



“Disaster risk reduction for vulnerable children facing socio-natural threats in El Salvador and Guatemala”

ALFALIT – FLM

The situation: When a socio-natural threat arises, children represent one of the most vulnerable groups, especially those who attend school at the time of a disaster.

In the case of El Salvador, for example, the 2001 earthquakes produced mudslides in the hills, where approximately 640 children and students disappeared. This represents only some of the tragic examples that indicate that much more effort must be devoted to protecting our children before a disaster strikes. The protection of our children during socio-natural threats requires two priority actions that, although different, are inseparable: education for Disaster Risk Reduction and School Safety.

Disaster Risk Reduction

Best practices

School Safety to Reduce Disaster Risk

The solution:

- ✓ Education, advocacy and organization for emergency preparedness and disaster risk reduction through formal and informal means with the participation of children, teachers and community leaders has been the main focus of this initiative.
- ✓ Establishing coordination mechanisms between the community and schools as learning centers is fundamental for good coordination of efforts.
- ✓ A culture of prevention and safety against socio-natural risks where children are the most vulnerable is essential to reduce risks.
- ✓ Preparing young leaders for psychosocial care among peers in this new context of violence and insecurity is key to their quality of life.
- ✓ "MY EDUCATIONAL COMMUNITY AND I PREPARE TO REDUCE DISASTER RISKS". It is a campaign focused on generating awareness and capabilities for effective, efficient and timely response to disasters.

The Results: The Results: 1,033 children, 60 teachers and 3,900 people from the municipalities of Suchitoto and El Paisnal in El Salvador and from Jocotán in Guatemala know and are prepared to face the risks. An Educational Curriculum has been developed that strengthens the capacities in Preparation for Disaster Risk Reduction in children in both countries. Tools have been built and three School Protection Committees have been created that will replicate the successful experiences of this effort.



The Learnings:

Yendi Edgardo Tisnado is 11 years old

Before:

Previously, I did other things and my mother would complaint how much I used to bother her. Also, my teachers would always be telling me: "Yendi sit! Stop bothering! Be quiet!"

After:

"I have always been embarrassed that my eyes do not look like the rest of the people's and that's why people have always made fun of me. But in these trainings we are all the same. At first, my mother would ask me: what are you going to do? Now she asks me: when will you have classes again?"

Neisily del Carmen Ramírez Monge is 11 years old. She is studying 5th Grade

Before:

"I was a quiet girl, I did not relate to the other boys and girls and I did not like working in groups. My father did not want me to get involved in the project activities either."

After:

"I have learned to work in a group, together with the teachers, parents and other children who are not my grade. Now my father tells me, "Look this is going to help you a lot. I know you are part of the group. Keep it up and assume the responsibility to continue".



"My educational community and I prepare to Reduce the Risk to Disasters"

With these actions, Faith-based organizations contribute to two of the four priorities of the Sendai Framework on Disaster Risk Reduction 2015-2030.

Priority 1: Understand disaster risk.

Priority 4: Increase disaster incident preparedness to respond effectively and "better rebuild" in the areas of the recovery, rehabilitation and reconstruction.



Con el apoyo solidario de:

La Iglesia Sueca

