



## ONLINE COURSE CHILD PROTECTION MANAGEMENT IN EMERGENCY AND DISASTERS SITUATIONS

**Tutor:** Anne-Marie Blackman  
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**Duration:** 8 weeks

**Maximum number of participants:** 25 from States  
10 Open call

**Profile of participants:**

Professional and technical personnel working with children and adolescents in State programs.

**General Objective**

Contribute to providing techniques, planning and basic operations for the protection of child and adolescent rights in disaster risk management as well as guidelines for the implementation of public policy, plans and integral programs with a rights based focus.

**Specific Objectives**

- Generate the necessary content to provide technical personnel, planners and operators with key elements to ensure the protection and preservation of the rights of children and adolescents in disaster risk management.
- Create an awareness of the application of norms to the rights and children and adolescents in disaster risk management.
- Promote and apply various guidelines for protecting the rights of children and adolescents facing emergency and disaster situations.
- Promote management models, rooted in national reality, for applying the rights of children and adolescents to disaster risk management.
- Learn of advances in knowledge through the design / execution of State plans, projects, and programs.

By the end of the course, it is hoped that participants will have an overall view of the promotion and protection of child and adolescent rights in disaster risk management and will be able to apply the knowledge obtained.



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## MODULES

### PART I

#### **INTRODUCTORY MODULE: HUMAN RIGHTS AND THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC)**

- Information on regional bodies and mechanisms to apply the Rights of Children and Adolescents in the Americas.
- From the focus of needs to the focus of rights.
- The principles of the CRC.

#### **MODULE 1: CONCEPTS AND SCENARIOS**

- Information on the global, regional and national framework for disaster risk management.
- Introduction to Disaster Risk Management.
- Risk management and the rights based focus.
- Promotion and Protection of the rights of children and adolescents in the management of disasters. Current trends and challenges.

#### **MODULE 2: PUBLIC POLICIES IN DISASTER RISK MANAGEMENT AND INTERNATIONAL LEGAL NORMS**

- Public policy in the protection of the rights of children and Adolescents in Disaster Risk Management.
- International norms for the Protection and Rights of Children and Adolescents in situations of emergency or disaster.
- National Frameworks focused on the Protection and Preservation of the Rights of Children and Adolescents in situations of emergency and disaster.
- Exercise for reflection.



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## PART II

### MODULE 3: PROTECTION AND HUMANITARIANM ACTION

- What must be guaranteed to ensure the full development of children and adolescents in situations of emergency and disaster.
- Humanitarian guidelines for attending to children and adolescents in situations of emergency and disaster.
- Evaluation: a questionnaire.

### MODULE 4: GUIDING FOCUS AND PRINCIPLES

- Guiding focus and principles in the protection of the rights of children and adolescents in emergency and disaster situations.
- Critical bottlenecks in policy implementation for integral attention to children and adolescents in emergency and disaster situations.
- Analysis: A Case Study.

### MODULE 5: RESILIENCE

- Resilience and child rights.
- Psychosocial Interventions for children and adolescents with a rights based focus.
- Participation of children and adolescents in disaster risk management.
- Analysis of experiences and lessons learned.



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## PART III

### **MODULE 6: HANDICAPPED CHILDREN AND ADOLESCENTS IN EMERGENCY AND DISASTER SITUATIONS**

- The Convention on the Rights of the Child.
- The Convention on the Rights of Persons with Disabilities.
- The relationship between the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disability (CDPD).
- Myths and stereotypes related to persons with disability or with different capacities.
- Strategies to protect children with disability in emergency and disaster situations, and strategies for inclusion.
- Case Study: issues to be debated.

### **MODULE 7: REALITY CHECK!**

- Analysis of national realities and proposals for applying the Model which are adapted to the country context.

### **MODULE 8: GUIDELINES FOR A MANAGEMENT MODEL**

- Challenges for implementation of public policy when protecting the rights of children and adolescents in Disaster Risk Management
- Guidelines for implementing a model to promote and protect the rights of children and adolescents in Disaster Risk Management.
- Drawing up of a policy proposal and strategy to promote and protect the rights of children and adolescents in Disaster Risk Management.



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## CRITERIA FOR EVALUATION

Evaluation of each participant's performance will take into account the formal aspect of participation, as related to completion of assignments, as well as other aspects related to the learning process.

### **Formal aspect:**

- Completion at least 80% of assigned activities and exercises on the course syllabus, with an overall grade of at least 80/100 (the standard established by the IIN).
- Completion of the activities, tasks and reading the material set for the course, within the time frame established.
- The academic papers requested in assignments or activities must be the original work and intellectual production of the participant, or of the participants in the case of a group assignment.
- The assignments must indicate the origin of all quotes cited, and the documents consulted for the assignment.

### **Learning process:**

- Assimilation of concepts from the assigned bibliography.
- Analysis of situations or cases, on the basis of the participant's experiences.
- Critical analysis of the policies developed in the State of the participant (use of current information and capacity of analysis of the same from the rights based perspective).
- The ability to reflect on practices, on the basis of the assigned reading.
- The ability to make proposals as well as to apply knowledge.