

IMPLEMENTATION OF THE POST-2015 FRAMEWORK FOR

# DISASTER RISK REDUCTION

GUIDELINES FOR MEMBER STATES TO SAFEGUARD  
CHILDREN'S RIGHTS AND WELL-BEING



children in a changing climate 

Over the last two decades, both the Yokohama Plan of Action<sup>1</sup> and the Hyogo Framework for Action (HFA)<sup>2</sup> have guided nations and communities to strengthen and invest in disaster risk reduction (DRR) measures. Looking forward, the year 2015 presents a unique opportunity to build on the progress made to date, and address existing gaps and challenges. It is also an opportunity to align many intergovernmental platforms – from the post-2015 framework for DRR, to the post-2015 sustainable development agenda, the 21st Conference of Parties (COP21) to the UN Framework Convention on Climate Change (UNFCCC), and the World Humanitarian Summit (WHS), among others. Children and child-sensitive approaches must be central throughout these processes. To ensure a child-centered approach in the implementation of the post-2015 framework for DRR, the Children in a Changing Climate (CCC) coalition calls on Member States to:

<p><b>1</b></p> <p><b>STRENGTHEN CHILD PROTECTION CAPACITIES AND SYSTEMS IN RISK PRONE CONTEXTS</b></p>	<p><b>2</b></p> <p><b>ADDRESS THE UNDERLYING CAUSES OF VULNERABILITY FOR CHILDREN</b></p>	<p><b>3</b></p> <p><b>ENSURE THE MEANINGFUL PARTICIPATION OF CHILDREN IN DECISION-MAKING PROCESSES</b></p>	<p><b>4</b></p> <p><b>PRIORITIZE COMPREHENSIVE SCHOOL SAFETY</b>  <i>(children's education about disaster risk and ensuring all schools are safe)</i></p>
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Member States are specifically encouraged to adopt the following child-centered approaches to DRR:

- ◆ **Prioritization of children's safety, survival, development, and participation.**
- ◆ **Processes that are locally owned and include the meaningful participation of children.**
- ◆ **Programs that focus on the most marginalized and vulnerable children, including children with disabilities and from ethnic minority groups, among others.**
- ◆ **National accountability processes that take children into account and include mechanisms for independent review, including national planning, budgeting, and monitoring systems.**
- ◆ **Disaster-related information that is child-friendly, gender-sensitive, and age-appropriate for children.**

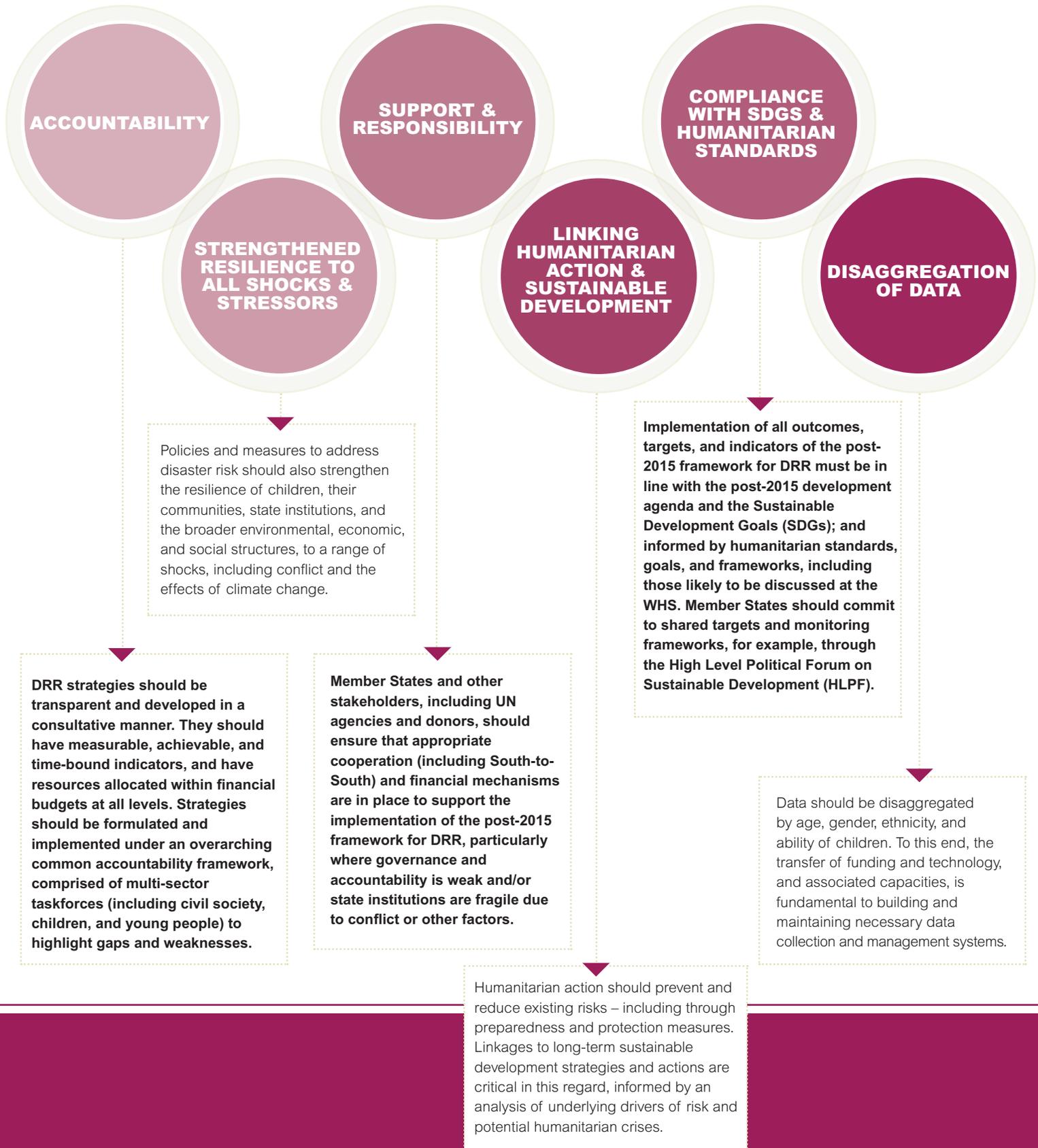
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**As part of the UN Major Group for Children and Youth (MGCY), the Children in a Changing Climate (CCC) coalition is a partnership of leading child-centered development and humanitarian organisations, each with a commitment to share knowledge, coordinate, and work with children as agents of change, in full recognition of their capacity to prepare for and respond to shocks and stressors. The mandate of the CCC is to advocate for and promote the rights of children in global agreements. Members of the coalition are ChildFund Alliance, Plan International, Save the Children, UNICEF, and World Vision International.**

<sup>1</sup> Available at: [http://www.mofa.go.jp/region/page3e\\_000054.html](http://www.mofa.go.jp/region/page3e_000054.html)

<sup>2</sup> Available at: <http://www.unisdr.org/we/coordinate/hfa>

## OVERARCHING PRINCIPLES



# GUIDELINES

## 1 STRENGTHEN CHILD PROTECTION CAPACITIES IN RISK PRONE CONTEXTS

During sudden and slow onset disasters, new threats emerge and existing risks are exacerbated for children and their communities. At the same time, protection mechanisms – from the household, to the community and state – are further compromised, leaving children with weakened social safety nets and support systems.

As a result, children become more susceptible to a range of threats, including physical, psychological, and sexual violence and exploitation, child labour, trafficking, separation from families and caregivers, and recruitment by armed forces, gangs, and other groups. The loss of birth certificates and other official records poses further obstacles to accessing essential social services such as healthcare and education; it may even result in the loss of legal status and statelessness.

Member States must ensure zero tolerance for any and all forms of violence against children. DRR programs should incorporate not only an assessment of potential risks faced by children and their communities, but also an analysis of preventive measures to mitigate risks, working across sectors, including education; health; and water, sanitation, and hygiene (WASH). Operational plans should furthermore be in line with the Minimum Standards for Child Protection in Humanitarian Action.<sup>3</sup>

### CHILD PROTECTION IN DRR SHOULD:

- 1 Address the risks and reduce the likelihood of harm to children
- 2 Take into account the views of children
- 3 To the extent possible, prevent the separation of children from their families or caregivers
- 4 Ensure that schools are safe and provide protective environments
- 5 Put systems in place to prevent and respond to violence and abuse, including violence from humanitarian aid workers

## 2 ADDRESS THE UNDERLYING CAUSES OF VULNERABILITY FOR CHILDREN & THEIR COMMUNITIES

Past disasters have taught us that reducing disaster risk cannot be achieved without addressing the underlying causes of vulnerability. When a tropical storm hits, it is typically the poorest, living in precarious conditions, without savings, and marginalized from mainstream economic and political systems, who suffer the most and are the least able to recover. While some communities may withstand severe floods without serious consequences, communities without access to clean water and sanitation facilities are susceptible to infectious diseases and epidemics; and those where school structures have been damaged may be forced to keep schools closed given the lack of resources to rebuild what was already weak infrastructure.

Not only are communities and groups with the least resources and political voice the most vulnerable when a hazard strikes, but they also tend to live on peripheral and hazard-prone land, increasing their exposure to risks. They are, as a result, further marginalized, and may become trapped in a cycle of intergenerational poverty. Within these vulnerable communities, there are groups that may be at greater risk than others, including children, girls, women, and individuals with disabilities.

The post-2015 framework for DRR will create opportunities to build sustainable and resilient communities by addressing the root causes of vulnerability. To this end, the CCC coalition advocates for a multi-hazard and multi-sectoral approach to implementation. This includes multi-hazard risk assessments, as well as risk-informed service provision.

### A CHILD-CENTERED RISK ASSESSMENT SHOULD:

- 1 Be informed by disaggregated data on gender, age, and disability
- 2 Be gender-sensitive, as boys and girls have different needs
3. Include the participation of children and young people in the design, implementation, monitoring and evaluation, and analysis of findings
- 4 Consider key services important for children, such as health and education systems, WASH, social protection, and opportunities for recreation
- 5 Consider all risks appropriate to the context, through a multi-hazard, locally-informed approach



*Now I am not afraid of floods anymore - we know what to do and how to save others*

PANDAY, 17-YEAR OLD BOY FROM NEPAL

<sup>3</sup> Available at: <http://cpwg.net/minimum-standards/>

#### CHILDREN'S PARTICIPATION MUST BE:

- |   |  |
|---|--|
| 1 <b>Transparent &amp; informative</b>      | <i>environments &amp; working methods</i>                |
| 2 <b>Voluntary</b>                          | 6 <b>Inclusive</b>                                       |
| 3 <b>Respectful</b>                         | 7 <b>Supported by training for adults &amp; children</b> |
| 4 <b>Relevant</b>                           | 8 <b>Safe &amp; sensitive to risk</b>                    |
| 5 <b>Facilitated through child-friendly</b> | 9 <b>Accountable</b>                                     |

## 3 ENSURE THE MEANINGFUL PARTICIPATION OF CHILDREN IN DECISION-MAKING PROCESSES

The post-2015 framework for DRR should be implemented through all-of-society engagement and partnerships, facilitating modes of participation that are empowering, inclusive, accessible, and non-discriminatory. Special attention must be paid to vulnerable groups, particularly the poorest and most marginalized.

Children should be meaningfully and ethically engaged, and their views incorporated into all stages of DRR programming. They have a fundamental role to play in the prevention, response, recovery, and reconstruction of their communities, as well as in monitoring and accountability systems. Examples of such interventions include development plans based on child-centered community-based disaster risk management (DRM), post-disaster needs assessments (PDNAs), and joint monitoring of risk reduction plans.

To this end, Governments should: (1) recognize children as key actors in their own development; (2) regard participation as both a means and an end in and of itself; and (3) ensure that all strategies implemented are empowering for children.

### VOICES OF CHILDREN

The Children's Charter for DRR<sup>4</sup> was developed in 2011 in consultation with over 600 children in 21 countries, outlining their top five priorities:

- 1 **Safe schools and uninterrupted education**
- 2 **Child protection before, during & after a disaster**
- 3 **The right to participate and access information**
- 4 **Safe community infrastructure, and relief and reconstruction that reduces future risk**
- 5 **DRR that reaches the most vulnerable**

In 2013, a progress review<sup>5</sup> of the Children's Charter for DRR, in consultation with 1,299 children in 17 countries, called on governments to:

- ◆ **Protect and empower the most vulnerable, marginalized, and hard to reach children**
- ◆ **Set measurable targets to strengthen systems of DRR reporting and accountability**
- ◆ **Improve mechanisms for data collection and reporting, including the disaggregation of data by gender, age & ability**
- ◆ **Embed multi-hazard risk management and resilience within broader development strategies**
- ◆ **Increase the participation of children and young people in local, national, and regional processes.**

In 2014, more than 2,300 children in 40 countries were asked about their priorities post 2015. Their recommendations<sup>6</sup> for sustainable development included a call for governments to raise awareness on the risks of environmental degradation, infectious diseases, and natural hazards. Children recognize their vulnerability to hazards, and called for disaster preparedness training to better equip themselves with the tools to reduce risks.

## 4 PRIORITIZE COMPREHENSIVE SCHOOL SAFETY

Comprehensive school safety is integral to breaking the cycle of intergenerational poverty and building the capacity and resilience of children and their communities. The Comprehensive School Safety Framework<sup>7</sup> aims to protect the rights of children to safety, survival, and educational continuity in contexts of hazards and risks.

### THE THREE PILLARS OF COMPREHENSIVE SCHOOL SAFETY

- 1 **Safe learning facilities can be established through a holistic design approach, taking into consideration disaster-resilient design, safe and uninterrupted access, quality control, among other factors. Collaboration among stakeholders is important, including education authorities, architects, engineers, builders, and school community members, to guide safe site selection, design, construction, and maintenance.**
- 2 **The role of national and sub-national education authorities and local school communities (including children, teachers, and guardians) are integral to putting in place a robust platform for school disaster management. Working in collaboration with their disaster management counterparts, each stakeholder plays an important role to maintain safe learning environments and plan for educational continuity, while adhering to international standards. Actions include preparedness and early warning systems, hazard mapping, mock drills, and establishing DRM plans and standard operating procedures for each school.**
- 3 **Risk reduction and resilience education is critical to nurturing resilient communities and a culture of safety. Examples include the development of educational tools for safety and preparedness, integration of climate-smart DRR education into formal and non-formal curricula, teacher training, and other measures appropriate to the extracurricular and community-based fora.**

To this end, the CCC coalition urges Member States to adopt the **Comprehensive School Safety Framework** to provide uninterrupted learning in safe environments for children, while maintaining sensitivity to children of different genders, age, and abilities.

<sup>4</sup> Available at: <http://www.preventionweb.net/english/professional/publications/v.php?id=19894>

<sup>5</sup> Available at: [http://www.unisdr.org/files/33253\\_33253towardsresilientfuture20131.pdf](http://www.unisdr.org/files/33253_33253towardsresilientfuture20131.pdf)

<sup>6</sup> Available at: [http://issuu.com/childfund/docs/free\\_charters\\_final\\_report](http://issuu.com/childfund/docs/free_charters_final_report)

<sup>7</sup> Available at: [http://www.preventionweb.net/files/globalplatform/5194f951dabc99997\\_STC00792\\_DRR\\_CSS\\_Framework\\_singles\\_web.pdf](http://www.preventionweb.net/files/globalplatform/5194f951dabc99997_STC00792_DRR_CSS_Framework_singles_web.pdf)

## STRENGTHENED COLLABORATION TO MITIGATE DISASTER-RELATED CHILD PROTECTION RISKS IN INDONESIA

To prioritize child protection and strengthen in-country emergency preparedness measures, ChildFund Indonesia, partnering with UNICEF, is working with children and youth, their parents and families, and the communities and systems that support them - alongside national, provincial, and district authorities in 10 provinces, 32 districts and 174 villages across the country. As a result, the critical needs of children, and capacity gaps in operating child-friendly spaces in emergencies, as well as in broader humanitarian coordination systems have been identified. An integrated training module is building knowledge and skills of several hundred youth, community, public and private sector partners to ensure children are protected and their rights are guaranteed during disasters. Furthermore, the project has enhanced collaboration across sectors and stakeholders.

## EMERGENCY RESPONSE AND DISASTER MITIGATION IN GHANA, ETHIOPIA AND BURUNDI

To provide children with the space to participate in DRR activities, World Vision has actively engaged girls and boys as change agents within their communities in Ghana, Ethiopia, and Burundi. The establishment of DRR clubs in 23 schools has fostered DRR learning among children and facilitated peer-to-peer education in schools, resulting in enhanced levels of awareness among children and their households. The 920 school children involved in the clubs have participated in disaster drills for earthquakes, floods, windstorms, fires, and other hazards, and have received disaster risk assessment trainings. In turn, the children have conducted risk assessments, identifying the hazards, vulnerabilities, and capacities within their villages and schools.

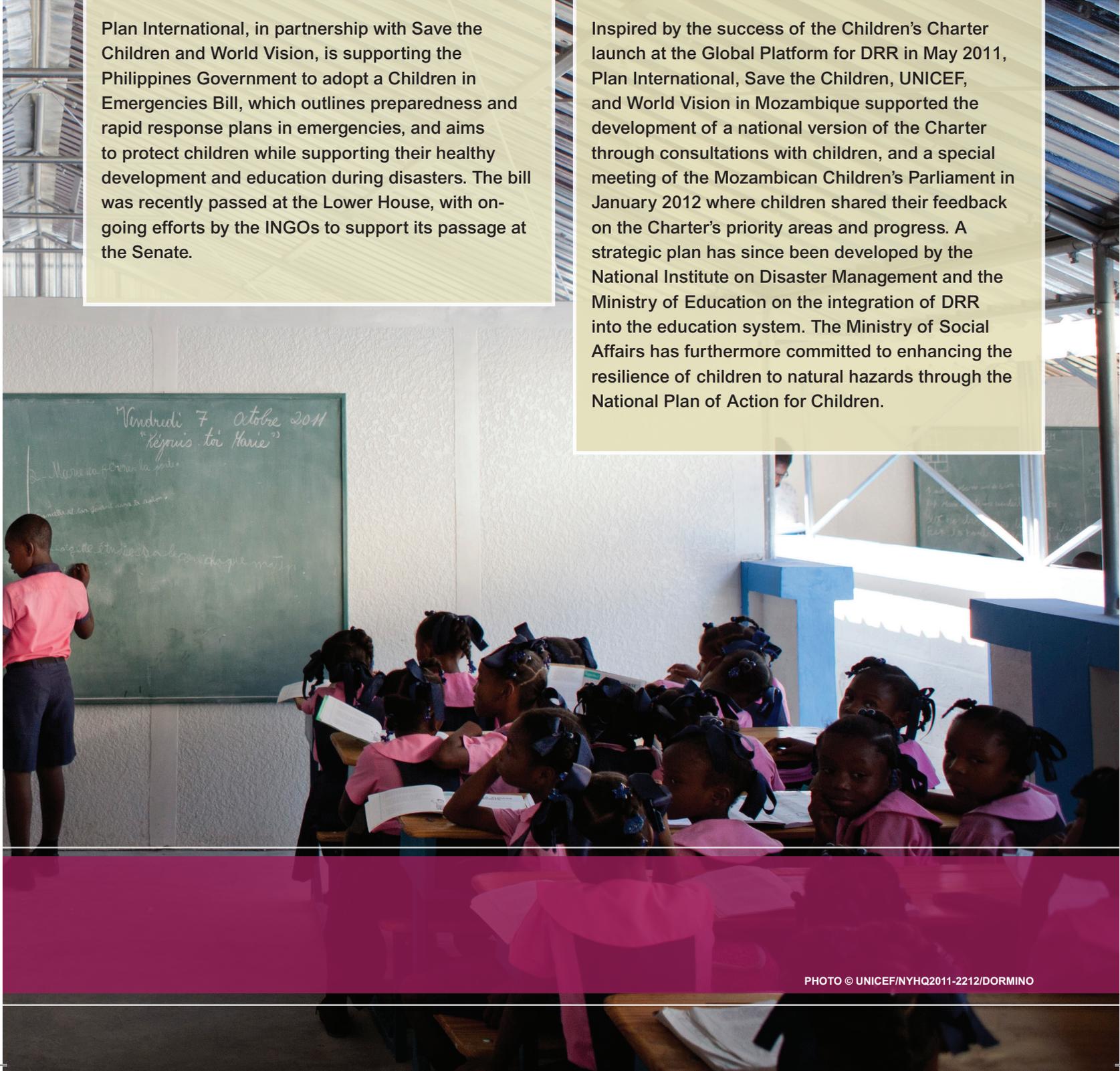


## SUPPORTING THE CHILDREN IN EMERGENCIES BILL IN THE PHILIPPINES

Plan International, in partnership with Save the Children and World Vision, is supporting the Philippines Government to adopt a Children in Emergencies Bill, which outlines preparedness and rapid response plans in emergencies, and aims to protect children while supporting their healthy development and education during disasters. The bill was recently passed at the Lower House, with on-going efforts by the INGOs to support its passage at the Senate.

## CHILDREN'S CHARTER AND CHILDREN'S PARLIAMENT IN MOZAMBIQUE

Inspired by the success of the Children's Charter launch at the Global Platform for DRR in May 2011, Plan International, Save the Children, UNICEF, and World Vision in Mozambique supported the development of a national version of the Charter through consultations with children, and a special meeting of the Mozambican Children's Parliament in January 2012 where children shared their feedback on the Charter's priority areas and progress. A strategic plan has since been developed by the National Institute on Disaster Management and the Ministry of Education on the integration of DRR into the education system. The Ministry of Social Affairs has furthermore committed to enhancing the resilience of children to natural hazards through the National Plan of Action for Children.



## RESOURCES FOR GUIDANCE

### CHILD PROTECTION IN RISK PRONE CONTEXTS

Child Protection Working Group (Global Protection Cluster), Minimum Standards for Child Protection in Humanitarian Action, 2012. <http://cpwg.net/minimum-standards/>

Child Protection Working Group (Global Protection Cluster), Too Little, Too Late: Child Protection Funding in Emergencies, video: <http://www.youtube.com/watch?v=ze55NOTGukQ>, and report: <https://www.savethechildren.net/sites/default/files/libraries/Too-Little-Too-Late-Report.pdf>

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World Vision, ADAPT for Child Protection, 2011. [http://beta.wvi.org/sites/default/files/Child\\_Protection\\_ADAPT.pdf](http://beta.wvi.org/sites/default/files/Child_Protection_ADAPT.pdf)

### REACHING THE MOST VULNERABLE GROUPS

Handicap International, Mainstreaming Disability into Disaster Risk Reduction: A training manual, 2009. <http://www.handicap-international.fr/fileadmin/documents/publications/DisasterRiskReduc.pdf>

Plan International, Weathering the Storm: Adolescent girls and climate change, 2011. <http://www.preventionweb.net/english/professional/publications/v.php?id=20856>

Save the Children and World Vision, Ending the Everyday Emergency: Resilience and children in the Sahel, 2012. <http://www.preventionweb.net/english/professional/publications/v.php?id=27663>

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World Vision International, Good Practices Guide for Putting WV's Development Programmes into Action: Synthesis of Learning from the Field, 2011. <http://www.childhealthnow.org/es/node/45806>

### CHILD PARTICIPATION IN DRR

IFRC, Children in Disasters: Games and guidelines to engage youth in risk reduction, 2010. <http://www.preventionweb.net/english/professional/publications/v.php?id=16726>

Plan International, After Yolanda: What Children Think, Need and Recommend, 2013. <http://plan-international.org/files/global/publications/emergencies/after-yolanda-english.pdf>

Plan International, Child-Centred Disaster Risk Reduction: Building resilience through participation, 2010. <http://plan-international.org/about-plan/resources/publications/emergencies/child-centred-disaster-risk-reduction-building-resilience-through-participation/>

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Plan International, Children and young people's voices in Haiti's Post Disaster Needs Assessment (PDNA), 2010. <http://plan-international.org/about-plan/resources/publications/emergencies/children-and-young-peoples-voices-in-haitis-post-disaster-needs-assessment-pdna>

Save the Children, Child-led Disaster Risk Reduction: A practical guide, 2007. <http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=3820>

World Vision International, Child Focused DRR Modules and Website, 2014. <https://wvdr.wordpress.com/>

### COMPREHENSIVE SCHOOL SAFETY

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Global Facility for Disaster Reduction and Recovery (the World Bank), the Inter-Agency Network for Education in Emergencies and UNISDR, Guidance Notes on Safer School Construction. [http://www.ineesite.org/assets/Guidance\\_Notes\\_Safer\\_School\\_Constructionfinal.pdf](http://www.ineesite.org/assets/Guidance_Notes_Safer_School_Constructionfinal.pdf)

Inter-Agency Network for Education in Emergencies, Minimum Standards for Education - Preparedness, Response, Recovery, June 2010. <http://www.ineesite.org/en/minimum-standards>

Save the Children and UNICEF, Comprehensive School Safety: A Toolkit for Development and Humanitarian Actors in the Education Sector, October 2012. [http://www.preventionweb.net/files/29491\\_29491comprehensiveschoolsafetytoolk.pdf](http://www.preventionweb.net/files/29491_29491comprehensiveschoolsafetytoolk.pdf)

UNICEF and UNESCO, Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries, 2012. <http://www.preventionweb.net/english/professional/publications/v.php?id=27715>

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### SAFE COMMUNITY INFRASTRUCTURE AND 'BUILDING BACK BETTER, SAFER, AND FAIRER'

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