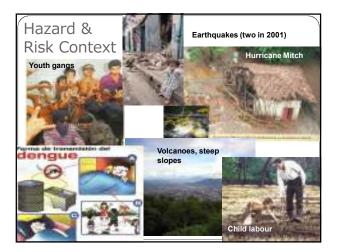
Plan International's Work with Community Education in Central America Children as active agents in communitybased disaster risk reduction in El Salvador

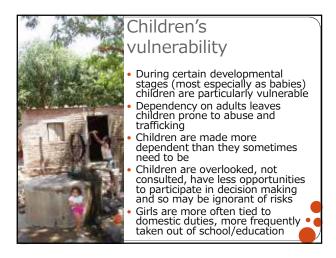
Maureen Fordham <u>maureen.fordham@northumbria.ac.uk</u> Northumbria University





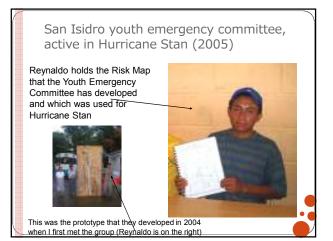






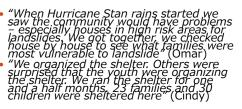
Community emergency plans Achieved Clearly, children can be vulnerable prepared in communities and Youth groups (equal Dying in huge numbers in the 2004 Indian schools girls and boys) Ocean earthquake and tsunami; those that organized and trained Community survived, at risk of trafficking and abuse emergency in mitigation and Dying in the 2005 South Asian earthquake – preparation for committees formed school building collapses and trained emergencies • In Pakistan, 500 children were crushed to Children and young death in one school when the building collapsed on them. \$1000 could have paid to carrv make the school earthquake resistant: just \$2 per child. Dying in thousands in the Chinese earthquake – again from collapsed school buildings Becoming household heads of families as a Buitesblab fchassive Huve/ANDSheya teal vde atos in he that is long tries







Stan



Cindy, the President of the Committee, and two colleagues are credited with rescuing a wornan and her child from a house where the husband father refused to leave. We saw a child was at risk. We begged them to leave the house."
A landslide buried the 7 year old child to his shoulders but the committee members pulled him out. The house later collapsed. In Chalatenango, children & young people did local community capacity and vulnerability analyses



And presented their findings to a meeting of community representatives (children, youth and adult)





engagement should lead to more resilience in children

- If no help is available, then these young people and adults can cope better
- They can recognize the risks and better prepare to reduce them
- They can respond better in an emergency, warning and protecting others
- The risk reduction training and active role in the community leads to greater self confidence and respect from other

Question: How relevant is this to the UK disaster education context?