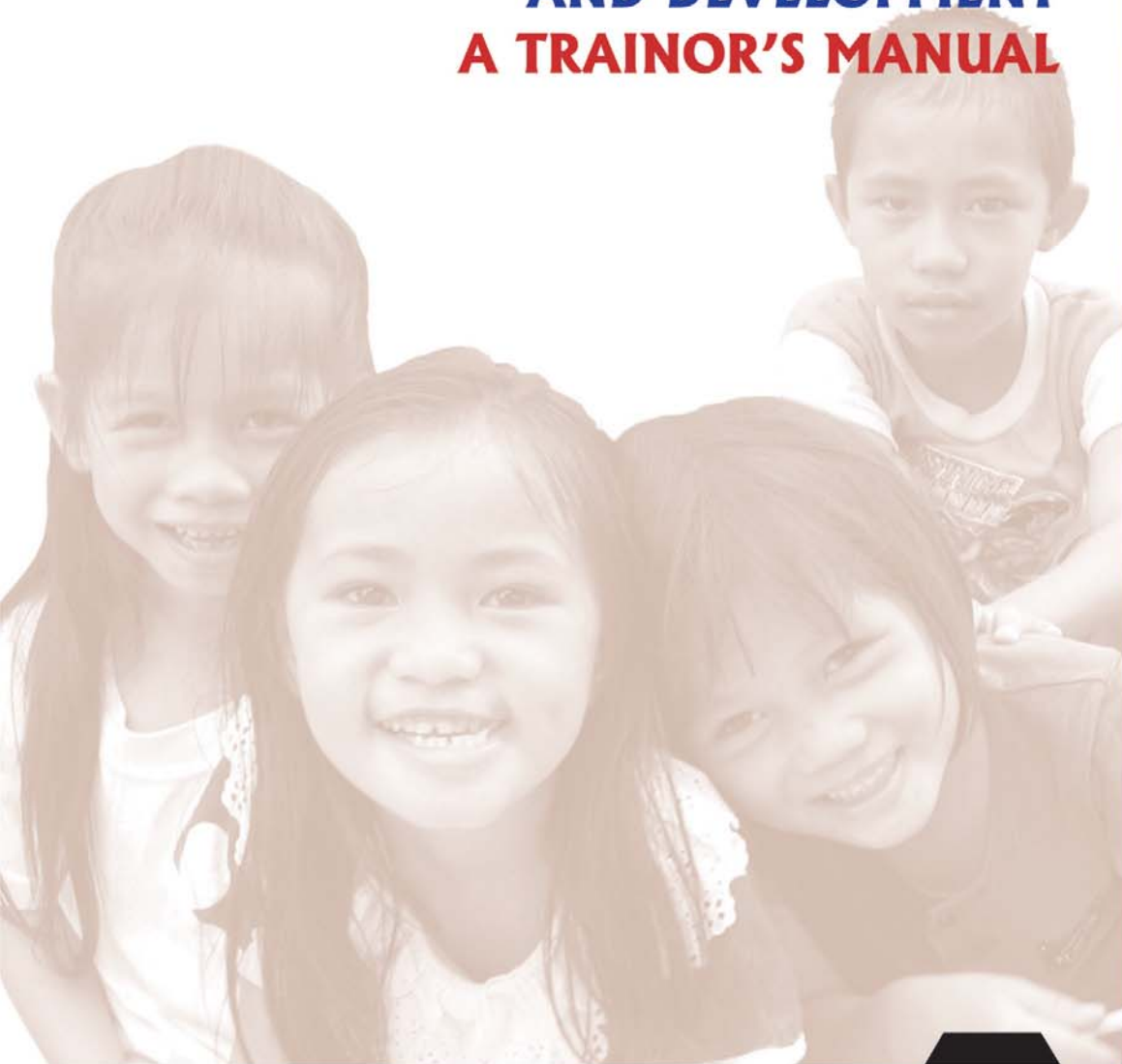
ISSUES	ACTIVITIES	TARGET PARTICIPANTS	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	AVAILABLE RESOURCES	TIMEFRAME
Children should be leaders	Leadership training	Youth & children	SK & barangay council	DSWD & Balay	SK funds & Balay	October 2005
No service for disabled children	Referral	Disabled children	barangay council	DSWD & DOH		June–December 2005
Need scholarship program for children	Referral	Poor and deserving students	barangay council	DepEd, provincial government		June – December 2005
Drug addiction	Symposium/ drug awareness campaign	Youth & adults	barangay council & SK	DSWD, PNP, DILG	SK funds & Balay	

B. ORGANIZATIONAL STRENGTHENING

ISSUES	ACTIVITIES	TARGET PARTICIPANTS	MAIN RESPONSIBILITY	SUPPORT AGENCY/IES	AVAILABLE RESOURCES	TIMEFRAME
BDCC / BCPC are not functional	Reorganized	Officers of BCPC/BDCC	barangay council	Balay		May 2005
	Oath taking	- do -	- do -	DILG, MPDO, DSWD, Balay	barangay funds	June 2005
	General assembly	parents, teachers and other community members				
	Plan adoption & resolution making	BDC & BC	- do -			June 2005
- no information or early warning - level of preparedness are low - lack of space in evacuation center	DM training CRC training	BDCC, BCPC barangay council, <i>sitio</i> leaders and other community members	barangay council	Balay, DILG		October–December 2005



**INTEGRATING
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IN BARANGAY
DISASTER MANAGEMENT
AND DEVELOPMENT
A TRAINOR'S MANUAL**



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