CHILD-CENTERED
DISASTER RISK REDUCTION
AND CLIMATE ACTION
PRIMER

unicef for every child
Child-centered Disaster Risk Reduction and Climate Action Primer

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ABOUT THE COVER
The cover photo depicts a group of children from Paracale, Camarines Norte discussing the Participatory 3D (P3D) Map they made together with their community. A P3D Map is a miniature of a community which identifies present hazards, capacities, and vulnerabilities.

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1. Background on disasters in the Philippines

The Philippines is a country made up of 7,641 islands. The country is prone to disasters because it is in the Pacific “Ring of Fire” and along the typhoon belt.

**Pacific Ring of Fire:**
A region around the Pacific Ocean where many earthquakes and volcanic eruptions occur (DOST-PHIVOLCS).

**Typhoon Belt:**
An area in the western Pacific Ocean where nearly one third of the world’s tropical cyclones/typhoons form.

The Philippines is prone to natural hazards such as typhoons, floods, landslides, earthquakes and volcanic eruptions. It also experiences extreme weather events such as prolonged heat or too much rain because of climate change.

Some parts of the country also have been affected by conflicts that have lasted for years. Children and young people have had their lives changed because of these conflicts.

The Philippines is **one of the countries** that is most at risk from climate change, according to the Global Peace Index in 2019.

In 2021, the Philippines was ranked **eighth** on the list of countries that were most likely to be hit by disasters.

Because of the country’s geographic location, at least **60%** of land in the Philippines is exposed to several hazards, and **74%** of the population is at risk.

There are more than **110.8 million** Filipinos, almost half of whom are children and young people.
2. WHAT ARE THE IMPACTS OF DISASTERS ON CHILDREN?

Disasters and climate change hurt vulnerable people, like children, the most.

When disasters and climate change events happen, children’s rights to food, shelter, education and protection are endangered.

A lot of things can happen to children’s health and development when these events occur. Children may not be able to eat enough food, get sick, or even die because of poor health. It’s also hard to keep things clean and sanitary because there isn’t enough clean water in many places.

Most of the time, children don’t have places to go to learn because schools are often used as evacuation centers.

Children and young people are in danger of abuse, violence and exploitation during disasters. They face the risk of being sexually harassed, raped, sold or traded, put to work and prostituted. Stress, particularly economic stress, and lack of security in evacuation centers often lead to these dangers.

Children and young people who have been displaced may also experience mental health problems because of the death or illness of family members, separation from parents or guardians, neglect and even class disruptions.

3. WHAT IS DISASTER RISK

Disaster risk refers to the lives, health status, livelihood, assets and services that may be lost due to disaster, which can occur to a particular community or society at some time in the future (Republic Act or RA 10121).

A society or community faces high disaster risk when: 1) it is exposed to a lot of hazards; 2) it is highly vulnerable; and 3) it doesn’t have a lot of resources to deal with disasters. This means that when disaster strikes, people could die, get hurt and lose their possessions.

DEFINITIONS

**DISASTER**: a serious disruption of the functioning of a community or society that involves extensive human, material, economic and environmental losses and impacts. In a disaster, the affected community or society often does not have enough resources to cope with the impacts.

**HAZARD**: “a dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts.” It may also cause “property damage, loss of livelihood and services, social and economic disruption, or environmental damage.”

**EXPOSURE**: refers to being exposed or at risk of experiencing hazard events of different magnitudes.

**VULNERABILITY**: the characteristics and circumstances of a community, system or asset that make it vulnerable to the damaging effects of a hazard. “Vulnerability may arise from various physical, social, economic and environmental factors.” Examples of these factors are poor design and construction of buildings, poor protection of assets, lack of public information and awareness, limited official recognition of risks, limited preparedness measures, and disregard for wise environmental management.

**CAPACITY**: a combination of all strengths and resources available within a community, society or organization that can be used to reduce the level of risk or effects of a disaster. Capacity may include infrastructure and physical means, institutions, coping abilities of a society, and human knowledge, skills and collective attributes such as social relationships, leadership and management. It may also be described as capability.

Source: DRRM Act, Section 3(b).
4. DISASTER RISK REDUCTION AND MANAGEMENT (DRRM)

DRRM lessens people’s exposure and vulnerability to hazards, and improves people’s ability to deal with the effects of disasters. It is an organized process for implementing strategies and policies to lessen the negative and harmful impacts of hazards and the possibility of disaster (RA 10121).

The four key pillars of DRRM are as follows.

- **DISASTER PREPAREDNESS**

  The knowledge, skills and capacities that the government, response and recovery organizations, communities and people build to effectively anticipate, respond to and recover from likely, approaching or current hazards.

  Preparedness actions are based on a thorough risk assessment and good connections with early warning systems. Activities under this pillar includes contingency planning, stockpiling of equipment and supplies, development of arrangements for coordination, evacuation and public information, and associated training and field exercises (RA 10121).

- **DISASTER PREVENTION AND MITIGATION**

  - **Disaster prevention**: means completely avoiding the negative impacts of hazards and other disasters by taking action in advance. This includes building dams or embankments that stop floods, making land use regulations that don’t allow any settlement community in high-risk areas, and designing buildings that can withstand earthquakes (RA 10121).

  - **Disaster mitigation**: means lessening or limiting the negative impacts of hazards and related disasters. It includes structural (e.g., buildings) and non-structural (e.g., laws and programs) actions that will lessen the negative effects of hazards (e.g., natural, environmental and technological). It ensures that at-risk communities have the ability to address their vulnerabilities to lessen the effects of disasters (RA 10121).

- **DISASTER RESPONSE AND EARLY RECOVERY**

  The provision of emergency services and public assistance during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the affected people and communities (RA 10121).

- **DISASTER REHABILITATION AND RECOVERY**

  The restoration and improvement of facilities, livelihood and living conditions of disaster-affected communities, including efforts to reduce disaster risk factors, in line with the principles of ‘Build Back Better’ (RA 10121).

5. CLIMATE CHANGE ADAPTATION AND MITIGATION

Climate change refers to a change in climate that can be identified by changes in the mean climate or by climate properties differing from the average. Climate change can persist for an extended period, typically decades or longer, whether due to natural changeability or as a result of human activity (RA 9729).

- **CLIMATE CHANGE ADAPTATION (CCA)**

  Through CCA, individuals and communities develop strategies for anticipating and adapting to climate change.

  Adaptation refers to the adjustment in natural or human systems in response to actual or expected climatic change stimuli (e.g., changes in the mean climate or differences of its properties from the average) or their effects. Adaptation moderates harm or exploits beneficial opportunities (RA 9729).

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)
Ratified in the Philippines in 1990, the UNCRC covers and protects all children's civil, political, economic, social and cultural rights at all times. Under this treaty, children have rights that can't be taken away in any situation, especially when they're at their most vulnerable. The UNCRC has four main principles:

- Non-discrimination
- Best interest of the child
- Right to survival and development
- Views of the child

The treaty emphasizes each child's right to participate – the right of a child to be heard (Article 12, UNCRC) is a fundamental right and a guiding concept that should be considered when implementing other rights. Every child has the right to engage in varied settings, including in complex emergency, humanitarian and crisis situations. The treaty views children as having 'evolving capacities', implying that as children mature, their capacity to assume responsibility and assert rights increases.

CHILDREN’S CHARTER FOR DISASTER RISK REDUCTION
This Charter was created through consultations with more than 600 children in 21 countries. The Charter promotes DRR that uses a Child-centered approach. It calls for stronger commitment from governments and other stakeholders to take appropriate measures (or courses of action) to protect children and allow them to engage in DRR and climate action efforts.

SENDAI FRAMEWORK FOR DISASTER RISK REDUCTION 2015–2030
This global Framework will substantially reduce disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries by 2030.

CLIMATE CHANGE MITIGATION

Mitigation refers to human actions that reduce sources of human-induced emissions and reinforce removals from the atmosphere of all greenhouse gases, including ozone-depleting substances and their substitutes, by sinks (RA 9729).

In climate change mitigation, greenhouse gas emissions that contribute to global warming are reduced. Mitigation strategies include: retrofitting existing buildings so that these consume less (electric) energy; implementing sources of renewable energy such as solar, wind and small hydropower; assisting cities in developing more sustainable modes of transportation such as bus rapid transit, electric vehicles and use of biofuels; and promoting more sustainable land and forest management (GEF, 2022).
To do this, governments that committed to this Framework will strive to implement integrated and inclusive measures (e.g., economic, structural, legal, social, health, cultural, educational, environmental, technological, political and institutional measures) to prevent and reduce exposure to hazards and vulnerability to disaster, increase preparedness for response and recovery, and strengthen resilience (i.e., the ability to adapt and bounce back from a difficult situation).

THE FRAMEWORK HAS SEVEN GOALS AND FOUR MAIN PRIORITIES FOR ACTION.
THE PRIORITIES ARE:

1. Understanding disaster risk.
2. Strengthening disaster risk governance to manage disaster risk.
3. Investing in DRR for resilience.
4. Enhancing disaster preparedness for effective response, and to ‘build back better’ in recovery, rehabilitation and reconstruction.

PHILIPPINE DISASTER RISK REDUCTION AND MANAGEMENT (DRRM) ACT OF 2010 OR RA 10121

The DRRM law mandates the strengthening of disaster management in the country. This law shifted the policy environment and the country’s approach to disasters from response to preparedness. It champions DRR that is community-based and is “holistic, comprehensive, integrated and proactive.”

The law establishes community-based DRRM as the primary and fundamental approach to DRRM in the Philippines.

Community-based DRRM is an approach where at-risk communities actively participate in identifying, analyzing, treating, monitoring and evaluating disaster risks to reduce their vulnerabilities and enhance their capacities. Under this approach, people are at the heart of decision-making and in implementing DRRM activities (RA 10121).

It has provisions that support children’s protection and participation in DRRM before, during and after disaster:

- **Section 2(d)** indirectly supports the participation of children and youth in DRR, citing the State’s policy on promoting the “involvement and participation of all sectors and all stakeholders concerned.”
- **Section 3** identifies children as part of the vulnerable and marginalized groups.
- **Section 12 (c. 16)** ensures efficient and immediate delivery of food, shelter and medical supplies to children and other vulnerable groups.
- **Section 12(g)** pushes for mainstreaming or establishing DRRM in areas of particular concern when it comes to children like health and education.
- **Section 14** encourages the participation of the youth in DRRM activities as part of the Sangguniang Kabataan programs and projects. The section calls for DRR education to be integrated into the school curricula of secondary- and tertiary-level students. The integration is meant to include the National Service Training Program (NSTP), private and public school, formal and non-formal, technical-vocational, indigenous learning and out-of-school youth courses and programs.
- **Section 2(o) and 12(c16)** mention the need to prioritize the breastfeeding needs of lactating mothers.

NATIONAL DRRM FRAMEWORK

This Framework provides for a comprehensive, all-hazards, multi-sectoral, inter-agency and community-based approach to DRRM (RA 10121). Its vision is: “Safer, adaptive and disaster-resilient Filipino communities towards sustainable development.” This will be achieved through the four distinct yet mutually reinforcing pillars, namely: Disaster Preparedness; Disaster Prevention and Mitigation; Disaster Response and Early Recovery; and Disaster Rehabilitation and Recovery.
FIGURE 1: THE UPDATED NATIONAL DISASTER RISK REDUCTION AND MANAGEMENT FRAMEWORK 2020–2030

This law mandates that children’s fundamental rights be protected before, during, and after disasters and other emergency situations.

Section 4 of the law pushes for the development of the Comprehensive Emergency Program for Children (CEPC). The programme will be the basis for protecting children and pregnant and lactating mothers and for supporting their immediate recovery during disasters and other emergency situations. The CEPC has eight important components:

a. Establishing evacuation centers that are safe, inclusive, child-friendly, gender-sensitive and responsive to the needs of children in emergency situations.
b. Establishing children- and women-friendly transitional shelters and a referral mechanism for orphaned, unaccompanied and separated children.
c. Ensuring immediate delivery of basic necessities and services to affected children.
d. Carrying out stronger measures to ensure safety and security of affected children.
e. Delivering health services, medical care and nutritional services.
f. Having a plan of action for the prompt resumption of educational services for children.
g. Establishing child-friendly spaces; and
h. Promoting children rights by:
   • providing Child-centered training for all responders;
   • ensuring that children have adequate access to age-appropriate information on their roles and responsibilities and those of government agencies before, during and after disasters and other emergency situations;
   • providing effective means for children to participate and train for community DRR programs; and
   • consulting with affected children on their needs and priorities for post-disaster relief and recovery.

CLIMATE CHANGE ACT OF 2009 OR RA 9729
This law mandates that climate change be mainstreamed into government policy formulations and that a framework strategy and programme on climate change be established. The law created the Climate Change Commission to act as the main government body to oversee the law’s implementation. The law envisions “a climate-resilient Philippines with healthy, safe, prosperous and self-reliant communities, and thriving and productive ecosystems”.

The Climate Change Act also mandates that a gender-sensitive, pro-children and pro-poor perspective be incorporated in all climate change and renewable energy efforts, plans and programs. The law will ensure that the impacts of climate change, which are not the same for children, women and men, are reflected in the National Climate Change Action Plan.

PEOPLE’S SURVIVAL FUND ACT OR RA 10174
This law amends the Climate Change Act and creates the People’s Survival Fund as a source of long-term financing for CCA projects. This law enables the government to effectively address the problem of climate change at the local level.
In line with the Climate Change Act, this Framework Strategy is the guide to achieving the vision of the law, the guide to strengthening the capacities of human communities and natural ecosystems to adapt to climate change. The Framework targets a cleaner path of development for the Philippines, highlighting the mutually beneficial relationship between climate change mitigation and adaptation.

Under 2.8 of its Guiding Principles, the Framework emphasizes that adaptation measures should be based on equity, in accordance with common but differentiated responsibilities: special attention must be given to ensure equal and equitable protection of the poor, women, children and other vulnerable and disadvantaged sectors.

**FIGURE 2: NATIONAL FRAMEWORK STRATEGY ON CLIMATE CHANGE**

The cross-cutting areas are gender and development, technology transfer, research and development, information, education and communication, and capacity building.

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**National Climate Change Action Plan (NCCAP) 2011–2028**

In line with the Climate Change Act, the NCCAP is the country’s plan for adapting to and mitigating climate change, and it is based on technical analysis and consultations with government agencies and other stakeholders.

**The key actions of this plan focus on seven thematic outcomes:**

1. **Food security**: ensure availability, stability, accessibility and affordability of safe and healthy food amidst climate change.
2. **Water sufficiency**: assess the resilience of major water resources and infrastructures, manage supply and demand, manage water quality, and promote conservation.
3. **Ecological and environmental stability**: ensure protection and rehabilitation of critical ecosystems, and the restoration of ecological services.
4. **Human security**: reduce the risks of women and men to climate change and disasters.
5. **Climate-smart industries and services**: create green jobs and develop sustainable cities and municipalities.
6. **Sustainable energy**: promote energy efficiency and conservation and develop sustainable and renewable energy, and transport.
7. **Knowledge and capacity development**: enhance capacity for climate change adaptation, mitigation and disaster risk reduction at the local and community level.

Source: National Climate Change Action Plan 2011–2028
7. CHILD-CENTERED DISASTER RISK REDUCTION AND CLIMATE ACTION

Child-centered DRR/CA is an approach that puts at-risk children and young people at the center. Child-centered DRR/CA includes all DRR activities for children and with children, and all thematic pillars under DRRM and climate action.

The approach is in line with the National DRRM Framework. It provides children an enabling environment to be actively involved in DRR and an opportunity to use their knowledge, skills and attitudes to help make a safe, adaptive and resilient environment with adults. It empowers children to speak up and protect their basic rights, and gives them a chance to take on leadership roles in building resilience.

8. WHY IS CHILDREN AND YOUTH PARTICIPATION IMPORTANT IN DRR AND CLIMATE ACTION?

Children and young people involved and participating in DRR and climate action is an important component of community resilience.

THROUGH THEIR PARTICIPATION, CHILDREN AND YOUNG PEOPLE:

- Become aware of disaster and climate risks.
- Understand the impacts of disaster and climate change in their lives and their environments.
- Learn and share their perspectives on how to reduce the impacts of disasters and climate change.
- Protect themselves, their communities and environments from the negative impacts of disaster and climate change through preparedness, prevention and mitigation activities.
- Become empowered leaders and active agents of change in their communities.

CHILDREN AND YOUNG PEOPLE’S PARTICIPATION ALSO TRANSFORM COMMUNITIES AND DECISION-MAKERS IN VARIOUS WAYS:

- Increased understanding of children’s rights and needs, making their approach to DRR/CA more inclusive.
- Increased appreciation of children and young people’s role in resilience building. This enhances DRR/CA strategy through a more holistic approach in risk assessment and planning.
- Reduced number of children and young people affected by the impact of disasters and climate change.
- Provide enabling environment for children and youth to participate in decision-making processes in their communities.
- Become committed advocates for children’s rights and needs in DRR/CA.
9. KEY COMPONENTS OF CHILD-CENTERED DRR AND CLIMATE ACTION

Similar to the community-based DRRM framework, Child-centered DRR/CA follows community-based processes in DRR and climate action:

- **Child involvement and participation in DRR/CA structures and organizations**
  - Children and young people are active members of local DRRM councils and committees.
  - Local organizations representing children in decision-making spaces actively advocate for the needs of children and youth.
  - Children and young people actively participate in DRR/CA policy formulation and decision-making.

- **Child-centered capacity building and training**
  - Capacity building and training in communities involve children and youth to ensure that they have enough knowledge and skills in DRR/CA.
  - Schools integrate DRR/CA in school curricula and extra-curricular activities.
  - Specialized training for children and youth are included in regular capacity building programs of communities and schools.

- **Child-centered risk assessment**
  - Children and young people are trained to identify, analyze and explain their exposure, vulnerabilities and capacities.
  - They actively participate in community and school risk assessment processes.
  - Detailed data on children and youth and their needs are clearly reflected in the risk assessment reports.

- **Child-centered DRR/CCA action planning**
  - Children and young people are trained to use data on risk assessment to plan and identify solutions and to develop activities that would address the risks they face.
  - They actively participate in community and school DRR and CCA planning processes.

- **Child-centered DRR/CA activities and programs are included in local DRR and CCA plans of communities.**
- **Child-centered DRR/CA plans and programs address the root causes of child vulnerability, including child poverty and deprivation.**

- **Child-centered implementation**
  - Children and young people are actively involved in implementing DRR/CA programs and projects in their communities.
  - With an enabling environment, they take the lead role in implementing DRR/CA activities.
  - Child-centered DRR programs are provided with enough budget and resources to ensure the implementation and continuity of programs.

- **Child-centered monitoring and evaluation**
  - Children and young people with their communities collectively monitor and assess the impacts of DRR/CA programs in their communities.
  - They propose measures to improve the implementation of DRR/CA programs in their communities.

For UNICEF, the Child-centered DRR/CA approach aims explicitly to reduce disaster and climate change risks that children and young people face. It advocates for the shift from preparedness and response towards mitigation and prevention. It emphasizes the need to involve children and young people in all phases of DRR and CCA – capacity building, risk assessment, planning, implementation and monitoring.
Everyone has a role to play in Child-centered DRR and climate action. While children and young people are capable agents, they need an enabling environment to be able to harness their knowledge, skills and capacities.

Parents: as the primary support system of children, parents’ guidance and support to their children increases children’s participation in DRR/CA as these encourage them to join Child-centered DRR/CA activities in schools and in their communities.

Sangguniang Kabataan (SK): The SK plays a vital role in ensuring that the needs and concerns of children and youth are included in the DRR/CA plans and programs of local government units (LGUs). The SK also helps ensure their sustained participation in DRR/CA by including Child-centered DRR/CA programs and activities in their youth development plans and programs.

Local organizations and private sector:
- Building the capacity of children and youth on DRR/CA.
- Supporting them by advocating for their participation in DRR/CA processes.
- Supporting LGUs in mainstreaming children’s sectoral concerns in DRR/CA.
- Providing a platform and resources for children and youth to participate in DRR/CA.

Schools:
- Integrating DRR and CCA in the school curriculum.
- Developing, organizing and carrying out school DRR/CA activities.
- Ensuring safe and resilient school facilities.
- Ensuring that children and youth participate in school DRR/CA plans, programs and activities.
- Strengthening school DRR/CA organizations and strengthening their links with local organizations.
Barangay LGUs and DRRM committees: These are the primary government bodies at the community level that are responsible for the creation of barangay DRRM structures, plans, programs and activities.

- Ensuring that children and youth are represented in the barangay DRRM committee.
- Building their capacity in DRR and CCA.
- Ensuring that they participate in DRR/CA activities such as risk assessment, planning, implementation and monitoring and evaluation.
- Ensuring that the risk and vulnerabilities of children are identified and addressed in the risk assessment and DRR/CA plan of the barangay.
- Supporting the SK and children and youth organizations in developing and implementing child-led DRR/CA programs in their community.

Municipal and provincial LGUs and DRRM councils: The responsibilities of municipal and provincial DRRM councils and LGUs are the same as that of barangay LGUs but are on the municipal and provincial levels. In addition to these are:

- Mainstreaming children's sectoral needs in the municipal and provincial local development plans; ensuring that sectoral plans are risk-informed, and that the DRR/CA plans cover sector needs of children such as WASH, health, nutrition, education and child protection.
- Strengthening children and youth organizations and SKs at the municipal and provincial levels; linking children and youth organizations and SKs from the barangays to the municipal and provincial levels.
- Ensuring a harmonized Child-centered DRR/CA approach in the barangays and municipalities through learning exchanges and sharing of good practices.
- Ensuring that schools, academe and universities are involved in local DRRM and climate action processes.

National government agencies:

- Institutionalizing children and youth participation in DRR and CCA in the country.
- Ensuring that the needs of the vulnerable population, including children and young people, are prioritized in national DRRM and climate action plans and programs.
12. EXAMPLES OF CHILD-CENTERED DRR/CA PROGRAMS AND ACTIVITIES
<table>
<thead>
<tr>
<th>Water, Sanitation and Hygiene (WASH)</th>
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<tr>
<td><strong>Disaster preparedness</strong></td>
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<tr>
<td>• Develop and communicate messages of prevention through WASH in disaster situations.</td>
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<tr>
<td>• Develop a contingency plan for WASH to ensure protection and continuity of WASH facilities and services.</td>
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<tr>
<td>• Ensure WASH sector is linked to existing early warning systems at the national, sub-national and community levels.</td>
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<tr>
<td>• Build the capacity of LGUs, communities and other stakeholders in WASH in emergency.</td>
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</tbody>
</table>
### Nutrition

#### Disaster preparedness
- Link nutrition actors and services to disaster early warning systems at national, sub-national and community levels.
- Develop a contingency plan for nutrition and preposition (or buy and ready) stocks for identified ‘at-risk’ populations.
- Widen campaign for communication for change behaviors in vulnerable communities.

#### Disaster prevention and mitigation
- Map available local food sources, and assess vulnerability of the food sources based on hazards and climate change scenarios. Focus on alternative sources of food and how different food sources may be combined to maximize nutrition outcomes for communities.
- Incorporate disaster risk assessments in existing nutrition assessments and monitoring. Ensure that the nutrition sector provides inputs to national and community-level disaster risk assessments.
- Make hazard-prone areas less vulnerable by promoting improved care practices (e.g., exclusive breastfeeding and appropriate complementary feeding) and protecting nutritional status.
- Strengthen community health systems for early diagnosis, referral and follow-up of cases with acute malnutrition.

#### Disaster response and early recovery
- Promote the strengthening of nutrition services during emergency.
- Establish and strengthen ongoing nutrition assessment and surveillance mechanism.
- Provide nutritional food items based on the needs of affected children and communities.
- Provide breastfeeding facilities and promote breastfeeding during emergency.

#### Disaster recovery and rehabilitation
- Analyze gaps in the nutritional needs of children and young people during emergency, and propose measures to strengthen the nutrition sector and its actions during emergency.
### Health

<table>
<thead>
<tr>
<th>Disaster preparedness</th>
<th>Disaster prevention and mitigation</th>
<th>Disaster response and early recovery</th>
<th>Disaster recovery and rehabilitation</th>
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<tbody>
<tr>
<td>• Link health programs to existing early warning systems.</td>
<td>• Include risks to health and health systems and include epidemics/pandemics as hazards in national and local risk assessments.</td>
<td>• Ensure that children with disabilities are safe during emergency evacuation and in shelters.</td>
<td>• Analyze why health facilities and services have been damaged or interrupted, and find suitable ways to modify existing or future systems against this damage.</td>
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<tr>
<td>• Prepare a contingency plan for specific health programs and for possible hazards. The contingency plan will cover preparedness and response plans, prepositioning of supplies, training of staff and identification of surge/maximum capacity.</td>
<td>• Based on risk assessments, target health programs towards the most vulnerable communities to improve health status baseline (or starting point). This will include accelerated and expanded community-based programs in high-risk areas.</td>
<td>• Provide first aid services to the affected population.</td>
<td>• Rebuild or strengthen health systems and services so that these are resilient to all hazards.</td>
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<tr>
<td>• Make communities aware of risks and health issues related to local hazards. Provide emergency preparedness and response measures for communities and families.</td>
<td>• Prevent biological hazards such as epidemics and pandemics.</td>
<td>• While re-establishing health systems, provide adequate resources and supplies for continued priority health services and target the top causes of illness and death in the most vulnerable locations.</td>
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<tr>
<td>• Train local communities, children and youth on basic life support and first aid.</td>
<td>• Make health facilities safe from disasters through retrofitting. Locate health facilities and services away from hazard-prone areas. Make existing health services flexible and adaptable to local risks.</td>
<td>• Raise awareness on diseases to prevent disease from spreading in evacuation centers and transitional shelters.</td>
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<td></td>
<td>• Integrate health concerns in the LDRRMP/LCCAP.</td>
<td>• Monitor health status of affected children and communities.</td>
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<td></td>
<td>• Ensure that local health development plans are risk-informed.</td>
<td>• Provide services and activities that support psychosocial and mental health.</td>
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<tr>
<td>Education</td>
<td>Disaster preparedness</td>
<td>Disaster prevention and mitigation</td>
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<td></td>
<td>Promote DRR in teaching and learning</td>
<td>Provide safe school environments</td>
<td>• Provide temporary learning facilities during emergency. Ensure that children’s education and play are not disrupted.</td>
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<td></td>
<td>• Integrate DRR and CCA in the curricula for formal and non-formal education from preschool to secondary level.</td>
<td>• Carry out safety inspections and assessments of education facilities. Ensure that their location and construction are suitable.</td>
<td>• Advocate for the strengthening of education in emergency services, including the means for collaboration and coordination.</td>
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<td></td>
<td>• Provide in-service teacher training on disaster preparedness.</td>
<td>• Provide temporary schooling facilities and alternative sites when hazards are anticipated.</td>
<td>• Collaborate with the health sector in providing services and activities that support psychosocial and mental health among children, young people, teachers and school administrators. Collaborate with the health sector in monitoring health-related concerns of children and young people during emergency.</td>
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<tr>
<td></td>
<td>• Produce support materials for teaching and learning that are linked to DRR/CA.</td>
<td>• Develop school DRR and CCA plans to address needs and vulnerabilities of children.</td>
<td>• Collaborate with child protection sectors to prevent, address and manage violence against children in evacuation centers and transitional shelters.</td>
</tr>
<tr>
<td>Promote school safety and disaster management</td>
<td></td>
<td></td>
<td>• Collaborate with the nutrition sector to ensure that the nutritional needs of children and young people are provided for.</td>
</tr>
<tr>
<td></td>
<td>• Support school-level vulnerability and capacity assessments that have the participation of children, parents and teachers.</td>
<td></td>
<td>• Collaborate with the WASH sector to ensure that WASH facilities and services in schools are available and functional during emergency.</td>
</tr>
<tr>
<td></td>
<td>• Establish early warning systems. Train teachers and students to identify and act on early warning signs.</td>
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<tr>
<td></td>
<td>• Systemize and disseminate good practices of school preparedness and response.</td>
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<td>• Strengthen school organizations. Ensure that children and youth are involved in DRR and CCA.</td>
<td></td>
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<td></td>
<td>• Link school DRR and CCA activities with community-based DRR and CCA to ensure a holistic approach and that children and youth are involved in DRR and CCA.</td>
<td></td>
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<tr>
<td></td>
<td>• Implement the school preparedness and family preparedness plan.</td>
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</tbody>
</table>

- **Education**
  - **Promote DRR in teaching and learning**
    - Integrate DRR and CCA in the curricula for formal and non-formal education from preschool to secondary level.
    - Provide in-service teacher training on disaster preparedness.
    - Produce support materials for teaching and learning that are linked to DRR/CA.
  - **Promote school safety and disaster management**
    - Support school-level vulnerability and capacity assessments that have the participation of children, parents and teachers.
    - Establish early warning systems. Train teachers and students to identify and act on early warning signs.
    - Systemize and disseminate good practices of school preparedness and response.
    - Strengthen school organizations. Ensure that children and youth are involved in DRR and CCA.
    - Link school DRR and CCA activities with community-based DRR and CCA to ensure a holistic approach and that children and youth are involved in DRR and CCA.
    - Implement the school preparedness and family preparedness plan.
### Child Protection

<table>
<thead>
<tr>
<th>Disaster preparedness</th>
<th>Disaster prevention and mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Work with national partners to ensure emergency preparedness plans for child protection, including appropriate referral services, are in place in all disaster-prone areas.</td>
<td>• Identify areas and groups of most vulnerable children and women.</td>
</tr>
<tr>
<td>• Promote measures to safeguard identification documents and teach life skills (e.g. first aid).</td>
<td>• Support inter-agency monitoring of risks to child protection (that are related to hazard risks) to inform program strategies.</td>
</tr>
<tr>
<td>• Enhance capacity of communities and families to care for their children. Identify and encourage existing positive coping mechanisms.</td>
<td>• Establish permanent ‘safe spaces’ for women and children in disasters-prone areas as part of the community-based child protection network.</td>
</tr>
<tr>
<td>• Strengthen capacity of local child protection council and Barangay Council in child protection to prevent and respond to cases of violence during emergency.</td>
<td></td>
</tr>
</tbody>
</table>

### Social Protection

<table>
<thead>
<tr>
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<th>Disaster prevention and mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrate anticipatory actions in the government’s system for social protection (i.e., aimed to reduce poverty and vulnerability).</td>
<td>• Carry out a multi-dimensional analysis of children’s risk and vulnerabilities.</td>
</tr>
<tr>
<td>• Strengthen social protection mechanisms of LGUs and national government through shock-responsive social protection systems.</td>
<td>• Ensure that social protection systems and mechanisms are risk-informed.</td>
</tr>
<tr>
<td></td>
<td>• Ensure that DRR and CCA plans and policies protect and strengthen social protection systems and mechanisms.</td>
</tr>
</tbody>
</table>

### Disaster prevention and early recovery

<table>
<thead>
<tr>
<th>Disaster response and early recovery</th>
<th>Disaster recovery and rehabilitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Disseminate and ensure that information is accessible to the affected population, including information on services that are available and where these services may be availed of.</td>
<td>• Analyze failure in the functioning of the child protection system, including community behaviors related to violence towards children.</td>
</tr>
<tr>
<td>• Mainstream child protection in other sectors’ response work to scale-up protection measures.</td>
<td>• Strengthen child protection mechanisms based on lessons learned. Ensure that these mechanisms are resilient to future shocks.</td>
</tr>
<tr>
<td>• Increase safety in camps and evacuation centers through: good lighting; community warden system; women and children protection help desk; and referral mechanism.</td>
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</tbody>
</table>

### Disaster recovery and rehabilitation

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Ensure that basic social services are provided during emergency.</td>
</tr>
<tr>
<td>• Ensure that social protection mechanisms are restored and made more resilient to future shocks.</td>
</tr>
</tbody>
</table>
REFERENCES:

ABOUT UNICEF
UNICEF works with the Philippine Government and other donors and partners to promote and protect the rights of every Filipino child. A particular focus on those who are most vulnerable and disadvantaged is given while improving national policies, programs and services for children and adolescents in areas such as maternal health, child nutrition, education, justice, immunization, HIV/AIDS, economic and social policy, and emergency.

For more information, visit https://www.unicef.org/philippines

ABOUT OCD
The Office of the Civil Defense (OCD) serves as the executive arm and secretariat of the National Disaster Risk Reduction and Management Council (NDRRMC). Under the Philippine Disaster Reduction and Management Act (Republic Act 10121), the OCD provides leadership in the development and management of approaches and programs for reducing the vulnerabilities and risks to hazards and manages the consequences of disasters to the Filipino public.

For more information, visit https://ocd.gov.ph/

ABOUT MACP
Founded by the late Margaret A. Cargill, the Margaret A. Cargill Philanthropies (MACP) actively partners with capable organizations to support efforts to enhance the quality of life and prevent and relieve the suffering of children, families and seniors; preserve and promote the environment and the arts; and encourage the humane treatment of animals.

For more information, visit https://www.macphilanthropies.org/