

A black and white photograph showing a group of diverse children, including boys and girls of various ethnicities, smiling and laughing together. They appear to be in a classroom or a similar educational setting. The lighting is soft, creating a warm and positive atmosphere.

# Actions for Children and Youth Resilience

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## Guide for Governments

Protecting Through Education





# **Actions for Children and Youth Resilience**

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**Guide for Governments**

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

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# Introduction

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## Purpose of the Guide

Considering the increase of natural and social risk factors to which the general population, and children and young people (children and youth) in a particular way are exposed to, the purpose of this guide is to provide directions for Governments for the development and implementation of public policies for the Disaster Risk Management (DRM) under a multi-sectorial approach (specifically in the areas of protection of children and youth , Education, Water, Sanitation and Hygiene-WASH and Health and Nutrition) to secure their rights in all circumstances. These guidelines are grounded on the fundamental principles of the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), the Charter of Children for Disaster Risk Reduction, and the Core Commitments for Children in UNICEF Humanitarian Action (CCC's) mainly taking in account the strategic objectives and priorities of the Hyogo Framework for Action (HFA) or for Action Hyogo Framework (HFA) by name and initials in English.

## Content and Structure

**Chapter I. Concepts, Approaches and Principles:** dedicated to provide a conceptual framework and a vision to establish a common vocabulary and a current of thought under an approach of rights for action. This makes recognition to a common vocabulary known among actors in DRR and the necessary action around protection, provision / attention and active participation of children and youth in this area of development.

**Chapter II. Framework for Action:** provides a brief description of the action framework that various relevant documents of a political / legal global reference provide, accompanying the rights approach focusing on children and youth.

**Chapter III. Priority Sectors for Children and Youth in DRR and the Inter-sectorial Coordination:** provides a proposal on the priority areas for protection, provision / attention and active participation of children and youth as well as the elements or factors to be taken in account in each of them for DRM.

**Chapter IV. Ten Essential Aspects for Children and Youth in DRR:** devoted to think about the establishment of MLAs supported on the areas of risk management and disaster resilience building on which the sectors established as a priority to sustain specific actions; these areas of action are linked to strategic objectives and priorities of the HFA.

**Chapter V. Actions for Resilience of Children and Youth:** provides a list of general actions for DRM addressed under the MLA or essential aspects proposed in Chapter IV as a guide to the development of policies, programs and projects focusing on children and youth.

**Tools and Resources:** This section refers to the tools and practical inputs that contribute to the implementation of the measures or proposed actions.

## How was the guide developed?

This guide was developed based on a collaborative construction process through a consultation process with the participation of actors from 15 countries, and various agencies and NGOs in the region of Latin America and the Caribbean.

The consultation process started under the framework of the 3rd Session of the Regional Platform for Disaster Risk Reduction held in Santiago, Chile from November 26 to 28, 2012, as part of the strategic activities promoted by the Coalition for Resilience of Children and Youth in Latin America and the Caribbean -- CORELAC -- under the approach of the guidelines that this inter-agency technical team has been promoting driven by the “Declaration of Santiago de Chile, on Disaster Risk Reduction focusing on Children, Adolescents and Youth, “Annex 1” to the Santiago de Chile Press Release, Investing for Resilience, Accelerating the Implementation of the Hyogo Framework for Action in the Americas ”<sup>1</sup>.

This guide seeks to contribute to the development or the strengthening and the implementation strategies that will ensure the integration of risk management and adaptation to climate change in the planning processes, management development, management of knowledge and public investment; in order to influence effectively into building resilience in children, adolescents and young people at local, national and regional levels in Latin America and the Caribbean. It is not intended to be a detailed document but a simple and practical instrument that drives the technical standards of each of the priority sectors in children and youth care, government coordination bodies and decision makers to delve into each of the treated elements.

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

## Synthesis

Building **resilience in children and youth** requires an understanding of the factors that affect the generation of disaster risk. For this, the phenomena that constitute threats, whether natural or anthropogenic (from a technological or social nature), should be understood and the vulnerabilities that children, adolescents and young people are exposed to, should be identified and measured. It is also necessary to establish the short, medium and long run effects of disasters on the development of this population and its impact on the equitable, egalitarian and sustainable progress of the countries.

It is also essential to establish that children, adolescents and young people are subject of rights, so the necessary conditions for their development (food, health, education, housing, recreation, etc.) must be **provided**. They must be **protected** against any kind of condition that endangers their dignity or their physical or psychological integrity. Their active **participation** as agents of change should be encouraged and ensured, either if they are exposed to disaster risk or being affected by an emergency or disaster situation; i.e., which must be taken into account before, during and after the impact of a damage generator event.

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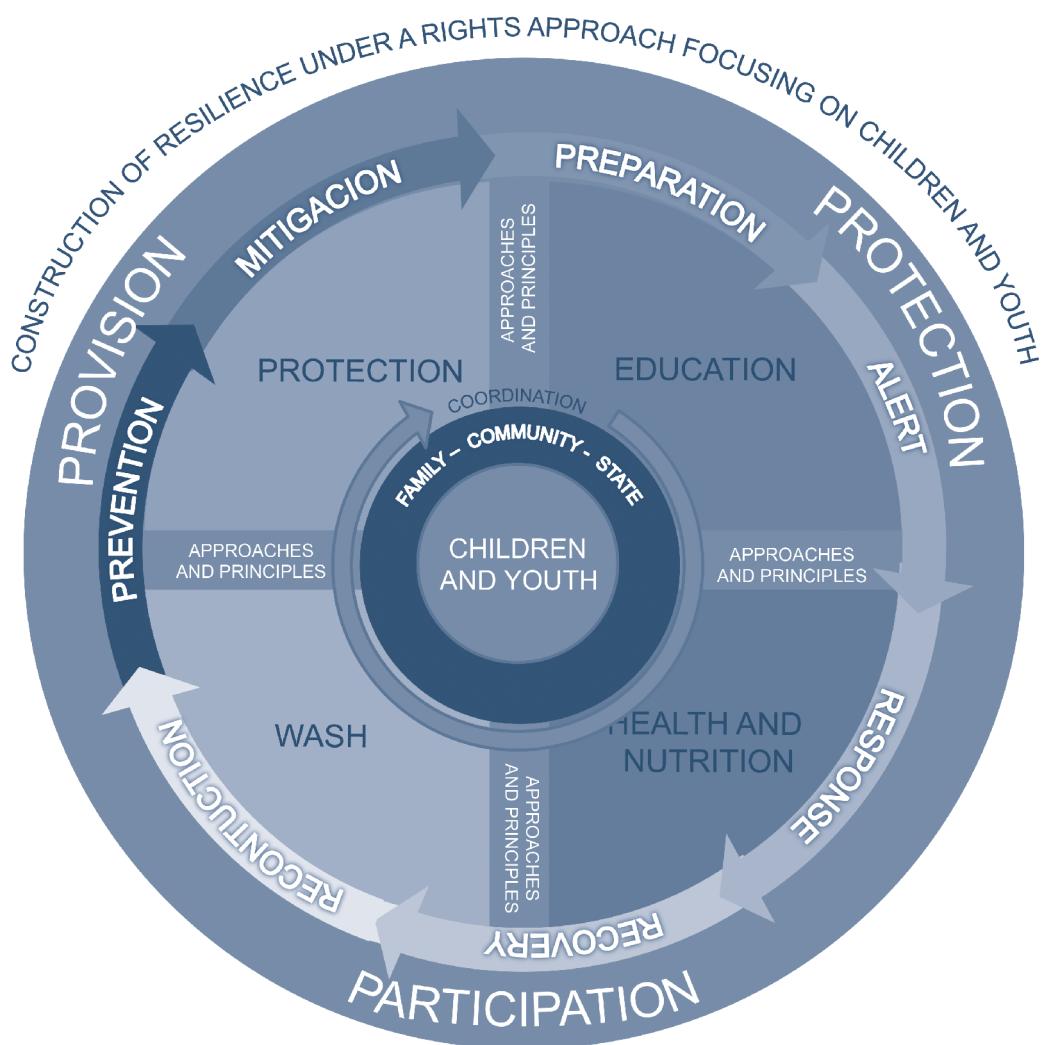
These three basic premises (provision, protection and participation) from **the rights of children and youth** approach will have to additionally observe other **approaches and principles** such as life cycle, gender equality, multiculturalism, equity and inclusion, participation and the principles of humanitarian aid.

From the standpoint of public policies, specific actions must be taken in the four priority areas related to the welfare of children and youth, including: **protection, education, water, sanitation and hygiene and health and nutrition**.

These sectors must act together establishing mechanisms and committees to ensure interrelation in the execution of plans, projects and programs, whether for **prevention and mitigation of disaster risk**, for **preparation and timely and effective response** to emergencies or disasters or for the early **recovery and reconstruction**. To do this, State authorities whose jurisdiction allows them to establish a harmonized and efficient view of management should be identified.

Implementation of disaster risk reduction actions to develop or strengthen resilience focusing on childhood and youth should not lose sight of basics like:

- *Organizational and institutional capacity* of the state in its various fields to undertake such actions.
- *Knowledge of disaster risk and the underlying factors* that generate and its relationship and impact on children and youth.
- Information and awareness-raising of the general population in terms of the relevance of the well-being of children and youth and its link to disaster risk reduction, highlighting the role of family, community and the state as guarantors of the fulfillment of the rights of children, adolescents and young people.



# Chapter I. Concepts, Approaches and Principles



Plataforma Regional  
Invirtiendo para la Resiliencia



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

Photo: Sussana Urbano/RET©-Nov. 2012

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

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



COMUNIDAD  
ANDINA

## Disaster Risk Reduction

The increasing vulnerability of the population in Latin America and the Caribbean, and the increased frequency of natural or social disasters<sup>2</sup>, is also increasing the number of people affected, at an alarming rate, where children and young people (children and youth hereafter) because of their special characteristics and psycho, physical and social needs, are a highly sensitive age stratum. It has been estimated that within the next decade approximately 175 million children and youth<sup>3</sup> around the world will be affected by these adverse events.

Latin America and the Caribbean is not only affected by its variability and changing climate (which its marked tendency is to increase the number, magnitude and recurrence of events giving rise to damage), or geo-tectonic characteristics, but also by the sustained increase in urban population. This leads to an increased boost in risk factors and therefore, the increased levels of poverty and marginalization will consequently generate an increase in various forms of violence and conflict, with the corresponding negative impact on any positive projection on the development.

Sudden disturbances in the daily dynamics accompanying these factors threaten the life, dignity and fulfillment of the rights of those affected, as well as the community development, especially for children and youth.

It is then that the commitment that reverses the generation of public policies to **reduce risk disaster**<sup>4</sup> becomes evident. This involves the development of strategies and actions that will allow the understanding of the factors and causes, internal (**vulnerability**<sup>5</sup>) and external (**threats**<sup>6</sup>) originating the **disaster risk**<sup>7</sup>; looking to transform the perception, evaluation, attitude and impact that the population has on them, to build a culture that manages the disaster risk, from the combination of the strengths and resources available, i.e. their **capacity**<sup>8</sup>, within local, national and sub-national levels and which will contribute with favorable conditions to the development of **resilience**<sup>9</sup> in populations.

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

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

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

<sup>5</sup> Conditions and characteristics of a system, community or goods that make them susceptible to the harmful effects of the impact of an adverse event/UN/ISDR-2009

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

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

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

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

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

In this sense, public policies to assist in this construction process should be directed to strengthen all those processes and mechanisms to develop and/or enhance:

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

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

One of the major obstacles in **disaster risk management**<sup>11</sup>, is that although there is sufficient knowledge to **prevent**<sup>12</sup> and **mitigate**<sup>13</sup> its effects cost effectively, this knowledge is not adequately reflected on the different political areas, particularly at local level, where there is a direct relationship with the responsibility of ensuring safety of the citizens and cities or towns, nor is evidenced in professional or technical staff of various professions who have the responsibility to take steps to influence the reduction of risk conditions.

Moreover, the essential knowledge to save lives and protect health and properties is not reaching those most in need, the most vulnerable, which are generally the poorest, and usually settle in the territories of greater exposure to intense or extreme events in an improper or unsafe way.

While there is no doubt that part of the problem is associated with lack of access to education (seen in its broadest sense, beyond schooling), it has deeper roots in the permanence of misperceptions about the causes of disasters, or interpretations of the

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

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

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

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

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

unsafe conditions of the population, that do not take into account the need to combine emergency response strategies with other for disaster risk reduction; in other words, they do not have sufficient resilience.

On the other hand, it is essential to promote the development of social values such as cooperation, solidarity, harmony, participation and respect for diversity and building collective feelings of coherence, belonging, transcendence and common purpose which involves a notion of the work on the human rights approach viewing to their sustainability.

The primary audience for the training of these values must then be children and youth and their families, of course facing the community level, and this implies an approach focused on the rights of children and youth.

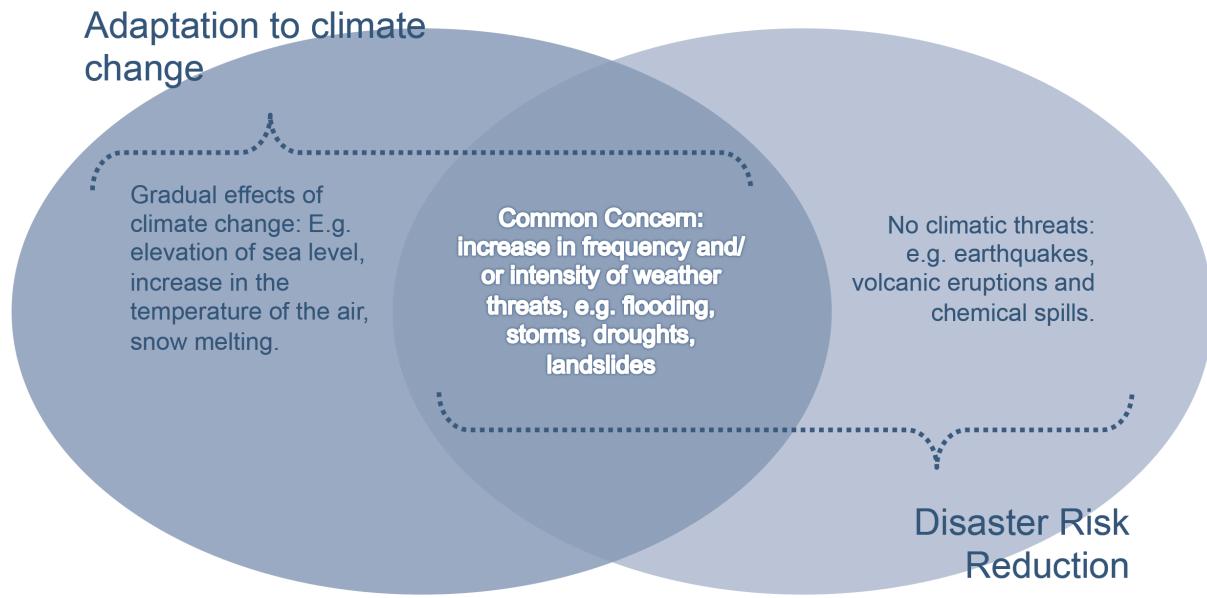
## **Integration of disaster risk reduction and adaptation to climate change**

The levels of convergence between the problems that disaster risk reduction and adaptation to climate change (ACC) are trying to solve are obvious. Populations exposed to threats of hydrometeorological origin and its effects will be a greater risk due to a planned increase in the frequency and intensity of such threats as a result of climate change<sup>14</sup>. This is why there is an increasing necessity of an integrated vision and holistic view of the conceptual and practical approach to DRR and ACC. Therefore, it is important to define strategies and public policies in these areas that may have a systemic and integrating view of this perspective.

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

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

Exposure and vulnerability of the exposed elements deepen or increase also because of the social and environmental factors, such as urban development, environmental degradation and the globalization of markets.

As a result, to reduce disaster risk and climate change it is necessary to decrease the exposure, reduce vulnerability and develop or strengthen capacities, observing in parallel climate risk and disaster risk, without that undermining the actions routed to each other. From this perspective, a constant and systemic political effort will be required by economic, social, cultural and environmental stakeholders in order to reduce vulnerability and increase resilience considering the risks holistically.

## The Rights Approach Focused on Children and Youth

Defined as a stream that incorporates the rights of children and youth as an axis of development and implementation of public policies, and aims to empower the children and youth not only as objects of attention, but as subjects of rights, and as people with ability to defend and claim their rights legally recognized.

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

<sup>15</sup> Turnbull, Marillise et al. (2013). Towards resilience / A Guide to Disaster Risk Reduction and Adaptation to Climate Change

- ✓ Establish clearly defined and long-term goals in compliance with children and youth rights in all circumstances, as well as a set of standards to measure achievements and progress.
- ✓ Link goals within the established international legal framework.
- ✓ Identify responsibilities of governments, organizations, civil society and the private sector, compromising them for action.

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

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

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

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

## Integration of Children and Youth in Disaster Risk Reduction

The approach for children and youth rights in creating disaster resilience recognizes children and youth as independent persons and empowers them to commit themselves to their rights, demand them and participate in its compliance.

DRR focusing on children and youth puts the children and youth in the centre of the activities, recognizing the specific vulnerabilities of these during emergencies or disasters, focusing on the needs and rights, support and relies on the active participation of children and youth to identify and address their needs and rights<sup>16</sup>.

Under this approach:

- ✓ Contributes to lead and strengthen the attention to those children and youth who are exposed to specific risks and whose rights are systematically violated (children and youth at risk).
- ✓ Promotes the strengthening of local organizations and communities through awareness against the rights of children and youths and the effect of generating damaging events on compliance and enforcement of these.

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

- ✓ Linking is achieved by overcoming an emergency through sustainable development, active engagement and participation of children developing structures that take into account the dimensions of the risk to which this group is subjected and the permanence of these for future generations.
- ✓ Processes of democratization and equity demands are also supported in the countries. It is doubly sustainable accordingly to incorporate the active participation of the children and youth to all actions undertaken, because it strengthens the children and youth not only under their actual situation, but also prepares them to exercise their role as adults.

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

### Participation

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

The participation of children and youth is a value which covers and occurs in all areas where these develop. With quality and meaningful participation of children and youth, it aims for children and youth to have a genuine opportunity to express their points of view, be involved in decisions or take action.

Active participation is based on the basis of established international law in general and CRC in particular, these instruments establish that:

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

The principle of participation of children and youth has different implications for them and for the adults; these depend directly on the participation of the children and youth and the involvement of the community.

<sup>17</sup> Save the Children. (2005). Standards in Children's Participation <http://resourcecentre.savethechildren.se/content/library/documents/est%C3%A1ndares-para-la-participaci%C3%B3n-de-la-ni%C3%B3ez>

Children and youth participation implies recognition of their right to participate in decisions that affect their lives, their families and their communities, according to their degree of maturity to understand and contribute, depending on the moment of their life cycle. This participation should contribute to solve the needs and priorities expressed by the children and youth themselves; it must be free, significant and not imposed.

The understanding of the adults that children and youth are right holders allows them to establish relationships based on negotiation. This is propelled assertively listening to children and young people, facilitating environments for peer relationships, allowing them to express themselves, attending their different expressions.

To ignore the participation of children and youth in DRR can generate assumptions and misinterpretations on this group's priority topics. Also the problems they face and what is the best way to address them will not be identified. This implies an increase of the vulnerability of this exposed group. In certain cases, depending on age or other characteristics (such as early childhood) their parents or caregivers will be the ones who must be taken into account and listened for evaluation actions and specific decisions.

As for the implications of community involvement, initiatives that promote opportunities for dialogue and promote the right of communities to review, participate and make decisions more effectively, generate sustainable impact. The community involvement contributes to recognition of the skills and resources of these, strengthens ties between the community actors, improves self-esteem and contributes in case of disaster to decrease the feeling of loss caused by the effect of the damage suffered<sup>18</sup>.

Participation from the perspective of rights will ensure a high incidence on sustainable development, as in the short term it promotes the processes of social empowerment for children and youth, and in the medium and long term allows them to act in a justified or eloquent manner, relevant or rational on these processes as citizens based on a collective.

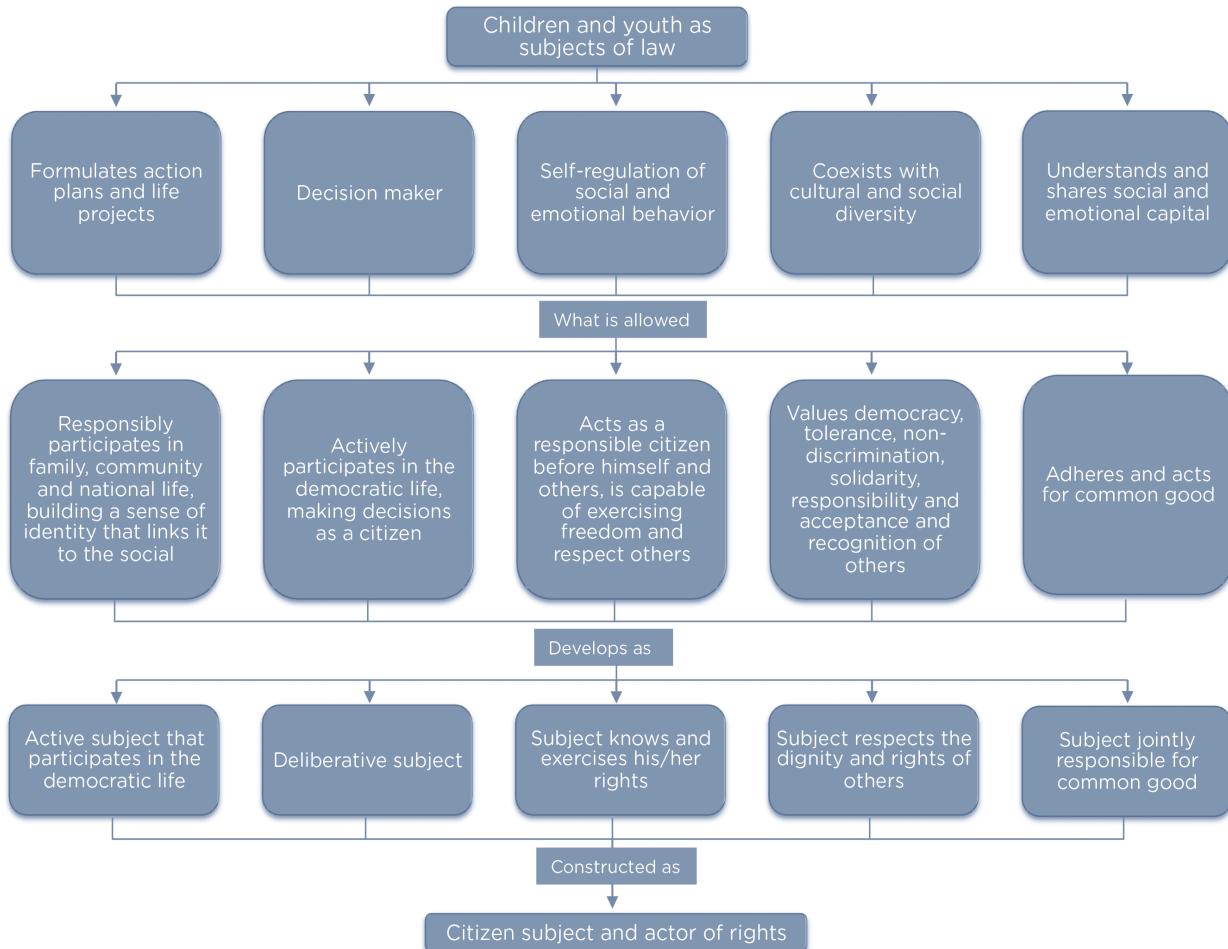
Next you will find an outline of this process when the children and youth become subjects of law.

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

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



## The Life Cycle

It is important for the implementation of an approach centered on children and youth to consider their life cycle. The capabilities and interests of this age group must be considered, as well as the problems and vulnerabilities faced at different stages of their development to exercise their rights. Children and youth generally are considered a homogeneous group, which should be avoided because it is a simplistic way of reviewing compliance with their rights.

Taking into account this element or factor, life is observed as a cycle consisting of steps that occur during the process of growth and development of children and youth. Each of these steps is characterized by different skills, needs and expectations.

That is why the life cycle should be assumed as an important element in the planning,

**Actions for children and youth resilience**

implementation and monitoring of actions in DRR and resilience building. A different approach is necessary depending on the developmental stage in which the population with which you are working is, as each stage involves distinct mechanisms and treatments.

Development Stages of Children and Youth*			
Early childhood	Childhood	Adolescence	Youth
From 0 to 5 years	From 6 to 11 years	From 12 to 18 years	From 15 to 30 years

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

## Gender Equity

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Gender equity means full and universal right of men and women to the enjoyment of citizenship, not only civil and political but also social. This does not mean that women and men should become equal, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. The means to achieve equality is gender equity, understood as justice in the treatment of women and men according to their respective needs<sup>19</sup>.

Children and youth are an important stage in people's lives for influencing the social and cultural changes that allow building relationships of equality between the sexes and generations, in order to contribute to the reduction of violence and discrimination against certain types of people given its gender characteristics.

In this sense, the actions directed to building resilience to disasters must begin by informing and sensitizing all actors involved, about equal sexual-affective relationships, constructed roles and gender stereotypes the importance of joint participation in the attention, the care and upbringing of children and youth. Also they should be directed to promoting equitable distribution of domestic and public chores in the homes, houses or temporary shelters and other community spaces before, during and after the impact of a damage generator event<sup>20</sup>. Also, in all interventions, discrimination against any given person because of their socio-cultural physical characteristics should be avoided.

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

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

## Equity and Inclusion

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

Actions with an equity perspective raise the need to identify and reduce gaps generated by the disparities associated with these differences between children and youth living in a certain area, economic differences between different social strata, differences arising from a disability or a special need, by lack of access to health and care services differentiated and specialized in child development, or by being in a situation of migration among others. This implies that the structural causes that generate immediate underlying gaps, inequities and inequalities should be identified and visualized. So an equity perspective should be taken to guarantee inclusive services to respond to inequities and respect differences.

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Inclusion is usually conceived as a mechanism to underpin equal opportunities of those minority groups in vulnerable situations and to provide an appropriate response to diversity. That is why one of the proposed strategies to overcome the identified gaps is to expand and strengthen the capacity of people to influence their realities. It is therefore vital to boost the participation of children and youth in DRM practices.

## Interculturality

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

To include interculturality approach implies, in part, to establish that no cultural group is above another and promotes mutual recognition, valuation and coexistence between cultures. Under this perspective, it is conceivable that cultural diversity and characteristics of contemporary societies should interact and respect their different worldviews, human rights and rights as people, and so consider this diversity as an opportunity rather than a disadvantage or discrimination. In situations of conflict or crisis, interculturality raises respect for diversity, dialogue and mutual listening from conditions of equality, the search for consensus and mutual enrichment.

In actions aimed at DRR and the development of resilience we should act accordingly and based on the strengths of each community's cultural practices, for example considering the knowledge of traditional and indigenous societies in DRR, and promote actions that give value to knowledge and practices that favor the development of children and youth, as well as alternatives based on the negotiation for the modification of cultural patterns that violate the rights of this particular group.

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

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

## Humanitarian Principles

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

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

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

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

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

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## Chapter II. Reference Framework for Action



Yaviza Educational Reinforcement Activity,  
Darien / Panama.

Photo: Leidy Cordoba/RET-Sep. 2011

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

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

Following are some references considered essential tools around this topic. It is important to highlight that it is simple review and is not intended to rule out any other document to be valued.

## Universal Declaration of Human Rights

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

From the DRR perspective this instrument reverts importance because since the preamble as well as from Articles 1, 2 and 3, it makes every human, subject to rights of life, personal security and equality, without distinction of race, color, sex, language, religion, political opinion or other, economic status or social origin, place of birth or other status. DRR strategies are intended to support the construction of the sustainability of human rights in societies exposed to risks.

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## Convention on the Rights of Child

The General Assembly of the United Nations, in the Universal Declaration of Human Rights and in Article 25 states that childhood is “entitled to special care and assistance.” But in 1989 a specific convention was signed for children: the human rights treaty most widely recognized in history, currently ratified by 193 countries.

The basis of the CRC is the principle provided for in Article 3, which gives priority to the welfare of children, adolescents and youth: “In all actions concerning children, undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child will be of primary consideration”. This article regulates the fundamental principle of all the CRC. With this childhood is recognized as a subject in the international legal system. This article resumes all other articles of the CRC.

Other fundamental principles established in the CRC are:

- ✓ **Non-discrimination rights:** The rights contained in the Convention are the same for all children regardless of their origin, sex, religion, language, disability, or family history review (Article 2).
- ✓ **The superior interest of the child or adolescent:** When adult people, institutions or organizations have to make decisions affecting children, they should always prefer what is best for children (Article 3).
- ✓ **Right to survival and development:** All children and youths have the right to life and optimal development (Article 6).

- ✓ The right of child, adolescent or young to be heard: children and youth have the right to say what they think about everything that affects them. What they say should be listened carefully. When courts or other official bodies make decisions that may affect them, they must take into account the feelings and desires of children and youth (Article 12).

From a DRR perspective, as well as in the case of human rights, resilience building sustainability ensures access to basic rights of children and youth.

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

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

CCCs aims to promote predictable, effective and timely, humanitarian activities, which can be measured with identified assistance goals that reflect the humanitarian contexts in developments, including United Nations humanitarian reform and the sectorial coordination approach (Clusters).

The CCCs include disaster risk reduction aspects in the stages of emergency preparations and non-exhaustive way early recovery.

## Children's Charter Act for Disaster Risk Reduction

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

This is a letter for children made by children. It tells us that children are talking about it and implies our commitment to ensure how the priorities might influence the point of view of decision makers at the highest level. It aims to raise awareness of the importance of a child-centered approach with emphasis on disaster risk reduction.

This instrument presents five priorities identified by the children, grouped according to common themes, these are:

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

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

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

## **Hyogo Framework for Action to Build Resilience of Nations and Communities to Disasters**

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

Its overall objective is to increase the resilience of nations and communities to disasters, achieving a significant reduction of the losses caused by disasters, both in terms of lives as well as of social, economic and environmental terms.

This instrument, from the legal point of view, has a non-binding character but provides technical and organizational requirements for DRR and its subsequent implementation, depending on the needs and capabilities of each country. The primary responsibility that DRR is a reality lies with the states. Currently the HFA is in the review process, for readjustment after 2015.

The HFA offers three (03) strategic objectives and five (05) priority areas for action taking that consider the prioritization of DRR as a key element for development, as well as guiding principles and practical ways to increase the resilience of communities vulnerable to disasters in the context of sustainability. It considers also four crosscutting themes.

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

<b>Result</b>				
The substantial reduction of disaster losses (lives, social aspects, economic and environmental impacts of communities and countries)				
<b>Strategic Objectives</b>				
Integrate DRR into policies and sustainable development planning.	Develop and strengthen institutions, mechanisms and capacities to increase resilience to hazards.	Incorporate DRR approach in implementing preparedness, emergency response and recovery		
<b>Priorities</b>				
Ensure that DRR is a national and local priority with a strong institutional basis for implementation.	Identify, assess and monitor disaster risks and enhance early warning.	Use knowledge, innovation and education to build a culture of safety and resilience at all levels.	Reduce the underlying risk factors.	Strengthen disaster preparedness for effective response at all levels.
<b>Cross-Cutting</b>				
Approach to address multiple threats.	Gender perspective and cultural diversity.	Community and volunteer involvement.	Capacity building and technology transfer.	

## Millennium Development Goals

The eight Millennium Development Goals (MDGs) agreed in 2000 by the nations of the world were provided with targets and indicators that give guidelines after a few years (2015) to their success or failure. In practice all the MDGs have implications for children and youth, even including specific indicators related to this group.

DRR is specifically referenced as part of the elements related to environmental sustainability, but we could also consider it is present with overriding factor in all objectives, since the actions aimed at achieving the MDG targets can decrease the level of risk disaster.

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

## Millennium Development Goals<sup>28</sup>

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

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## Declaration of Santiago

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

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

- ✓ Develop national commitments, through laws, protocols, or regulations in favor of DRR for children with comprehensive multi-sectorial approach for both the emergency and crisis attention as for prevention, mitigation, preparedness, response and recovery during risk adverse events, including socio-natural and social hazards;
- ✓ Ensure the inclusion of DRR, VRR and ACC in national development plans focusing on children, in line with the prevention, mitigation, preparedness, response and recovery in risk situations to reach the objectives of the Convention on the Rights of the Child,

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

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

and the Millennium Development Goals, and disaster management plans or national risk management.

- ✓ Formalize inter-institutional coordination mechanisms for DRR around key sectors through DRR sector roundtables involving disaster management agency, Civil Defense, Ministry of Education, Ministry of Health, Ministry of Social Policy, Ministry of Social Protection, Ministry of Finance, and institutions of informal education and youth, among others.
- ✓ Ensure technical training at central and local levels, and the implementation of DRR priority action at local level in the poorest and most vulnerable to disaster zones.
- ✓ Ensure participation of children in DRR action, VRR and ACC<sup>30</sup> locally, and recognition of the opinion of children in national and international policy decisions ensuring their representation and participation in an appropriate conference for children during the Third World Conference on DRR in Japan in 2015.
- <sup>32</sup> ✓ Support the representation of the action of DRR, VRR, and child-centered ACC with its national experience for its inclusion in policies and international agreements such as frameworks and sub-regional organizations as the Hyogo Framework for Action and looking to the future for the evolution of Post-Hyogo Framework for Action 2015.

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

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

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Children participating in school. Port au Prince/Haití.

Photo: Marco Dormino/UNICEF©

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

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

The selected and developed sectors, namely: protection, education, water, sanitation and hygiene (WASH) and health and nutrition, have been established from the perspective of priority topics related to welfare and children and youth care.

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

Next, some considerations on these sectors in terms of reduction and disaster risk management focusing on children and youth are established. Subsequently a meditation on the need for government and intersectorial coordination processes is made, since the effectiveness of sectorial actions must ensure coordination and management jointly. This way, viable and sustainable actions can be developed and run, avoiding duplication of efforts and competition between different governmental instances or other actors and increasing the chance of coverage.

## Protection

Protection involves defense of human rights and the protection of life, dignity and integrity from the effects of violence, coercion and deprivation of liberty in situations of crisis or affected by the impact of an adverse damage generator event.

Under this perspective, the role of the actors, from both states and civil society, in the field of protection, is to create rights awareness, help bearers or rights holders to claim their rights and for duty-bearers to enforce them, as well as to provide humanitarian assistance in situations of vulnerability.

The protection of children and youth must be transverse to any action. This means creating or generating an environment that promotes respect for the rights of children and youth in the communities. It is important to develop appropriate mechanisms to assess, monitor, mitigate and prevent abuse, violence in any form, trafficking and exploitation of children and youth in circumstances that are the result of exposure to risk and the effects of an emergency or disaster. As well as providing necessary psychosocial support, prevent children and youth separation from their families, while ensuring the right to identity in all circumstances.

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

The psycho affective, recreational and leisure needs of children and youth must be considered as crucial elements in the assistance to be provided to this group and the spaces and strategies to be developed should be exploited as an opportunity to build resilience.

## Education

In itself, education is a right which allows the full exercise and enjoyment of other rights. Education protects the well-being, promotes learning opportunities and promotes the social, emotional, cognitive and physical development of children and youth. The right to education includes the physical security, either formal or informal spaces that provide this service, cognitive safety and emotional partner, combined with an interrupted education that leads to the construction of knowledge and personality<sup>31</sup>.

For education to become relevant in situations of disaster risk and climate change, it has to be relevant, inclusive and of quality, it should develop the knowledge and skills of people to manage those risks and adapt to changes. In general terms, we would talk about livelihoods, whose perspective is focused on teaching skills that help cope with the demands and challenges of the everyday life of children and youth.

Education from a broader vision can take many forms, from formal education and vocational or technical training, to mentoring or facilitation of knowledge of popular wisdom to children and young people by family members or by the elders of a community.

Skills for life are psychosocial in nature and they can be applied in the area of personal actions, social relationships or actions to transform the environment in favor of security and individual and collective well-being. Therefore, its essence includes both empowerment and the realization of individuals, and the struggle for common goals<sup>32</sup>, which are of great importance for building resilience.

At the same time, education must be resilient, in order to ensure continuity of service, and the stability and protection of its members in situations of risk or under the impact of an emergency or disaster; realization of the right to education must be ensured at all times and at all the educational levels, therefore, preschool or early childhood education, primary and post primary education.

Education in situations of emergency or disaster provides physical, psychosocial and cognitive protection that can save lives and them while providing stability and hope for the future in times of crisis, in particular for children and youth. Restitution of educational processes, provided to children and youth affected by the impact of a damaging event, may restore their daily life and that of their community facilitating psychological recovery of the possible traumatic effects.

## Water, Sanitation and Hygiene (WASH)

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

<sup>31</sup> Priority 3/ Children's charter for disaster risk reduction for DRR

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

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

The lack of access to safe water, sanitation and hygiene has serious implications for developing countries. Particularly the rights of children and youth are violated when they cannot exercise their right to health or education, when their homes, hospitals or schools do not have a system of sufficient or quality water supply and efficient sanitation system. Women involved in domestic activities are forced to spend much of the day searching for water, undergoing on unsafe conditions. The mind-active working population, are less productive due to diseases caused by unsafe water intake and deficiencies in the lack of hygiene. Without clean water, sanitation or hygiene, sustainable development is impossible<sup>34</sup>.

This risk is aggravated when WASH systems are affected by the impact of a damage generator event, without taking enough measures to ensure the sustainability of the service. The affectation of the sanitation and water provision systems, associated to the lack of hygiene practices, causes water-borne diseases and different vectors. Cholera, malaria, among other diseases with high impact on the children and youth brings as medium-term result child malnutrition, among other health consequences.

DRR policies should ensure the extension of coverage to fulfill the right of every man, woman and children and youth to the provision of safe water and hygiene and sanitation programs. It should also ensure adequate facilities for sanitation and hygiene, implementing actions for both, mitigation before the impact of an adverse event, and in emergency situations. Infrastructure, in its use and maintenance, should consider the basic needs of staffing and quality of both water supply and hygiene services; with an emphasis on the specific needs of children and youth and other vulnerable groups, taking into account the privacy, dignity and personal safety.

Adequate availability of safe drinking water for food, consumption and personal care must be ensured, emphasizing on those children and youth health care spaces (e.g. schools, health centers, sports and recreation facilities, etc.). In the same way, programs promoting good hygiene practices must be generated or strengthened because they have a high impact in preventing infectious diseases. These programs should be developed not only under the framework of specific WASH actions, they should be cross-cutting with education, protection, health and nutrition in order to ensure more effective and timely actions in children and youth, not only the immediate, but also long-term.

## Health and Nutrition

Most of the world's poorest population cannot exercise their right to health. According to estimates about 6.9 million children died before their fifth birthday in 2011; more than half of those deaths were due to diseases that could be prevented or treated if they had access to simple and affordable interventions.

Among the leading causes of death among children under five are pneumonia, diarrhea and malaria. Approximately one-third of all child deaths are associated with malnutrition<sup>35</sup>

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

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

The children and youth who often become ill do not attend school and lose opportunities provided by education as well as those who do not receive adequate food will be exposed to a protein-calorie deficit that decreases their chances of developing their cognitive and motor skills, as well as make them more vulnerable to disease.

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

Saving lives and protecting the children and youth health at risk of disasters or affected by the impact of these is an imperative. The role of this sector is to promote basic care services and programs, immunization, nutrition and other essential supplies for the safeguard of the health, both for prevention and mitigation of the risk before the impact of an adverse event, as in situations of emergency.

It is important to understand the underlying factors that increase morbidity and mortality of children and youth at risk, both in emergency and disaster situations: food, safe water or adequate shelter and housing, overcrowding and deteriorating health conditions in addition to environmental sanitation and improper disposal of excreta.

This involves not only the development of specific programmes for children and youth emphasizing on the most vulnerable areas, but also in resilient health infrastructure, as well as ensuring the continuity of the provision of health care at all times.

Reducing health effects also means preventing malnutrition in children and youth, emphasizing on early childhood and ensuring the promotion of good nutritional practices, the implementation of systems of monitoring, alert and action protocols for attention to nutritional crises.

## Government Coordination

Under a rights approach, there are right holders and duty bearers. The right holders are those who exercise and have the enforceability of these. The duty bearers must ensure the compliance of them. The states are, in their respective spheres (national, sub-national and local) and across different sectors of development, the main guarantors of rights.

It is imperative for all government levels and sectorial agencies in disaster risk reduction to establish mechanisms and tools for coordination, set clear objectives and priorities, determine clear goals and priorities according to their own context, avoiding unnecessary duplication of responsibilities and efforts, in order to ensure the effectiveness and efficiency of these actions, aiming to the sustainability of these.

Building resilience under the focus of the rights of children requires a joint and coordinated work of executive entities and state politicians. Inter-sectorial/Inter-ministerial coordination between development sectors for planning, monitoring and evaluating actions of the general administration of the state is key for the generation of public policies directed to an appropriate care and the promotion of participation in

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

the DRM of children and youth.

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

To make coordination effective, before this process, there must be an understanding of the role and competence of each sector in the DRM, understanding that each has particular responsibility in its development while contributing to the unique process of building resilience.

For example the education sector will contribute in DRM when from the planning process provides an adequate location of a school according to the needs of the population. The studies of the soil and context to a suitable structural and functional design are performed according to the load-bearing capacity of the soil and the functionality in access and evacuation of users. Finally, if they set an effective maintenance process of built infrastructure.

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Moreover, the development of knowledge geared towards the identification of underlying risk factors is also included in the curriculum load.

Nevertheless, if this management of the education sector is done in isolation, without providing adequate systems of water provision, sanitation and hygiene or health systems or without considering the violence factors in its various forms that could affect users of a particular education center not only linked to the permanent service, but also to situations, they are not adequately and effectively contributing to a process of sustainable development.

We could cite similar examples for each of the development sectors, i.e. a proper DRM from the perspective of a focus on children and youth. The interrelation of actions among the various development sectors must be ensured and at least act on the established priority areas.

The creation of instances of inter-sectorial coordination is required, as for example national platforms (taking into consideration the structures proposed by the UNISDR) or DRR inter-ministerial conventions that take into account the rights approach focused on children and youth. These will be coordinated by and within the framework of those bodies of the State whose jurisdiction enables them to establish a concerted vision of management (e.g. civil protection or disaster management system, departments or ministries of childhood or youth, social development ministries, authorities or human rights organizations, among others, according to roles of specific relevance in each country)

In Latin America and the Caribbean the role assumed by the protection or civil defense instances, disaster management and risk management systems are predominant. They have gone from being a body responsible only to provide care and protection to the victims of armed conflicts or catastrophes, to a role as overseer or guarantor of risk management at the request of the State, understanding the effects of the impact of

natural phenomena or of anthropic origin on the development sectors.

Taking into account this important role that these instances have in the region, it would be important to prompt its incorporation as guardians to ensure that development sectors (as minimum priority sectors protection and health, WASH, education and nutrition) carry out coordinated actions: prevention and mitigation of risks, preparation and response to the impact of damage generating events and recovery planning and reconstruction, contemplating in an expressly and visible way the rights approach focusing on children and youth and other vulnerable groups.

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

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

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

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

This chapter provides a brief description of ten essentials, seen as operating axes which have been considered basic to determine specific DRR actions focused on Children and Youth. They were determined according to trends in this area, marked by the action of the HFA priorities and the priorities identified in the consultation on the Children's Charter for DRR.

1. Development of an institutional administrative and legal framework, contemplating the development of policies, plans and projects and boost coordination processes required for the DRG on the basis of effective attention and participation of NNJA.
2. Search of funding mechanisms and resource allocation for GDR actions that contemplates programming for childhood approach and that will boost incentives for communities, private and public sector to invest in this area.
3. Encouraging multi-threats **risk assessment actions and studies centered in NNAJ** that seek for dated information on threats, vulnerabilities and the effect on this group.
4. Development of protective actions, adaptation and resilience of infrastructure affecting the safety and health of NNAJ.
5. Implementation of **building regulations and land use planning** which takes into consideration the characteristics of NNAJ and their particular vulnerability to the effects of damage generator events.
6. Population awareness-raising and training in general about the importance of the GDR with emphasis on children and youth and their participation as active player of the development.
7. **Generation and implementation of rights protection mechanisms** of children and youth that will seek security for these groups before, during and after the impact of a damage generator event.
8. Active participation of children and youth in the promotion of actions for the risk reduction and resilience
9. Development of **preparedness plans, early warning and response** that include the proper attention and participation of NNAJ according to the specific characteristics of this stratum or age group.
10. Planning actions to help in the process of recovery and rebuilding communities with emphasis on the special needs of NNAJ and other vulnerable groups aiming risk reduction and building resilience in the short, medium and long term.

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The following is the foundation of every aspect considered:

## 1. Institutional Framework Development

In order to develop effective and efficient management for DRR and resilience building in communities, it is necessary an integral and integrative perspective, holistic in nature, considering therefore not only the right holders subjects but also those responsible for decision-making at the local government, authorities and municipal departments, academic sector, business groups and civil society as guarantors or holders.

This deserves the development of strategies and mechanisms that enable these actors not only to have a legal and administrative framework that allows the planning and design of actions but also the refinement of organizational structures and coordination which enables efficient and effective execution.

On the issue of DRR, the region has an interesting range of experiences in this area; however it is necessary to incorporate policies that incorporate childhood and youth as a focus. This should be done in such a way that it can be determined explicitly in public policy plans, programs and projects that consider this population according to their special characteristics.

Then, this requires the incorporation of multi and trans-disciplinary<sup>37</sup> teams to formulate those policies that have the experience and sufficient technical expertise in the areas of protection and participation of NNAJ. It is also important to point out that strategies and levels of participation of NNAJ must be incorporated within the structures and mechanisms for decision making.

In general terms you must ensure that in policy, laws, regulations, statutes and other instruments, the topic of childhood and adolescence is displayed, not tacitly but, in a real and perceptible form passing on actual action plans to comply with what the first set.

## 2. Financing and Resource Allocation

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

To influence public policies under a children and youth focus it is necessary the clear presence of actions that impact directly on the protection, provision and participation of this group, taking in account the inherent differences of each life cycle stage thereof.

The resources required for DRM should not only come from specific budget allocations for the issue by the state, it is possible to execute actions that are part of the normal developmental activities that can contribute significantly to the reduction and management of risk. For example, it has the same investment cost and execution time, the exit door of a school classroom that opens into the space that one which opens

<sup>37</sup> Conceptually, the transdisciplinarity, concerns, as indicated with the prefix “trans”, which simultaneously is between the disciplines through the different disciplines and beyond all disciplines. Its objective is the understanding of a present world, one of its imperative is the unit of knowledge. (NICOLESU 1999, s.p.)

outwards. The first option precludes a quick evacuation and the other can potentially save the life, in fractions of seconds, to a group of children.

Moreover, resources may come from product revenue disbursements and allocations in various levels of government, sectors of development, public-private partnerships, technical cooperation and civil society.

Other elements to consider in obtaining resources is the possibility to obtain specific action financing, through coordinated work with the private sector through incentive mechanisms (for example tax exception) or with the joint work of civil society under the premise of exclusivity specific work with NNAJ.

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

It is essential for an effective GRD to understand the characteristics and importance of the risks to which a community, town or country is subject to, as this will enable us to efficiently establish actual actions required to reduce these risks and build resilience based on scenarios arising thereof.

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The analysis and risk assessment and internal and external factors that determine it, are a fundamental element for making appropriate and timely decisions. Also allows us to prioritize care, plan specific measures according to the determined level of risk and according to vulnerability and profitability of such actions, as well as its impact on the development.

According to the above, a focus on children and youth should be included in the risk characterization, consideration of variables to determine exposure and specific vulnerability of children and youth according to their characteristics and needs. For example, the risk analysis focused on children shall include an analysis of the level of access to water and sanitation, health services available, the level of social violence and school safety, etc.

It is also essential to ensure education, interest and responsibility of the population, including children and youth involved in the evaluation process for this population, i.e. include diagnostic instruments that allow picking from their own voice, their perceptions, needs and requirements. As an important action, the generation of mechanisms to collect and document experiences and perceptions of children and youth in DRR and how they are displayed within it as subjects, not as objects, should be included

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

The State and/or private citizens provide infrastructure for the provision or delivery of basic services. Such services are those that ensure the functioning of the socio-cultural and economic conditions of a community or country, so it is essential that the infrastructure, on one hand, ensures continuity in the provision of services in all circumstances and on the other hand, should not become an element that generates risk to the population it serves, especially the most vulnerable. It thus ensures that the planning, design, construction and maintenance is adequate and under technically established regulatory standards, which in turn takes into account the characteristics

of the children and youth.

Under an approach focused on children and youth the DRM must ensure that the basic infrastructure such as hospitals, schools, places of care or attention to children and youth must have basic security, protection and operation conditions.

Steps must be taken to protect the basic service infrastructure to ensure compliance of their rights before, during and after the impact of a damage generator event, taking into consideration the characteristics and needs of this age group.

## 5. Construction and planning regulations

One aspect that may affect the safety of the people is the way it is located in a territory and the way it builds sites within that territory. Thus the decisions in this area will expose or not such population to disaster risks. It is therefore necessary to develop and exercise strong territorial and urban planning based on timely and effective assessments of the factors that constitute disaster risks.

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On the other hand not only a proper administration of the territory is needed, but also that what is built on that land is properly constructed according to the characteristics of the context, not only physical but also taking into consideration the characteristics of the population that is already there or will be established and the activities that they develop.

The DRM in this area is formed from the establishment of regulations and building codes contextualized in the use and administration of the territory, not only the terrain characteristics but also the construction practices and materials found in the context of location or site.

Under DRR approach focused on children and youth will be necessary to incorporate the evaluation of variables to consider the characteristics of this age group and the resulting subgroups according to the life cycle.

For example, when making the selection of the land where a school or center for specialized medical care for children and youth will be located, or any other service for children and youth, since the territorial planning, they should take into account not only the exposure to threats, but the distance between the field and other services, or the concentration of housing, industrial activity, heavy transport, among others, with regard to the age of the average children and youth that will access these services. This is to ensure their access without relevant effort ensuring the realization of their rights. It must also ensure the quality and quantity of basic services which this location will count on, as provision of drinking water, electricity, etc.

Although these are general considerations to build secure sites, when it comes to the provision and protection of children and youth they should be more strict and explicit. Which also applies with regard to the codes and regulations of infrastructure construction as mentioned above.

## 6. Awareness, understanding and education

The general population and children and young people in particular should be aware of their rights, be recognized as subjects of law and at the same time understand their level of responsibility before the society, i.e. they should also be clear about their duties.

On the other hand, to take responsibility for their own rights and duties they must have perfect clarity about the elements or factors that compromise or not the enjoyment of these rights. The GRD does not escape this premise; for a population to exercise its right to a comprehensive security it must then first recognize the factors that make them vulnerable, the skills they possess to build their own resilience and that of their community and the actions that must be exercised to ensure the enforcement of their rights in this area.

This will require actors from different areas of the state and civil society to generate a process of sensitization, awareness and education, which will allow creating a contextualized conceptual basis for the population, develop perception and identification of risk factors and strengthening of their capacities to operate, based on their reality to reduce them.

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This will allow the population to create resilience, prepare better and respond appropriately to the impact of damage generator events. The actions focused on children and youth should influence communities to recognize the key elements to be considered according to the characteristics of this group and recognize them as agents of change through active participation. Communication processes, information and education should explicitly include what are the differences and capabilities of children and youth with respect to other differential groups in DRR.

Educational and pedagogical proposals and mass communication strategies will be required, aimed at local, sub-national and national environments, which will integrate not only the formal education system (in its broadest sense) but also to the forms of non-formal or alternative education; in such way that the concept definition, perception and identification of risk factors will contemplate children and youth as a priority rights holder group. These strategies should include mechanisms to promote active participation of children and youth as agents of social and political change.

## 7. Generation and implementation of protection mechanisms

The realization of the rights of children and youth, determines their risk conditions that are exposed to them. When rights to protection, provision and participation in a holistic and multi-sectorial are met, we could say we are reducing their vulnerability and increasing resilience. It is so that the generation and implementation of mechanisms to ensure monitoring, evaluation and follow-up of the processes that contribute to its realization or enforcement is an essential element for DRM focused on children and youth.

Under normal conditions not all NNAJ accede to the realization of their rights generating high exposure to various threats both natural and anthropogenic, where there is a high incidence of social conditions. Before the impact of a damage generator event the lack

of protection increases, presenting situations like:

- ✓ Inadequate conditions of social and physical security (access to water, food, and housing, among others.)
- ✓ Interruption of education after the impact of the event and then by the use of the educational space as a temporary shelter
- ✓ Inadequate or nonexistent psychosocial care
- ✓ Increased child labor and commercial sexual exploitation at the loss of livelihoods and sustenance of the family
- ✓ Increased abuse and other forms of violence

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

It is necessary to establish and implement effective and constant monitoring follow-up and reporting measures, presentation of reports and supervision of these actions, as well as promoting and application of the appropriate and timely court rulings.

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

## 8. Active participation of children and youth

As part of a rights-based approach focused on children and youth, the institutionalization of participation mechanisms of children and youth in the design of public policies, including advocacy and social mobilization, should be promoted at both national and local levels for the exercise of their rights in the field of DRR and development of resilience in populations.

The children and youth are effective actors for promoting disaster risk reduction, especially through:  
The risk analysis (identification of the factors that affect the generation of risk)

- ✓ Implementation of actions, according to their capacity to avoid or reduce the underlying risk factors
- ✓ Communication skills on different topics, including prevention and mitigation
- ✓ Decision making

It is necessary to encourage the participation of children and youth and actors representing them in the spaces of GRD planning actions in various areas of the government and at all levels of the state administration, and to develop consultation

and validation mechanisms for DRR initiatives driven by children and youth at the community and local levels.

## 9. Preparation, Early Warning and Response Plans

The development and implementation of preparedness plans, early warning and emergency response can save lives and reduce the loss of goods, services or environmental heritage. It directly contributes to the post-event recovery and resilience, as it lets us reduce the impact pursuant so populations exposed to disaster risk can act with enough time and appropriately to reduce likely injuries and damage. This would directly contribute to sustainable development in the different country environments.

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

To ensure that such plans are effective, both, humanitarian assistance preparations and plans for continuation of basic services should include actions that are directly contextualized to the possible scenarios established according to the specific characteristics of the environment, not only from the physical point of view and exposure to various natural or man threats, but to the specificity of the population involved. It is necessary to ensure collection of baseline data on the situation of children and youth according to age, with priority in vulnerable areas, in order to plan the preparations according to the level of access to services and the socio-economic potentially affected people.

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The emergency preparedness needs to integrate the development of damage assessment formats and post-disaster needs considering the data of impact on children and youth with a multi-sectorial approach. Preparations for the children and youth approach may include the development of contingency plans focused on assisting children and youth in key sectors protection, education, WASH and health and nutrition, the identification and pre-positioning of adapted supplies, recognition and training of specialized human resources, such as identifying funding mechanisms for pre-determined humanitarian assistance activities.

As part of preparations, warning mechanisms centered in early childhood and youth have to assure that the information reaches the children and youth through the means affecting them and they have to consider the participation of children and youth in their own warning mechanisms. It was demonstrated that the involvement of children and youth in early warning instruments is an effective means of communicating information to the family unit and the community.

Generally, it must be ensured that plans at all government levels for the attention to the impact of damage generator events, children and youth and other vulnerable groups are given priority according to their needs to ensure the fulfillment of their rights in emergencies and disasters.

## 10. Reconstruction and Recovery Processes

A participatory and well thought out recovery and reconstruction process helps reestablish damaged infrastructure and restore the economy, in less time and more effectively providing the citizens of elements that allows them to replenish their lives, homes and livelihoods. The reconstruction time is a good time to use the resources and rebuild better with considerations for prevention and mitigation of future risks, with a focus on risk reduction for vulnerable and particularly the children and youth.

In the process of reconstruction of basic services the specific needs of children and youth must be taken into account, therefore, a damage assessment and analysis of long-term needs is necessary, which, on one hand, takes into consideration the specific characteristics of each one of the stages of the life cycle of children and youth and on the other, includes consultation mechanisms in order to determine what their felt needs are, as in most of the opportunities it is them who can accurately define what is required.

The rebuilding process should begin as soon as possible, in the best case in parallel with emergency assistance. The simultaneous management of emergency operations, early recovery and reconstruction efforts and consideration of DRR are very difficult to perform in a climate of urgency. This means that the State must provide for specific needs and establish ahead operational, budget and finance mechanisms before the impact of a damage generator event to ensure fast and efficient reconstruction processes, including risk reduction aspects focused on children and youth.

In both, recovery and reconstruction it is necessary to think about culture and idiosyncrasy of the population, where the children and youth are preponderant items. Processes must be planned with the participation of the social actors in an environment of consistent and continuous information so that actions are carried out according to the needs felt and expressed and not from the perspective of technocratic decisions.

All actions undertaken for reconstruction must be oriented within a framework of sustainability, i.e., taking into account all those factors that allow resilience generation before impact of future damage generating events, in other words, not to reconstruct the risk. Meanwhile, if the needs and specific requirements for the provision, protection and participation of children and youth have not been considered, the reconstruction is a window of opportunity to seek strategies that contribute to this approach.

## Notes

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# Notes

## Chapter V. Actions for children and youth resiliency

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

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The disaster risk reduction  
must reach the most vulnerable

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

From the essential established aspects, key actions have been identified for each of the priority sectors in the establishment or strengthening of resilience. The following are some of these actions, according to each aspect and each sector. Its indication, which has an objective orientation, does not relieve the existence or priority of other actions not included. In any case, each context will be subject to an analysis in order to meet the specific needs of each environment.

The actions outlined in every aspect should be part of overall planning in DRG and to influence the plans, programs and projects to promote the development and implementation of an approach focused on children and youth.

## Protection

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

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

6.Population awareness-raising and training	<ul style="list-style-type: none"> <li>•Raise awareness among populations at risk on how disaster risk and climate change affect the rights of NNAJ.</li> <li>•Develop public campaigns for the promotion of the rights of children and youth exposed to disaster risk or emergencies or disasters. For example the promotion of the Charter of Childhood for DRR.</li> <li>•Educate and/or train decision makers, technicians and community leaders on the legal frameworks (national and international) and how to use them to develop political advocacy strategies for DRR and CCA.</li> <li>•Educate and/or train technical staff of the agencies responsible for the protection of children and youth on the attention of those exposed to disaster risk or affected by the impact of an emergency or disaster.</li> <li>•Educate and/or train rescue groups to take into account the protection of children and youth, to ensure the realization of their rights in situations of emergency or disaster response.</li> <li>•Develop information and communication strategies that highlight the importance of the protection of children in situations of emergency or disaster.</li> </ul>
7. Mechanisms for protection of rights	<ul style="list-style-type: none"> <li>•Develop protection systems for children and youth at risk of disasters or affected by situations of emergency or disaster.</li> <li>•Develop manuals, plans and protocols to ensure the protection of children and youth at risk of disasters or affected by situations of emergency or disaster.</li> <li>•Promote the development of protection spaces.</li> <li>•Training of persons responsible for the implementation of emergency care plans, the impact that these have on children, risk factors and possible violations of rights that can be generated.</li> <li>•Develop monitoring and complaint mechanisms to the violation of rights of children and youth exposed to disaster risks or emergencies or disasters.</li> </ul>

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

## Education

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

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

6. Population awareness-raising and training	<ul style="list-style-type: none"> <li>• Advocate for the inclusion of DRR and CCA in the national curriculum.</li> <li>• Incorporate information on known threats, the history of disaster impacts and the expected impacts of climate change in the processes of training or vocational education, both formal and informal.</li> <li>• Support the development of materials on DRR and ACC in local languages according to age and literacy level and with appropriate examples for the students or learners.</li> <li>• Carry out inventories of materials and existing training programs focusing on children and youth.</li> <li>• Design, develop, evaluate and follow-up communication campaigns aiming at DRR promotion focusing on children and youth in the population in general, taking into account the formal and informal, or alternative education.</li> <li>• Visualize and include children and youth as active actors in the DRM through their participation in the implementation of actions from their general contextual reality, age, gender and social life.</li> <li>• Promote teaching methods and teaching materials on DRR and ACC that encourage innovation.</li> </ul>
7. Mechanisms for protection of rights	<ul style="list-style-type: none"> <li>• Make an inventory of the existing mechanisms, to evaluate their functionality, viability and relevance.</li> <li>• Prepare guidelines that give guidance on rights protection mechanisms.</li> <li>• Create teams of teachers, administrators and parents, supported by community health staff to work in protection mechanisms before exposure to disaster risk or the effects of a damage generator event.</li> <li>• Develop follow up mechanisms for students that abandon the school as an effect of the impact of an emergency or disaster, which promotes the efficient articulation for its reincorporation in the school system.</li> <li>• Develop school support mechanisms or accelerated educational programs in order to guarantee the continuity of the students in the system, even when they have been out for a considerable amount of time due to an emergency or disaster.</li> <li>• Shape and spread a children and youth partner's network to prevent and detect abuse and other forms of violence as a result of the impact of disasters.</li> </ul>

8. Active participation of children and youth	<ul style="list-style-type: none"> <li>•Get the educational communities (students, teaching staff and administration) and other educational institutions involved in community-level risk assessments.</li> <li>•Support the inclusion of students in the school and community educational planning processes.</li> <li>•Promote active participation of children and youth care processed underlying risk factors through networks advised by their teachers or by the risk management head in schools.</li> <li>•Strengthen student committees with environmental actions and DRM.</li> <li>•Use the local media and public events to raise awareness among adults, youth and children about disaster risk and climate change and good resilience practices.</li> </ul>
9. Preparation, early warning and response plans	<ul style="list-style-type: none"> <li>•Develop or strengthen guides and materials to promote development of preparedness, early warning and response plans.</li> <li>•Raise public awareness on the proper use of print and oral media, and printed materials in an emergency and/or disaster.</li> <li>•Promote synergy between the community and local authorities with schools and universities and civil protection systems.</li> <li>•Act on the basis of DRM School and contingency plans carrying out continuous disaster drills.</li> <li>•Facilitate methodologies that allow the incorporation of the necessary knowledge of children and youth to develop preventive and relevant actions related to DRM and the context in which they develop.</li> </ul>

## 10. Reconstruction and recovery processes

- Establish a reference framework that considers the special education needs of children and youth in recovery and reconstruction.
- Identify best practices in education by recognizing identifying specific cases from which valuable lessons can be drawn.
- Coordinate activities with other sectors for a more effective response and greater impact.
- Take into account the lessons learned in the recovery and reconstruction phases to build better avoiding the risks that prompted during the previous experiences.
- Generate protocols, standards, rules or regulations for the recovery and reconstruction processes of the educational spaces.
- Promote children and youth participation and of the education community in general in the processes of recovery and reconstruction of the education sector.
- Provide methodologies that allow the local authorities, responsible of the execution of actions that contribute to the community recovery and rebuilding processes, to address them comprehensively taking into account the special needs of children and youth.

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## Water, Sanitation and Hygiene (WASH)

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

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

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

## Health and Nutrition

Acciones en salud y nutrición	
• Institutional Framework	<ul style="list-style-type: none"><li>• Develop a political/legal framework for sectorial action coordinated health and nutrition response to emergencies or disasters emphasizing on priority attention of children and youth and other vulnerable groups.</li><li>• Identify national laws and policies relevant to the provision of health care and nutrition of children and youth.</li><li>• Development of specific protocols to structure power kits suitable for children and youth emphasizing on specific needs according to the life cycle.</li><li>• Development of minimum standards to ensure health and nutrition in all areas during emergencies or disasters.</li><li>• Strengthen DRR sector actions focusing on children and youth in:<ul style="list-style-type: none"><li>-Medical assistance;</li><li>-Food provision and good nutritional practices;</li><li>-Damage assessment and needs analysis;</li></ul></li><li>• Establishment of sectorial health and nutrition tables of continuous operation.</li><li>• Advocate for health stakeholders participation (governmental institutions, NGOs and private) on DRR platforms and national forums centered on child and youth.</li><li>• Promote and/support inter-sectorial coordination of topics related to DRR focusing on children and youth among the State's, private enterprise and civil society actors.</li></ul>

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• Financing	<ul style="list-style-type: none"><li>• Incorporate DRM activities focusing on children and youth in the public or private bodies regular budget that and strengthening capacities for the financing opportunities identification, production and project management.</li><li>• Promote targeting investment of resources in health and nutrition programs in villages located in areas prone to disasters focusing on children and youth and other vulnerable groups.</li><li>• Make specific state budgetary allocations in its different areas, health actions and nutrition in case of emergency or disaster, focusing on the most exposed populations.</li><li>• Invest in research health and nutrition topics focusing on children and youth, especially in relation to disasters and climate change, so that decision makers, technicians and community leaders have a better understanding of the subject.</li></ul>
• Multi-threat risk assessment and studies centered in children and youth	<ul style="list-style-type: none"><li>• Study the relationship/link between the variation in disease patterns, malnutrition and threats during specific periods of time of children and youth, which serves as the basis for the development of proper health and nutrition strategies focusing on this population and regarding to DRR and CCA.</li><li>• Assess potential epidemiological impacts on children and youth exposed to disaster risk or affected by the impact of emergencies or disasters.</li><li>• Study health focusing on children and youth to identify the causes of vulnerability to diseases and malnutrition, as well as resilience factors in these areas.</li><li>• Promote multi-threat risk assessment incorporation including a focus on children and youth in the context of the analysis of the situation of the health and nutrition sector.</li></ul>

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

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

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

- Reconstruction and recovery processes

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

## Tools and resources

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

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

1. International database on disasters of the CRED-Centre for disaster epidemiological research  
<http://www.emdat.be/>
2. Children's Charter for Disaster Risk Reduction  
[http://www.unicef.org/lac/media\\_21847.htm](http://www.unicef.org/lac/media_21847.htm)
3. Centre for Research on the Epidemiology of Disasters  
<http://www.cred.be/>
4. Regional Centre for Disaster Information Latin America and the Caribbean  
<http://www.cridlac.org/>
5. Child-Centred DRR Toolkit  
[http://www.childreninachangingclimate.org/database/plan/Publications/Child-Centred\\_DRR\\_Toolkit.pdf](http://www.childreninachangingclimate.org/database/plan/Publications/Child-Centred_DRR_Toolkit.pdf)
6. Children and Disaster Risk Reduction: Taking stock and moving forward  
<http://www.preventionweb.net/english/professional/publications/v.php?id=12085>
7. Children and Young People in Disaster Risk Reduction  
<http://www.preventionweb.net/english/professional/publications/v.php?id=10576>
8. Children as agents of change for Disaster Risk Reduction: Lessons from El Salvador and the Philippines  
[http://www.childreninachangingclimate.org/database/CCC/Publications/MitchellTannerHaynes\\_AgentsForChange-WorkingPaper1\\_2009.pdf](http://www.childreninachangingclimate.org/database/CCC/Publications/MitchellTannerHaynes_AgentsForChange-WorkingPaper1_2009.pdf)
9. Children, Climate Change and Disasters: An Annotated Bibliography  
<http://opendocs.ids.ac.uk/opendocs/handle/123456789/2373>
10. Latin America and the Caribbean Coalition for Resilience of Children and Youth  
<http://www.corelac.org>
11. Children in a Changing Climate Coalition  
<http://www.childreninachangingclimate.org/>
12. How to Make Cities More Resilient: A Handbook for Local Government Leaders  
[http://www.unisdr.org/files/26462\\_manualparalideresdelosgobiernoslocales.pdf](http://www.unisdr.org/files/26462_manualparalideresdelosgobiernoslocales.pdf)
13. Core Commitments for Children in Humanitarian Action - UNICEF (CCC's).  
[http://www.unicef.org/lac/CCCs\\_SP\\_070110\(1\).pdf](http://www.unicef.org/lac/CCCs_SP_070110(1).pdf)

- Building Strong Foundations / Articulation of the Early childhood Care
14. Development and Disaster Risk Reduction Programmatic Guide  
[http://www.unicef.org/lac/Gui\\_Cons.pdf](http://www.unicef.org/lac/Gui_Cons.pdf)
  15. Convention on the Rights of Child  
[http://www.unicef.org/mexico/spanish/mx\\_resources\\_textocdn.pdf](http://www.unicef.org/mexico/spanish/mx_resources_textocdn.pdf)  
Declaration of Santiago Chile, on Children, Adolescence and Youth-Centered Disaster Risk Reduction
  16. <http://www.UNISDR.org/pr12/documentos/Comunicado-de-Santiago-Chile-10-12-12.pdf>
  17. Universal Declaration of Human Rights  
<http://www.un.org/es/documents/udhr/>
  18. Rights of the Children and Adolescents/Building a Happy Present Project.  
<http://www.theret.org>
  19. Rights of Children in Emergencies and Disasters: Commitment of All  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17788/doc17788-contenido.pdf>  
Climate Change and Childhood
  20. [http://www.unicef.org/spanish/publications/files/El\\_cambio\\_climatico\\_y\\_la\\_infancia.pdf](http://www.unicef.org/spanish/publications/files/El_cambio_climatico_y_la_infancia.pdf)
  21. Standards in Child Participation  
<http://www.iin.oea.org/IIN2011/newsletter/boletin2/publications%20pdf/estandares.pdf>
  22. Guide to Political Participation of Youth/Building a Happy Present Project  
<http://www.theret.org>
  23. Towards Resilience / A Guide to Disaster Risk Reduction and Adaptation to Climate Change  
<http://reliefweb.int/report/world/hacia-la-resiliencia-una-gu%C3%A1da-para-la-reducci%C3%B3n-del-riesgo-de-desastres-y-adaptaci%C3%B3n-al>
  24. Inter-Agency Standing Committee ASC  
<http://www.humanitarianinfo.org/IASC/>
  25. Kit for Parliamentarians Lobbying: Disaster Risk Reduction, a Tool to Achieve the Millennium Development Goals  
<http://www.ipu.org/PDF/publications/drr-s.pdf>
  26. Lessons from the Disaster Reduction Focusing on Children in El Salvador  
<http://bibliotecaplan.org/?p=790>
  27. Guidelines for DRR National Platforms  
<http://www.eird.org/cdmah/contenido/lineamientos-plataformas.pdf>
  28. Boys and Girls, and Risk Management: A Key Role in Disaster Prevention  
[http://www.preventionweb.net/files/7859\\_s9.pdf](http://www.preventionweb.net/files/7859_s9.pdf)
  29. Hyogo Framework for Action 2005-2015: Building Resilience of Nations and Communities to Disasters  
<http://www.UNISDR.org/cdmah/contenido/hyogo-framework-spanish.pdf>
  30. Community Resilience Modules  
<http://www.resilienciacomunitaria.org/>

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

## Protection

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- 1. An ALNAP Guide for Humanitarian Agencies  
<http://www.alnap.org/pool/files/alnap-protection-guide.pdf>  
Child Protection Systems in Emergencies: A Discussion Paper
  - 2. <http://www.savethechildren.org.uk/resources/online-library/child-protection-systems-in-emergencies-a-discussion-paper>
  - 3. Child-Centered Disaster Risk Reduction: Building Resilience Through Participation  
<http://plan-international.org/about-plan/resources/publications/emergencies/child-centred-disaster-risk-reduction-building-resilience-through-participation/>
  - 4. Protection Cluster  
<http://www.globalprotectioncluster.org/>
  - 5. Participation Right of Children and Adolescents/ Practical Application  
[http://www.unicef.org/republicadominicana/uniCef\\_proyecto.pdf](http://www.unicef.org/republicadominicana/uniCef_proyecto.pdf)  
Rights of Children in Emergencies and Disasters: Commitment of All
  - 6. <http://www.cridlac.org/digitalizacion/pdf/spa/doc17788/doc17788-contenido.pdf>
  - 7. Standards in Child Participation  
<http://www.iin.oea.org/IIN2011/newsletter/boletin2/publications%20pdf/estandares.pdf>  
Local Risk Approach of Rights Management
  - 8. <http://www.unisdr.org/2005/wcdr/thematic-sessions/presentations/session3-4/itdg-mr-ferradas.pdf>
  - 9. Mainstreaming Child Rights in National Climate Adaptation Policy Spaces  
[http://www.childreninachangingclimate.org/database/ids/Publications/Polack\\_MainstreamingChildRights-ClimateAdaptation\\_2009.pdf](http://www.childreninachangingclimate.org/database/ids/Publications/Polack_MainstreamingChildRights-ClimateAdaptation_2009.pdf)

- Minimum standard for child protection in humanitarian action
10. <http://reliefweb.int/report/world/minimum-standards-child-protection-humanitarian-action>
  11. Ten-year National Plan of Integral Protection of Childhood and Adolescence 2004-2014 (Ecuador)  
[http://www.oei.es/quipu/ecuador/plan\\_decenal\\_ninez.pdf](http://www.oei.es/quipu/ecuador/plan_decenal_ninez.pdf)
  12. Child Protection in Emergency Situations  
<http://redesdegestionderiesgo.com/uploads/biblioteca/descargas/0269268001349282485.pdf>
  13. Applying basic child protection mainstreaming  
[http://www.ineesite.org/uploads/files/resources/CP\\_Mainstreaming\\_InterAgencypdf.pdf](http://www.ineesite.org/uploads/files/resources/CP_Mainstreaming_InterAgencypdf.pdf)

## Education

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1. Hostels in schools, When? How?, Why?  
[http://www.eird.org/cd/toolkit08/material/Inicio/escuela\\_albergue/escuela-albergue.pdf](http://www.eird.org/cd/toolkit08/material/Inicio/escuela_albergue/escuela-albergue.pdf)
2. Education Cluster  
<http://education.humanitarianresponse.info/>
3. Disaster Risk Reduction in Education in Emergencies: A guidance note for Education Clusters and Sector Coordination Groups  
<http://education.humanitarianresponse.info/system/files/documents/files/DRR%20GN%20%28Final%29.pdf>
4. Education in Emergencies: how to include all. Pocket Guide to Inclusive Education.  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17811/doc17811-contenido.pdf>
5. Education in emergency and disaster situations: Preparedness Guidelines for the education sector  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17812/doc17812-contenido.pdf>
6. Safe school in safe territory: Reflections on the role of the educational community in risk management. <http://www.cridlac.org/digitalizacion/pdf/spa/doc17181/doc17181.htm>
7. Experiences in disaster risk reduction in schools in South America.  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc18549/doc18549.htm>
8. Minimum Standards Application Guide for Education in emergencies  
<http://www.cridlac.org/digitalizacion/pdf/spa/doc17810/doc17810-contenido.pdf>
9. Technical Guide for the construction of safe school and prototype models  
[http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CGuia\\_Escuelas\\_Seguras\\_WEB.pdf](http://www.stp.gov.do/eWeb%5CArchivos%5CLibros%5CGuia_Escuelas_Seguras_WEB.pdf)

- Technical Guide for the planning, design, construction and maintenance of
10. safe educational establishments in the Republic of Panama. <http://www.cridlac.org/digitalizacion/pdf/spa/doc18018/doc18018-contenido.pdf>
  11. School Safety Index (ISE): Implementation Guide. <http://www.cridlac.org/digitalizacion/pdf/spa/doc19259/doc19259-contenido.pdf>
  12. INEE Toolkit  
<http://toolkit.ineesite.org/toolkit/Home.php>  
Communication Kit for risk management.
  13. The integrated risk management, a right of the education community. Guide for the elaboration of risk management plans in educative institutions. <http://www.cridlac.org/digitalizacion/pdf/spa/doc18086/doc18086-contenido.pdf>
  14. User Manual for educational game: Application guide of the minimum standards in education in emergency situations. <http://www.cridlac.org/digitalizacion/pdf/spa/doc18062/doc18062-contenido.pdf>
  15. Minimum Standards for education: preparedness, response, recovery. [http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE\\_Minimum\\_Standards\\_Spanish\\_2010.pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_Minimum_Standards_Spanish_2010.pdf)
  16. Minimum standards for education: preparedness, response, recovery [http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE\\_GuideBook\\_EN\\_2012%20LoRes.pdf](http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf)
  17. Education Website and risk management: <http://educacionygestiondelriesgo.cridlac.org/>
  18. School Simulations: A guide for its preparation. <http://www.cridlac.org/digitalizacion/pdf/spa/doc18032/doc18032-contenido.pdf>
  19. Systematization of successful experiences. “Haciendo caminos” Series

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## Water, Sanitation and Hygiene (WASH)

1. Cluster de WASH <http://www.washcluster.info>
2. Disaster Risk Reduction and Water, Sanitation and Hygiene... comprehensive guidance: a guideline for field practitioners planning and implementing WASH interventions <http://www.preventionweb.net/english/professional/publications/v.php?id=25105>
3. Effects Of Climate Change In The Availability Of Water Resources And Its Impact On Children's Health [http://www.unicef.org/bolivia/resources\\_25119.htm](http://www.unicef.org/bolivia/resources_25119.htm)

- Environmental Health in emergencies and disasters: a practical guide
4. <http://www.disaster-info.net/watermitigation/i/publications/EnvDisaster/index.html>
  5. Global Water and Sanitation Statistics, WHO / UNICEF Joint Monitoring Programme (JMP) for Water Supply and Sanitation  
<http://www.wssinfo.org/about-the-jmp/introduction/>
  6. Guidelines For The Surveillance And Control Of The Quality Of The Water In Emergency And Disaster Situations  
[http://new.paho.org/disasters/index.php?option=com\\_content&task=view&id=654&Itemid=1&lang=es](http://new.paho.org/disasters/index.php?option=com_content&task=view&id=654&Itemid=1&lang=es)
  7. Impact on Water Sanitation and Health WHO  
[http://www.who.int/water\\_sanitation\\_health/publications/9789241598422/en/#](http://www.who.int/water_sanitation_health/publications/9789241598422/en/#)
  8. Toolkit for Climate Change and the Disaster Risk Reduction Adaptation in the WASH, Health and Nutrition Programs. UNICEF
  9. Minimum Requirements Manual For Interventions In Water, Sanitation, And Hygiene Emergency  
[http://www.aecid.es/galerias/noticias/descargas/2012/2012-06/Manual\\_de\\_Requerimientos\\_Mxnimos\\_para\\_Actuacionescortado.pdf](http://www.aecid.es/galerias/noticias/descargas/2012/2012-06/Manual_de_Requerimientos_Mxnimos_para_Actuacionescortado.pdf)
  10. Coordination Manual For The WASH Group  
[http://www.redhum.org/archivos\\_cluster/pdf/ID\\_470\\_UW\\_Manual\\_Coordinacion\\_WASH\\_Cluster.pdf](http://www.redhum.org/archivos_cluster/pdf/ID_470_UW_Manual_Coordinacion_WASH_Cluster.pdf)
  11. Preparations In Health, Water And Sanitation For Local Disaster Response  
<http://www.paho.org/spanish/dd/ped/preparativosrespuestalocal.htm>
  12. Progress On Drinking Water And Sanitation  
[http://www.wssinfo.org/fileadmin/user\\_upload/resources/JMP-report-2012-en.pdf](http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-report-2012-en.pdf)
  13. WASH visual Aids for Emergencies and Development  
[http://www.unicef.org/wash/schools/files/WASH\\_Visual\\_Aids\\_-Web.pdf](http://www.unicef.org/wash/schools/files/WASH_Visual_Aids_-Web.pdf)
  14. Water, Environment and Sanitation Technical Guidelines Series - No. 2 A
  14. Water Handbook  
[http://www.unicef.org/wash/files/Wat\\_e.pdf](http://www.unicef.org/wash/files/Wat_e.pdf)

## Health and Nutrition

1. Acute Diarrheal Diseases in Complex Emergencies  
[http://www.who.int/cholera/publications/criticalsteps/en/index.html http://whqlibdoc.who.int/hq/2010/WHO\\_CDS\\_CPE\\_ZFK\\_2004.6\\_Rev.1\\_spa.pdf](http://www.who.int/cholera/publications/criticalsteps/en/index.html http://whqlibdoc.who.int/hq/2010/WHO_CDS_CPE_ZFK_2004.6_Rev.1_spa.pdf)
2. Cholera Guidelines, forthcoming  
<http://www.bvsde.paho.org/texcom/cd045364/choleraguide.pdf>
3. Nutrition Cluster  
<http://www.unicef.org/nutritioncluster/>
4. Health Cluster  
[http://www.who.int/hac/global\\_health\\_cluster/en/](http://www.who.int/hac/global_health_cluster/en/)

5. Communicable Diseases Control in Emergencies (see Sections on Immunizations): A Field Manual  
[http://pdf.usaid.gov/pdf\\_docs/PNADO970.pdf](http://pdf.usaid.gov/pdf_docs/PNADO970.pdf)
6. Epidemic Control for Volunteers  
<http://www.ifrc.org/Global/Publications/Health/epidemic-control-en.pdf>
7. Cluster Health Guide [http://www.who.int/hac/global\\_health\\_cluster/guide/es/index.html](http://www.who.int/hac/global_health_cluster/guide/es/index.html)
8. Guide For Vulnerability Reduction In The Design Of New Health Facilities  
<http://www.paho.org/Spanish/dd/Ped/vulnerabilidad.htm>
9. Practical Guide To Mental Health In Disaster Situations  
[http://www.who.int/mental\\_health/paho\\_guia\\_practicade\\_salud\\_mental.pdf](http://www.who.int/mental_health/paho_guia_practicade_salud_mental.pdf)
10. Evaluation Guidelines For Disaster Preparedness In The Health Sector  
<http://www.paho.org/spanish/dd/ped/guiasEvaluacPrepSalud.htm>
11. Impact Of Disasters On Public Health  
<http://www.planeamientohospitalario.info/contenido/referencia/impacto.pdf>
12. Hospital Safety Index  
<http://www.saludcapital.gov.co/Publicaciones/Evaluaci%C3%B3n%20del%20%C3%ADndice%20de%20seguridad%20hospitalaria/Guia%20del%20evaluador.pdf>
13. Inter-agency Field Manual on Reproductive Health in Humanitarian Settings  
[http://www.who.int/reproductivehealth/publications/emergencies/field\\_manual\\_rh\\_humanitarian\\_settings.pdfx](http://www.who.int/reproductivehealth/publications/emergencies/field_manual_rh_humanitarian_settings.pdfx)
14. Toolkit for Climate Change and the Disaster Risk Reduction Adaptation in the WASH, Health and Nutrition Programs. UNICEF
15. Malaria Control in Complex Emergencies Handbook  
[http://whqlibdoc.who.int/publications/2005/924159389X\\_eng.pdf](http://whqlibdoc.who.int/publications/2005/924159389X_eng.pdf)
16. Manual for the Health Care of Children in Humanitarian Emergencies  
[http://whqlibdoc.who.int/publications/2008/9789241596879\\_eng.pdf](http://whqlibdoc.who.int/publications/2008/9789241596879_eng.pdf)
17. Nutrition Cluster Handbook  
[http://www.unicef.org/nutritioncluster/files/GNC\\_Handbook\\_v1\\_FINAL\\_no\\_links.pdf](http://www.unicef.org/nutritioncluster/files/GNC_Handbook_v1_FINAL_no_links.pdf)
18. Prevention and Management of Wound Infections  
<http://www.who.int/hac/techguidance/tools/Prevention%20and%20management%20of%20wound%20infection.pdf>
19. Mental Health Protection In Situations Of Disasters And Emergencies  
<http://www.paho.org/spanish/ped/saludm.htm>
20. A Practical Guide On Nutrition In Emergencies  
[http://www.unicef.org/nutritioncluster/files/Nutrition\\_in\\_Emergencies\\_Toolkit\\_Spanish.pdf](http://www.unicef.org/nutritioncluster/files/Nutrition_in_Emergencies_Toolkit_Spanish.pdf)
21. United Nations System, Standing Committee on Nutrition  
[http://www.unscn.org/en/resource\\_portal/index.php?types=3](http://www.unscn.org/en/resource_portal/index.php?types=3)

- Sanitary Epidemiological Surveillance In Disaster Situations: Guide For The
22. Level local  
[http://www.paho.org/spanish/dd/ped/vigep\\_des.htm](http://www.paho.org/spanish/dd/ped/vigep_des.htm)

## List of Abbreviations and Acronyms

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**CCA:** Climate Change Adaptation

**CCC:** Core Commitments for Children in Humanitarian Action of UNICEF

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

**DRM:** Disaster Risk Management.

**DRR:** Disaster Risk Reduction

**FAO:** Food and Agriculture Organization of the United Nations

**HFA:** Hyogo Framework for Action

**ICRC:** International Committee of the Red Cross

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**LAC:** Latin America and the Caribbean

**NGO:** Non-governmental organization

**OCHA:** Office for the Coordination of Humanitarian Affairs

**RET:** Refugee Education Trust

**SRR:** Social Risk Reduction

**UDHR:** Universal Declaration of Human Rights

**UN:** United Nations

**UNDP:** United Nations Development Programme

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

**UNICEF:** United Nations Children's Fund

**UNISDR:** United Nations Office for Disaster Risk Reduction

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

**WASH:** Water, Sanitation and Hygiene

**WHO:** World Health Organization



## Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Actions for children and youth resilience**

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

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

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

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

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

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

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

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

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

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

**Vulnerability:** The characteristics and circumstances of a community, system or asset

that make it susceptible to the damaging effects of a hazard (UNISDR, 2009).

## Collaborators

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To all our heartfelt thanks

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<sup>38</sup> It is the inter-agency working group on risks, emergencies and disasters in Latin America and the Caribbean. It is based on the framework of Resolution 46/182 of the United Nations General Assembly and works in Panama since 2003. It is a regional coordination platform on humanitarian issues.

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