Participation and its Implication for a Resilient Generation

A qualitative analysis of Filipino children’s inclusion in the disaster management efforts of humanitarian organizations following typhoon Haiyan

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Abstract

This thesis investigates the ways in which children were included in the disaster management efforts of four major humanitarian aid organizations following the 2013 typhoon Haiyan in the Philippines. Central concepts are resilience, vulnerability and participation, and the study builds on how these concepts relates to one another. The study examines both the prevalence of efforts addressing children as active participants, as well as the specific forms of active participation that they constitute. Program evaluation reports by Oxfam, UNICEF, IFRC and Save the Children were examined through a qualitative content analysis. The results indicate that contrary to suggestions of previous studies, humanitarian organizations did include children as active participants in their disaster management efforts following typhoon Haiyan. Additional findings include the dominance of school-based participatory efforts, as well as limitations in addressing power structures potentially preventing the long-term resilience-building of children.

Keywords: Children, resilience, vulnerability, active participation, the Philippines, typhoon Haiyan, humanitarian aid organizations
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1. Introduction

Every year, massive destruction is caused by natural hazards, phenomenon caused by nature in form of storms, earthquakes, flooding and volcano eruptions among others. The events are often referred to as natural disasters. However, the occurrence of a natural hazard does not automatically translate into a natural disaster. The consequences of a hazard are heavily dependent on social and economic conditions of the country and region in which it strikes. These are the major factors determining whether a natural hazard turns into a natural disaster (Wisner et al. 2004:4). This means that low-income countries and regions that lack the financial and social resources needed to cope with hazards in an effective fashion, suffer worse from the hazards than more developed countries who are better equipped to cope, even if the hazard may be of similar magnitude. Not only because of recurring hazards, but also due to lack of resources and dependency on external assistance, and in some cases other challenges like poverty, corruption and conflict, disaster risk management in developing countries is often a slow and challenging process (Schipper and Pelling 2006: 20-22). This motivates the relevance of studying disaster risk management within the field of development studies. Furthermore, studying the implications of natural hazards is relevant, not only because of the devastation they are already causing, but it becomes even more important in the face of impending climate changes caused by global warming. Both the frequency and the severity of natural hazard are likely to increase as the temperature rises along with the sea level, and many of the countries and regions most subjected to risk are developing ones (Seballos and Tanner, 2011: 8).

Beyond implications for the country and the region struck by a natural hazard, socioeconomic factors also affect the ability to cope for individuals and groups. Vulnerability to natural hazards is unequally distributed among groups, and the most vulnerable ones are often those with the least access to influence and power (Bondesson, 2017: 17). Children as a group are one the most vulnerable to natural hazards (Peek, 2008; Martin, 2010, Ronan et al, 2008). In accordance to the United Nations Convention on the Rights of the Child, this paper will refer to children as persons below the age of eighteen. (United Nations, 1990). As their ability to cope with natural hazards is low, children (and other vulnerable groups) are likely to be more
severely affected by the impacts than others (Seballos & Tanner 2011: 8). And as children are integral parts of communities, and as well the individuals that will face the hazards of the future - increasing their resilience is a critical aspect of development (Muzenda-Mudavanhu: 2016: 4). Furthermore, it is incredibly difficult for families and communities to recover from natural disaster if the children affected have not recovered physically and emotionally. Subsequently, the resilience of children becomes essential for the resilience of the entire community (Peek, 2008: 20).

Increased attention on vulnerability in general, and the most vulnerable groups in particular, has lead the research- as well as the humanitarian community in a direction of improving the resilience of these groups. One strategy for achieving this is to stop addressing these vulnerable groups and individuals as passive victims in need of external help, and rather recognizes the knowledge and capabilities of these persons, and instead address and include them as active agents of change (Cannon, 2008: 1). In terms of children, this approach can be referred to as child-centered disaster risk reduction (CCDRR). The essence of the framework is that it recognizes children as both beneficiaries and active citizens in the context of disaster management. In addition, it emphasizes how the approach will lead to an increase in children’s resilience and in extension, the resilience of the entire community (Seballos and Tanner, 2011: 5). Considering the recognition and recommendation of CCDRR within the research field of disaster management, studying if and how the approach is adopted in practice is arguably meaningful.

1.2 Aim and Research Question

Contributing to previous research on children’s participation in disaster risk reduction (DRR) activities (see for example Seballos and Tanner 2011; Mitchell et al. 2009; Martin 2010), the purpose of this paper is to study the prevalence of CCDRR in the DRR projects and programs presented by both child-focused and non child-focused humanitarian organizations. It will investigate to what extent they, in accordance to the framework of CCDRR, recognize children as not only passive beneficiaries, but also as active agents of change. The motivation for including both child-focused and non-child focused organizations is a comparative feature in which potential differences are of interest. Furthermore, the study will examine the forms
of children’s participation that are included in the post disaster efforts of the organizations. The aim is to contribute to the field of disaster management in general, and the field of children’s participation in disaster management in particular. It will do so by answering the following research question:

*How and to what extent did humanitarian organizations address and include children in their disaster management efforts following typhoon Haiyan in The Philippines?*

### 1.2 Outline of the Thesis

This paper will present a case study of The Philippines post typhoon Haiyan. Humanitarian organizations constitute the scope of analysis for the study and their efforts constitute the units of analysis. The case was selected as it represents a recent instance of an extensive humanitarian response to a natural disaster in a country prone to recurring natural hazards. The study was carried out through a method of qualitative content analysis of the humanitarian organization’s evaluation reports. Further reflections on the selected case and method will be presented in section 3 - Research design.

The following disposition outlines the thesis: Firstly, a brief background to typhoon Haiyan, is presented. Second, the theory section introduces previous research related to the core concepts of this paper; *resilience, vulnerability, participation* and *children’s participation*. Thereafter the expected results based on the aforementioned previous research are presented. The third section outlines the study’s research design. Here, the selection of case, material, and method of analysis is presented and discussed. This is followed by a presentation of the study’s analytical framework and its operationalizations. The fourth section presents the results of the study and discusses the implications of the findings. In the fifth section, the thesis will be summarized and some concluding remarks will be presented.

### 1.3 Typhoon Haiyan
Because of its geographical location, The Philippines is subjected to severe and recurring natural hazards, and on November 8th 2013 the island nation was struck by one of the most devastating to date. A typhoon internationally referred to as Haiyan and locally as Yolanda caused winds of as much as 315 kilometers per hour and rainfall of up to thirty millimeter per hour. It also produced storm surges measuring up to six meters hitting the coasts of Leyte and Samar. The consequences were devastating with an estimated 14.1 million people affected and 6021 reported casualties (Oxfam, 2016: 8). The event triggered a massive reaction from the international community, and humanitarian aid organizations including The Red Cross, Oxfam, UNICEF and Save the children were quick to implement programs aimed at immediate relief, but also at long-term resilience building (IFRC, 2015; Oxfam, 2016; UNICEF, 2014 and Save the Children, 2015).

2. Theory

2.1 Previous Research

2.1.1 Resilience

The field of natural disasters and humanitarian assistance is changing. It has previously been dominated by studies and efforts related to immediate response and humanitarian relief. However, experience and the recognition of the impacts of climate change have resulted in the concept of resilience gaining significant attention, both from actors and organizations dealing with disaster management, as well as from researchers within the field. (Sudmeier-Rieux, 2014: 67). The different phases of the disaster cycle can all relate to resilience, and the implications of the concept depends on which aspects are included. A resilient community can refer to the community’s preparedness for natural disasters, its conditions for recovery post disaster, as well as its capacity to adapt preemptively for future disasters. It can also relate to disaster mitigation, and regional risk assessments based on the conditions created by the physical, the built, and the social environment. An additional meaning of resilience can be in terms of disaster prevention and the role of the government, and the formal mechanisms for prevention of potential risks (Boin et al. 2010: 3).
The United Nations Office for Disaster Risk Reduction (UNISDR) defines the concept of resilience as “the ability of a system, community or society exposed to hazards to resist, absorb, accommodate, adapt to, transform and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions through risk management” (2017). Previous research presents several more or less similar definitions, as well as tools for measuring resilience. Some researchers argue that the minimizing of losses is at the core of the concept. Rose (2007) focuses on a society’s capacity to protect its economic stability after a disaster (2007: 384) and Mileti (1999) and Buckle et al. (2000) as referenced in Sudmeier-Rieux (2014), emphasizes the resourcefulness of a community, and refers to resilience as its ability to avoid extensive damages and losses without large scale external assistance (2014: 72). Other perspectives on resilience relates to more individual and social conditions. Paton & Johnston (2001) highlights the preparedness of an individual, and how his or her conditions for being well-prepared for potential hazards depends on risk perceptions, expectancies, self-efficacy and trust in authorities (2001: 275). Resilience can also be recognized as a community’s capacity to not only recover after a disaster, but its ability to change the status quo and through the experience improve its conditions for coping with future hazards. Folke (2006) describes disasters situations as opportunities for change and regards resilience as the ability of a system to utilize the experience and develop through new and innovative measures (2006: 253).

As this paper aims to investigate the relatively uncharted topic of child-centered disaster risk reduction, and its long-term implications for hazard-exposed communities, it will favor the transformational perspective on resilience. As natural hazards will continue to occur, many scholars advocate an adaptive approach. According to Manyena et al (2011), resilience is not only about bouncing back after a shock, it is about bouncing forward. They emphasize the need for change and adaption so that the consequences of future hazards will not be as devastating (2011: 417). This aspect of resilience is central for this paper. The participatory approach (including CCDRR) to resilience-building values the knowledge and capabilities of individuals in communities subjected to recurring natural hazards. It emphasizes that the development of skills and the acquirement of knowledge of these individuals will decrease their personal vulnerability, and create improved conditions for their communities to not only bounce back, but also bounce forward after a natural disaster. This paper will not make assessments regarding how well these actions actually contribute to resilience. However the
approach of child-centered disaster risk reduction described in section 2.1.4 suggests that resilience increase with children as active citizens, hence, one can conclude with an assumption on the likelihood that the actions contribute to increasing resilience.

2.1.2 Vulnerability

Previous studies present a variation of determinants of disaster vulnerability, but its relation to environmental and socioeconomic factors is repeated throughout research. Wisner et al. (2004) exemplifies indicators related to gender, ethnicity, age, disability and health status education, social networks and social dependence (2004: 15). Some groups are more vulnerable than others, and more prone to damage, loss, injury and death in disaster situations. These groups include women, ethnic minorities, the poor, those with physical or mental disability, the elderly and children (Peek, 2008: 5). The following definition of vulnerability is presented by Wisner et al. (2004) and is useful for the purpose of this paper. “The characteristics of a person or group and their situation that influence their capacity to anticipate, cope with, resist and recover from the impact of a natural hazard” (Wisner et al. 2004: 11).

The definition is useful as it highlights the contextual factors affecting the vulnerability of groups and individuals, and makes it easier to understand why some groups are more vulnerable than others. If vulnerability is understood in terms of resources available to cope with hazards, we can deduce that those with more resources are less vulnerable. Many researchers furthermore points to the relationship between vulnerability and resilience, arguing that the less vulnerable are also more resilient, and that the development of resilience is dependent on the reduction of vulnerability (Sudmeier-Rieux, 2014: 70-71). This implies that “characteristics and the situations that influence a groups capacity to cope with, resist and recover from the impact of a natural hazard” needs to be improved in order to strengthen the resilience of that group. The relationship can be summarized the following way:

**Reduced vulnerability ➔ Increased resilience.**

Furthermore, the child-centered focus of this thesis motivates the relevance of explaining vulnerability in terms of its relation to power. Bondesson (2017) details the phenomenon of
socially differentiated vulnerability, and emphasizes on how individual and group vulnerability is determined by social structures. The groups who are most vulnerable to the impacts of a natural hazard are often also groups that lack political influence and access to decision-making processes. Subsequently, such groups have few opportunities to engage in activities aimed at strengthening their resilience and reduce their vulnerability (Bondesson, 2017: 45-46). Children are particularly susceptible to harm in a natural disaster due to their lack of political influence (Anderson, 2005: 161). Thus, in relation to the definition presented by Bondesson, they would qualify as one of the most vulnerable groups. In addition to their lack of political influence Anderson (2005) points to their absence in disaster research as a reason for children’s special vulnerability to hazards. He argues that the vulnerability as well as the potential agency of children and youth’s have been relatively overlooked in research, due to the fact that they do not set the research agenda, they do not carry out research, and they do not hold relevant professional positions that might influence researchers or motivate them to adhere to their interests (Anderson, 2005: 161-162). As available research plays an important role in the design and implementation of disaster risk reduction programs, addressing children’s vulnerability and capacity in DRR is essential for the long-term resilience of children. The findings of both Bondesson and Anderson offer valuable understanding of how children’s lack of power affects their vulnerability.

2.1.3 Participation
A participatory approach to disaster risk management is argued for and recommended by several scholars (see for example Bondesson, 2017 and Martin, 2010). It has also received more attention from humanitarian organizations that to an increased extent have incorporated community participation in their disaster risk reduction efforts. Through a study of different approaches to the reconstruction carried out in Gujarat, India after the 2001 earthquake, Samaddar et al. (2017) found that the most successful approach was the one that included the local community the most, what they refer to as the “community-NGO partnership approach” (2017: 133). This approach included the local community at every stage of the reconstruction project. Initially, a village committee consisting of elected village members along with community leaders and NGO representatives was established. Along with members of the local community the committee discussed the most urgent concerns and established a plan to address them with the help of the locals. The final plan was however not implemented before it had been presented to and approved by all village groups. The villagers were then also
included in the implementation phase, where volunteers form every household offered their labor for the rebuilding of homes, other facilities and infrastructure. Before the reconstruction process started, the community members took part in a training program offered by the NGO as an effort to guarantee the villagers safety in the reconstruction work, as well as a way to improve their knowledge and skills for future earthquakes. The projects resulted in the effective rebuilding of houses, schools and religious buildings. The villagers themselves reported a high level of satisfaction with the project and its outcome. The success of this specific project and similar approaches lays partly in the transparent work of the NGO and the local trust that entails. The fact that the contributions of the villagers in terms of money and labor give them a sense of ownership is another important factor. (126 ff). This case is just one of many that indicates the importance of community inclusion and local participation in disaster risk reduction programs.

The people-focused approach is sometimes referred to as community-based disaster management (CBDM) or community-based disaster risk reduction (CBDRR). It acknowledges the knowledge and experience of the people living in disaster prone areas and it recognizes their potential to provide useful contributions to DRR efforts and to the conditions for long term resilience. Moreover the community-based approach emphasizes the value of resources already existing in a community, like traditional capacities, survival strategies and coping mechanisms. The approach furthermore recognizes the role of all groups in a community and encourages special priority to participation of the most vulnerable ones. This includes women, the elderly, the disabled, and making the approach relevant for this paper, it includes children (Martin 2010: 1359-1360).

The previous sections detailed the concepts of resilience and vulnerability, and how they relate to each other. It is appropriate to now clarify how they both relate to participation. Active participation and inclusion can arguably increase the access to influence and power (Bondesson, 2017), and as access to influence and power often is a determinant of vulnerability, participation can play an important role in the reduction of vulnerability. Following the suggestion that the reduction of vulnerability strengthens resilience, active participation can improve the resilience of a group. The relationship can be summarized as:

**Active participation ➔ Reduced vulnerability ➔ Increased resilience.**
2.1.4 Children’s participation
As children are the vulnerable group of interest of this paper, discussion concerning their participation in disaster management will receive the primary attention. The special vulnerability of children and youths is acknowledged by scholars and humanitarian actors alike, and the need to protect children and address their needs is generally recognized and prioritized by disaster aid actors (Penrose and Takaki, 2006: 698). However, previous research has identified a tendency among disaster management approaches to view and treat children as vulnerable and passive actors with a limited role to play in DRR efforts (Mitchell et al. 2009: 6). Penrose and Tanaki (2006) argue that this perspective on children in disaster is insufficient. They stress that simply meeting the physical survival need in a post disaster situation is not enough to protect the mental, social and emotional development of children in disaster prone regions (2006: 698). They highlight the fact that even though children are particularly vulnerable and do indeed require special assistance, they are also capable individuals with knowledge and competence, through which they can contribute to resilience-building for themselves, their families and their communities (699). The dominance of a top-down relief approach mainly targeted at adults, adopted by aid organization and researchers have been challenged by some scholars including Mitchell et al. (2009), who questions the notion that children are passive victims with limited capacity to contribute to relief efforts (2009: 6). Through empirical studies on The Philippines and El Salvador they concluded that children play important roles in identifying and communicating risks, and represents agents of change through participating in and influencing decision-making processes (38).

Discussing the role of children and youths and disaster has become highly relevant since the focus of the disaster assistance field shifted from reactive response and recovery to mitigation and preparedness. The community-based approach mentioned in the participation section, emphasized the importance of including the entire community in the DRR activities. As children and youth constitute a significant proportion of the population, ignoring the potential of these individuals’ means undermining the community as a whole, and thus the effectiveness of the DRR project becomes limited (Penrose & Takaki 2006: 698). The relevance of including the element of children’s participation in DRR projects is further underlined in consideration to the shift towards vulnerability that the field of disaster management has experienced (Cannon, 2008: 1). If we want to address vulnerability by
treating individuals as active agents, we by definition must do the same with children. Addressing their vulnerability is imperative, partly because they are among the most vulnerable to the impacts of natural hazards, and partly because children must surely also be considered individuals and therefore, their agency must be recognized (Seballos & Tanner, 2011: 6).

Many researchers along with some child-focused non-governmental organizations (NGO’s) have recognized this aspect of DRR and called out for a more child-centered approach to DRR programs and projects (see examples in Peek, 2009 and Brown and Dodman, 2014). Such an approach is the framework of child-centered disaster risk reduction (CCDRR). It is sometimes also referred to as child-focused disaster risk reduction (CFDRR) or child-led disaster risk reduction (CLDRR). The principal component of this framework is its recognition of children and youth as both beneficiaries and active citizens. It includes child-sensitive policy and programming, through which the special needs of children are addressed and participatory policy and programming, which actively engages children in the different stages of DRR. Children are accepted and encouraged as participants in decision-making, planning and accountability processes for prevention, preparedness and response (Seballos & Tanner 2011: 5).

The child-centered approach aims towards fostering the agency of children and youths living in regions exposed to recurring natural hazards. The goal is to enable them to decrease their vulnerability and improve their own resilience, as well as the resilience of their community (Mitchell et al. 2008: 258). One example of child participation in DRR is as effective and trusted communicators. In communities where parts of the population are analphabetic, children and youth who have learned to read and write can provide important information like warnings and evacuation instructions from the authorities. Children can also fill important functions as translators in regions with widespread language barriers among people (ibid: 269). Another benefit of children as communicators, is the fact that they are considered a trustworthy source of information by adult community members, who in some instances are more likely to believe in information provided by the local youth, than by official authorities. This is highly relevant as a variation of important societal functions are dependent on trust; this includes attitudes concerning risk management and effective risk communication (ibid: 270). Furthermore the networking capacities of young people is a valuable asset in a disaster
context; as they offer the opportunity to not only provide information, but also to spread important messages among large areas in an effective fashion (ibid: 271).

All of these positive aspects mentioned above, are however dependent on that children and youths involved possess the necessary knowledge and skills. Considering this fact, it becomes relevant to discuss how these types of resources can be made available for the young people in disaster prone regions. Ronan et al. (2008) proposes that the enrollment in formal disaster education programs is the most effective form of child participation in DRR. Their hypothesis is supported by the results of their study, in which they find that “hazard education programs are linked to an increased number of hazard adjustments adopted in the home” (2008: 344). The findings suggest that the active participation of children in disaster training, not only improves the conditions of the children themselves, but it also results in increased disaster resilience within their entire households. Furthermore, Ronan et al. (2008) exemplifies some specific components of hazard education programs that according to their study have positive impacts on disaster preparedness. As their research indicates that the effects of hazard education diminish over time, they argue that disaster education programs should be recurring events rather than stand-alone ones. In terms of the concrete content of disaster training, they recommend providing the young participants with knowledge concerning specific emergency management procedures, as it increases the children’s chances of making well-grounded risk assessments. A focus on emergency management also proved to have a positive effect on the attitudes and confidence level of the children and youth involved (2008: 346). Lastly, the role of interaction between children and adults is emphasized. The more children get to engage in DRR-related conversations and activities along with their parents and other adults in their proximity, the likelier it is that the knowledge and skills of the children is utilized in the homes and in the community. Based on these findings, Ronan et al. (2008), as well as Martin (2010) recommends an implementation of programs of this design in education curricula, with a special emphasis on interactive components.

Brown and Dodman (2014) notes that most of the child-targeted efforts of participatory nature are indeed aimed towards schools and students (2014: 28). The dominance of school-based disaster management programs is problematic in the sense that it risks excluding children who do not attend school. As some of the countries most prone to natural hazards also are countries with significant proportions of children not attending school (ibid, 12), the issue is
arguably a pressing matter. In the Philippines, an estimated sixteen percent of children do not attend school (IFRC, 2015: 18) and are thus excluded from the activities targeted specifically at schools and students. Subsequently, these children do not have the same opportunities to reduce their vulnerability as their school-attending peers.

Children are the vulnerable group of interest of this paper, and hence, discussion concerning their participation in disaster management has been given special attention. Previous sections outlined the relationship between resilience, vulnerability and participation, describing how the resilience of a group can be strengthened through the reduction of their vulnerability, which in turn can be achieved through active participation. Following this reasoning, studying the participation of children offers important contributions to research on children’s resilience to natural hazards.

An additional contribution provided by this paper is the comprehensive summary of different forms of children’s participation constituting the operationalization of the study. The summary (presented in table 1, in the research design section) was produced through extensive review of previous literature. Different forms of children’s participation manifested in the context of disaster management were identified and summarized into six categories of active participation. Activities exemplifying the categories were obtained from the works of Peek, 2008; Brown and Dodman, 2014; Seballos and Tanner, 2011; Mitchell et al. 2008; Mitchell et al. 2009; Martin, 2010; Pfefferbaum et al. 2018 and Back et al. 2009. The six categories are presented below.

- Identifying risks and needs
- Assessing risks and needs
- Risk communication and awareness raising
- DRR training through formal education
- DRR training outside of formal education
- Inclusion and influence in formal associations and decision-making processes

2.2 Expected Results
The expected results of this study follow the conclusions and suggestions of previous research. It follows the assumption that child-centered efforts in which children and youths are addressed and included as active agents, rather than passive beneficiaries, is relatively absent in the disaster risk reduction projects examined (see for example Peek, 2008; Penrose and Takaki, 2006; Seballos and Tanner, 2011; Martin, 2010) In accordance with the findings of Brown & Dodman (2014) an additional expected result is that the child-centered activities to a significant degree will be targeted at schools and children attending school (25).

3. Research Design

The purpose of this paper is to study the ways in which humanitarian organizations include children in their post disaster efforts to improve resilience. The purpose encourages a comprehensive review of the selected material, and therefore, a case study design was adopted. The case study design allows for a detailed analysis of one specific case and is an appropriate approach for research questions of descriptive character where an in-depth examination of the material is necessary for providing answers (Teorell and Svensson, 2007: 82). An often-cited critique of the case study design concerns its generalizability, the argument being that a study of one single case cannot produce findings representative of a broader population of cases (Bryman, 2012: 69). However, the motive of qualitative research need not necessarily be to provide general answers. Scrutinizing a single case can provide helpful empirics contributing to the related field of research (ibid, 71). Children’s participation in disaster management is a relatively limited field of research, but it is a field in which more knowledge and better understanding is needed (Back et al. 2009: 7). This paper strives to contribute to the field of disaster research in general, and to the field of children in disasters in particular. Although the results may not be generalized to a broader population, they are still of value as it contributes to the research field as well as offers data useful for DRR practitioners.

The research design also adopts a secondary feature of comparative character. It concerns the potential difference between child-focused humanitarian organizations and non child-focused humanitarian organizations. There is little research available on this issue, and therefore the results of such a comparison may indicate patterns encouraging and perhaps even inspiring further research on the matter.
3.1 Case Selection

This paper investigates children’s participation in the post disaster efforts of humanitarian organizations. The case selected for the study was the Philippines and the efforts after the Typhoon Haiyan (also known as Yolanda) that caused massive destruction in November 2013. One motivation for the case selection is the fact that The Philippines geographical location in Southeast Asia makes the nation highly prone to natural hazards. With 20,078 people killed between 2006 and 2015, the Philippines is one of the countries most affected by natural hazards in the world (IFRC, 2016: 258). Furthermore, researchers estimate that both the frequency and severity of the hazards will increase in the future as a result of climate change caused by global warming (Seballos and Tanner, 2010: 8). The phenomenon of vulnerability and resilience underpins this study, and consequently studying a case where hazards are severe and recurring and where vulnerability and resilience are central for the implications of future disasters, is relevant. An additional motivation for the case selection is that typhoon Haiyan was followed by an extensive humanitarian response from the international community, including both child-focused and non child-focused humanitarian organizations. As it is the efforts of such organizations that this study aims to explore, an event leading to large scale interventions was considered appropriate. Studying the response to such a devastating natural disaster is of scientific relevance while simultaneously being important for DRR practitioners, as it contributes to the DRR research field, while also offering further understanding for actors working with the issue outside of academia, like NGOs and policy makers.

3.2 Material

The purpose of gaining understanding of children’s inclusion in the post disaster efforts of humanitarian organizations require detailed analysis. Ideally an examination of the entire population (meaning all efforts by all humanitarian organizations) would have offered more comprehensive results and provided more favorable conditions for generalizing them more broadly (Esaisson, 2017: 158). Due to constraints in time and resources however, such an approach was no feasible. Instead this paper will investigate four different organizations and
measures taken by them following Typhoon Haiyan in The Philippines. The organization’s program evaluations will constitute the study’s units of analysis. Despite the limited scope of analysis, the organizations were selected on strategic terms in order to improve the extern validity. The reports examined were: *Humanitarian Quality Assurance: Philippines. Evaluation of Oxfam’s humanitarian response to Typhoon Haiyan (Yolanda)* by Oxfam, *Philippines: Typhoon Haiyan: 18-month progress report* by the International Federation of Red Cross and Red Crescent Societies (IFRC), *Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines* by UNICEF and *Typhoon Haiyan Response: Two years on* by Save the Children.

The selection of these specific organizations was based on several strategic factors. First, all four organizations are among the largest and universally active humanitarian actors, recognized within the international community and with long histories of humanitarian assistance. Second, their efforts in the Philippines post typhoon Haiyan have been extensive with large-scale operations and significant resources allocated. Due to the size of these organizations and the extensity of their operations, their efforts can arguably be considered typical, and therefore similar results may arguably be found in similar cases of disaster management efforts. (Esaiasson et al. 2017: 161). Third, the selected organizations include two child-focused organizations (UNICEF and Save the Children) and two non-child-focused organizations (Oxfam and IFRC). The comparative feature of the study motivated this composition; the interest in potential variation in approaches depending on whether an organization is child-focused or not.

### 3.3 Method of Analysis

This study will be conducted through the method of qualitative content analysis. This method is used for bringing clarity in terms of the essential content of the material and allow for the interpretation of its meaning (Esaiasson et al. 2017: 211). The qualitative approach was motivated by the ambition of mapping the actions of actors, and analyze them in relation to previous research within the field of DRR in general and the field of child-centered DRR in particular. The purpose is to understand the ways in which children are included in the efforts of the humanitarian organizations. This requires interpretation and thus, a qualitative
approach is suitable. A phenomenon does not have a meaning in itself. Rather, the meaning is dependent on the social context in which it is addressed (Esaissson et al. 2017: 211). This is why a study concerning actor’s approaches in relation to other actors (the humanitarian organization’s approach in relation to children) benefits from a qualitative content analysis rather than a quantitative one. Solely quantifying words or phenomenon would not have provided understanding of the full picture. The full picture can only be provided through reading and interpretation of the context in which the word or the phenomenon is addressed (ibid: 212).

There are however quantitative features of the method. In order to establish the relationship between efforts addressing children as beneficiaries and those addressing children as active citizens, the proportion of both categories was calculated based on the operationalization presented in a later section. Moreover, the character of the activities addressing children as active citizens was categorized according to pre-established categories based on previous research. This allowed for a clearer analysis of the ways in which humanitarian organizations include children as active participants in their post disaster programs.

The major critiques of content analysis as a method of qualitative research concern its ability to make claims beyond the specific material examined, and the risk of subjective interpretation (Bryman, 2012: 306). In terms of making more general claims, four large and universally active and recognized organizations were examined. This improved the study’s conditions to generalize the findings to these types of organizations more broadly. In order to counter the problems concerning objectivity, pre-established categories based on previous research were used in the operationalization. Ensuring the reliability of the results would ideally have been achieved through intercoder reliability, meaning that someone else conducted the same study, examining the same material using the same operationalization. This was however not feasible within the scope of this study. Instead, the issue of reliability was countered through intracoder reliability. This means that I conducted an additional examination of the material, using the same operationalization (Esaissson, 2017: 65). The findings of the study would have been further strengthened trough confirming the results trough combining the method with other methods (for example interviews) potentially confirming the findings (Powner, 2014: 151) This was however not possible due to the constraints in time and resources.
3.4 Analytical Framework

Figure 1 represents the structure through which the analysis will be carried out. In the examination of the material, the first consideration will concern whether children are addressed or not. For the actives that do address children, the capacity in which children are addressed will be evaluated, the alternatives being beneficiaries and active citizens. In order to make the evaluation in a reliable fashion, the operationalization of both concepts presented below will constitute the instruments for measurement. The activities identified as addressing children as active agents will then be categorized in order to determine the form of active participation. This categorization will also be based on the operationalization below and the categories, established through a comprehensive review of different forms of children’s active participation in DRR found in previous research. An overview of all activities targeted at children identified in the material is attached in appendix 1.
As Esaiasson et al. describes, “a qualitative content analysis is more than just the mere summary of a text” (2017: 216). The method of qualitative content analysis requires the research problem to be narrowed down to more precise analytical questions that will function
as the foundation of assessment of the examined material. It is these questions that constitute the tools for assessing the material and in it, finding an answer to the research question (ibid). The questions used for this purpose in this paper are the following.

1) What is the described activity?
2) Are children recognized as beneficiaries?
3) If yes, how is the recognition of children as beneficiaries manifested?
4) Are children recognized as active citizens?
5) If yes, what form of active participation is described?

3.4.1 Children as Beneficiaries
This paper uses the following definition of children as beneficiaries in the context of humanitarian assistance.

*Child-sensitive policy and programing which responds to the need of children as recipients or beneficiaries. This may occur through school feeding programs, social protection/cash transfer measures for families to reduce existing vulnerabilities, structural strengthening of school buildings, contingency plans for education and service provision etc. (Seballos and Tanner, 2011: 5)*

3.4.2 Children as Active Citizens
Seballos and Tanner (2011) offer the following definition of children as active citizens in humanitarian assistance.

*Participatory policy and programing where children are actively engaged in decision-making, planning and accountability processes for prevention, preparedness and response. This includes child-led DRR where children are supported to be active agents for change in their spheres of influence – household, school, the community and beyond. (Seballos & Tanner, 2011: 5)*

The concept of children as active citizens is of particular interest for this paper as it aims to investigate to what degree it is prevalent in the efforts examined. This paper will therefore define children as active citizens by the definition above. The forms of active participation will however be operationalized through the categories presented
in table 1, constructed through examples of children’s participation identified in existing literature by Peek, 2008; Brown and Dodman, 2014; Seballos and Tanner, 2011; Mitchell et al. 2008; Mitchell et al. 2009; Martin, 2010; Pfefferbaum et al. 2018 and Back et al. 2009.

**Table 1. Operationalization and examples of children as active citizens**

<table>
<thead>
<tr>
<th>Form of participation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying risks</td>
<td>• Hazard and threat identification</td>
</tr>
<tr>
<td></td>
<td>• Risk mapping</td>
</tr>
<tr>
<td></td>
<td>• Transect walks</td>
</tr>
<tr>
<td>Assessing risks and needs</td>
<td>• Evacuation planning</td>
</tr>
<tr>
<td></td>
<td>• Risk ranking</td>
</tr>
<tr>
<td></td>
<td>• Investigate resources within the community</td>
</tr>
<tr>
<td></td>
<td>• Use of analytical tools like vulnerability and capacity assessments</td>
</tr>
<tr>
<td></td>
<td>• Analyze risk and risk reduction activities</td>
</tr>
<tr>
<td></td>
<td>• Prepare neighborhood infrastructure maps</td>
</tr>
<tr>
<td>Risk communication and awareness raising</td>
<td>• Raise awareness through interactive activities like music, dancing, storytelling, theatre and art.</td>
</tr>
<tr>
<td></td>
<td>• Use media and social media to spread information</td>
</tr>
<tr>
<td></td>
<td>• Sources of risk communication and information</td>
</tr>
<tr>
<td></td>
<td>• Translators</td>
</tr>
<tr>
<td></td>
<td>• Sources of social networks and capital</td>
</tr>
<tr>
<td>DRR training through formal education</td>
<td>• Disaster drills in schools</td>
</tr>
<tr>
<td></td>
<td>• Include DRR in school curricula</td>
</tr>
<tr>
<td></td>
<td>• Classroom discussions</td>
</tr>
<tr>
<td></td>
<td>• School emergency response plans</td>
</tr>
</tbody>
</table>
| DRR training outside of formal education | • Teacher training  
• Participation in local disaster drills  
• Home hazard adjustments  
• Environmental protection projects  
• First aid training  
• Risk mitigation measures (protecting sources of water, harvesting crops before onset of floods etc.)  
• Search and rescue training |
| Inclusion and influence in formal associations and decision-making processes | • Inclusion in official community associations  
• Representation in youth forums and councils  
• Take part in local level preventive measures  
• Informing or changing wider agendas or addressing the root causes of vulnerability and risk management through institutions, policies and processes beyond the community boundary |

4. Results and Analysis

The purpose of this study was to contribute to the field of children’s participation in DRR through an investigation into the efforts of four major humanitarian organizations in the Philippines following typhoon Haiyan. It posed the following research question:

*How and to what extent did humanitarian organizations address and include children in their disaster management efforts following typhoon Haiyan in The Philippines?*
The aim was to study to what degree the organizations, in accordance to the framework of the framework of CCDRR, included children as active citizens in their efforts. The results of this investigation is presented and discussed in table 2 and the section that follows. The study furthermore aimed to examine the forms of participation that addressed children as active citizens. These findings is presented in table 3 and discussed in the section that follows.

4.1 Children as Beneficiaries or Active citizens

Table 2. Overview of efforts targeted at children

<table>
<thead>
<tr>
<th>Organization</th>
<th>Total number of efforts targeted at children</th>
<th>Beneficiary activities</th>
<th>Active citizen activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxfam (Not child-focused)</td>
<td>13</td>
<td>6 (46%)</td>
<td>7 (54%)</td>
</tr>
<tr>
<td>UNICEF (Child-focused)</td>
<td>15</td>
<td>9 (60%)</td>
<td>6 (40%)</td>
</tr>
<tr>
<td>IFRC (Not child-focused)</td>
<td>7</td>
<td>4 (57%)</td>
<td>3 (43%)</td>
</tr>
<tr>
<td>Save the Children (Child-focused)</td>
<td>10</td>
<td>6 (60%)</td>
<td>4 (40%)</td>
</tr>
</tbody>
</table>

The expected outcome and the indication provided by several scholars; that humanitarian organizations do not address children as active citizens to a significant extent in their post disaster efforts was not supported by the results of this study. Table 2 presents a broad overview of the results. All humanitarian organizations examined in this study had included children in active roles, and the relationship between beneficiary activities and active citizens proved comparatively equal. Three of the organizations had more child-targeted efforts addressing children as beneficiaries than as active citizens. UNICEF had 60% beneficiary activities and 40% active citizens activities, IFRC had 57% beneficiary activities and 53% active citizens activities and Save the Children had 60% beneficiary activities and 40% active citizens activities. Oxfam however, had more active citizens activities, with 46% beneficiary activities and 54% active citizens activities. The consistency in terms of balance between
beneficiary activities and active citizens activities among all organizations examined is an interesting finding. It indicates that the conclusions of several researchers (see for example Peek, 2008; Penrose and Takaki, 2006; Seballos and Tanner, 2011; Martin, 2010) may not necessarily be accurate. The results furthermore indicate no significant difference between the child-focused organizations and the non child-focused ones. This suggests that despite the differences in demographical focus, the actual character of the concrete child-targeted efforts may not be very different.

These results could potentially indicate that the character of aid organization’s post disaster efforts has changed with time. Several of the articles and studies providing the theoretical framework for this study have been published between 2006 and 2010. (see for example Peek, 2008; Seballos and Tanner, 2011; Martin, 2010; Penrose and Takaki, 2006). Typhoon Haiyan struck The Philippines in November of 2013, and the interventions examined in this study were implemented in the period that followed. It is possible that the conclusions and suggestions presented in the theory section of this paper would have been corroborated by investigations into the efforts of humanitarian organizations in the aftermath of disasters closer in time to the publishing of said research. However, conducting studies following up on previous findings fills an important purpose for the field of research. It contributes with new findings and in relation to previous research; they can expand understanding and point towards directions in need for further research and future studies.

It is also important to reflect on the limitations of the study. The analysis is based on the efforts of four organizations constituting the scope of analysis within a single case study. Consequently, the results should be viewed as an indication, rather than a finite answer concerning the degree to which humanitarian organizations address children as active agents; a case specific-result without the claim that these results could be generalized.

However, the case of the Philippines and the organizations constituting the scope of the analysis were strategically selected in order to contribute more broadly to the research field. The Philippines can be considered a typical recipient of external disaster aid. It is one of the most hazard prone countries in the world, as well as one of the largest recipients of humanitarian disaster aid from the international community and aid organizations (Seballos and Tanner, 2011: 13) Moreover, it shares many of the socioeconomic characteristics of other
recipients. Furthermore, the organizations examined (Oxfam, UNICEF, IFRC and Save the Children) represent some of the largest and most universally recognized aid actors, and can be considered representative for typical well-established humanitarian organizations working with natural disaster management. Therefore, similar results may arguably be found in similar cases of disaster management efforts by typical well-established humanitarian organizations in the aftermath of a natural hazard in a typical disaster aid receiving country.

4.2 Children as Active Agents

Table 3. Overview of children’s active participation

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying risks and needs</td>
<td>6 (15%)</td>
</tr>
<tr>
<td>Assessing risks and needs</td>
<td>9 (22.5%)</td>
</tr>
<tr>
<td>Risk communication and awareness raising</td>
<td>6 (15%)</td>
</tr>
<tr>
<td>DRR training through formal education</td>
<td>10 (25%)</td>
</tr>
<tr>
<td>DRR training outside of formal education</td>
<td>2 (5%)</td>
</tr>
<tr>
<td>Inclusion and Influence in formal associations and decision-making processes</td>
<td>7 (17.5%)</td>
</tr>
<tr>
<td><strong>Total number of activities</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

The results further provide a better understanding of the forms of participation that humanitarian organizations include children in through their post disaster efforts. One of the main insights gained from this study is that the disaster training implemented by the humanitarian organizations was dominated by efforts directed at formal education, targeting schools and students. With 25% of all activities identified, *DRR training through formal education* was the most frequently recurring out of the six categories used for operationalizing children’s participation. These were all either directed at the school as an institution, or at
students attending school. The study only identified two activities (5%) within the category of DRR training outside of formal education. These findings corroborate the theory concerning the dominance of school-based disaster management programs in terms of aid organizations efforts targeted at children (Brown and Dodman, 2014: 28).

To a significant extent, the school-based actions identified included information on health and hygiene, and sanitary training. Oxfam, UNICEF and IFRC all implemented programs of this form in their disaster management efforts after typhoon Haiyan in the Philippines (Oxfam, 2016: 75; UNICEF, 2014: 8; IFRC, 2015: 17). Only Oxfam and Save the Children implemented health and hygiene related training for children outside of schools and formal education (Oxfam, 2016: 40; Save the Children, 2015: 6). Save the Children conducted hygiene promotion sessions for children that also incorporated interactive elements, allowing children to learn about these issues through sessions of dancing and singing about hygiene. (Save the children, 2015: 6). This was the only activity that explicitly described these kinds of interactive features, indicating the absence of such features in the humanitarian efforts. The material in itself is not sufficient in confirming that interactive features were not incorporated in other activities described. If the indication would however be supported by further studies, ideally conducted through interviews with involved actors, it would imply a weakness of the humanitarian response in the aftermath of typhoon Haiyan in terms of reducing the vulnerability of children. This claim is based on the recommendation to integrate interactive components in education programs, as it utilizes children’s enthusiasm for learning and spreading information (Ronan et al. 2008: 246). Consequently, further studies on this issue if strongly encouraged.

Moreover, the absence of child-directed training outside of formal education demands further reflection. The findings of this study suggest that not only are the child-targeted educational efforts of humanitarian organizations dominated by school-based programs, but the efforts that include out-of-school youth are solely related to health and hygiene education. No efforts related to other forms of hazard education or disaster training directed at children was identified outside of formal education. The programs of IFRC, UNICEF and Save the Children all included DRR-education and training of both school personnel and students (IFRC, 2015: 21; UNICEF, 2014: 13; Save the Children, 2015: 8). IFRC even initiated the assimilation of DRR-initiatives into the official school curriculum (IFRC, 2015: 21) – an
action recommended by some researchers including Martin (2010) and Ronan et al. (2008). There were no activities or initiatives of this form directed at children outside of formal education identified in any of the programs examined in this study.

In the Philippines, an estimated sixteen percent of children are not attending school (IFRC, 2015: 18) and the findings of this study suggest that these children are potentially excluded from significant proportions of the child-centered efforts of humanitarian organizations. Many researchers agree that the development of knowledge and skills is central to reducing vulnerability to natural hazards and increasing resilience (Martin, 2010; 1371). If the children who do not attend school are not offered the same opportunity to acquiring the necessary knowledge (for example regarding hygiene and health) and skills (for example DRR training), they will likely be considerably disadvantaged in relation to their school-attending peers. Furthermore, attending school is often dependent on socioeconomic conditions (UIS, 2018: 3). As such conditions are closely interlinked with vulnerability (Bondesson 2017: 17) the dominance of school-based efforts implicate that even though humanitarian organizations work to reduce children’s vulnerability and increase their resilience, they do not necessarily address the most vulnerable children sufficiently.

After DRR training through formal education, the second most frequently recurring category was assessing risks and needs. Activities identified within this category were in many instances also categorized within the category of formal inclusion and influence and related to analyzing risk and risk reduction activities as well as assessments concerning vulnerability and capacity. Oxfam for example, took the assessment of children into account when deciding on the location of water and sanitary facilities (Oxfam, 2016: 29). They also let adolescent girls assess and consult on issues related to gender and protection in the response phase of the disaster management program (ibid: 40). UNICEF and Save the Children also encouraged input from children in different stages of planning and implementing their programs (UNICEF, 2014: 19; Save the Children, 2015: 3). The identification of these forms of efforts implies that humanitarian organizations did indeed recognize the knowledge and capacities of the Filipino children to a certain degree following typhoon Haiyan. However, as this study has investigated program evaluations conducted by the organizations themselves, it cannot determine to what degree the organizations took the assessments of children into account in the planning and implementation of their efforts. This is therefore another topic on which
further research is recommended and encouraged, as the confirmation of the findings of this study would have significant implications for the research field and in practice. Triangulation through interviews with practitioners and children involved is a potential method for this end.

In terms of the relationship between vulnerability and power, discussed in the theory section, the results of this study provide interesting findings. Vulnerability of certain individuals and groups is often related to the absence of access to influence and power (Bondesson, 2017: 19). Thus, the vulnerability of these persons can be countered through increased access to inclusion and influence. In this study’s operationalization of children’s active participation in DRR-efforts, the category “Inclusion and influence in formal associations and decision-making processes” was included. The category represents the form of participation advocated for by Bondesson and other researchers adhering to the theory of vulnerability’s dependency on power and resilience’ dependency on the reduction of vulnerability. Activities identified within this category could therefore be considered particularly effective in terms improving the conditions for the resilience of children.

This study identified seven (17.5%) activities within the category of *Inclusion and formal associations and decision-making processes*. However, the activities were relatively similar in character, and all related to children’s participation and inputs in terms of the work and programs of the humanitarian organizations. Oxfam, UNICEF and Save the Children all included children in consultations they arranged with local community members and actors, and encouraged inputs concerning their programming (Oxfam, 2016: 73; UNICEF, 2014: 19; Save the Children: 3). Oxfam and UNICEF conducted non-structured focus group discussions in which children and youth were included and UNICEF even conducted one-on-one interviews with children allowing them to voice direct and detailed inputs (Oxfam, 2016: 34; UNICEF, 2014: 3). UNICEF and Save the Children (in collaboration with Plan International and World Vision) produced the report *After Yolanda: What Children Think, Need and Recommend*. With the ambition of ensuring that children’s interests and concerns were acknowledged and responded to, the report was produced through an “assessment methodology that enabled girls and boys to voice their needs and opinions using appropriate methods to their ages and capabilities” (Save the Children, 2015: 4). These forms of active participation can to a degree be considered the access to influence and power that reduces vulnerability and in in the extension increases the resilience of those who participate
Following this reasoning, these particular efforts can indeed improve the conditions for the vulnerability-reduction and long-term hazard-resilience of children in the Philippines.

However, it is necessary to reflect further on the actual implications of formal inclusion and influence. The findings indicate the need for further categorization and analysis of the different forms of formal participation. There are reasons to assume that different forms of influence lead to different outcomes in terms of access to power. This study showed that opportunities for voicing opinions concerning the programs of the humanitarian organizations were the only efforts related to more inclusion and influence. There were no efforts aimed towards more formal forms of representation or influence in DRR on a broader scale. This raises questions regarding long-term impacts. Will the activities identified as formal inclusion in this study really lead to increased power for Filipino children, or are they temporary boosts of power, that does not change the current societal power structures? The limited number of activities related to formal inclusion and influence in general, and the limited character of those identified in particular, can implicate that humanitarian organizations can do more in this specific area. Especially so as the area can be considered particularly important for improving the conditions for vulnerability-reduction and resilience-building of children.

5. Summary and Conclusion

This paper has explored the ways in which children were addressed in the disaster management efforts of humanitarian organizations following the typhoon Haiyan in the Philippines in 2013. It examined to what degree the humanitarian organizations, in accordance to the framework of child-centered disaster risk reduction, addressed children as active citizens, rather than just passive beneficiaries. The activities identified as children’s participation were furthermore examined with the ambition of investigating the specific forms of children’s participation encouraged by the humanitarian organizations. The study was conducted through a qualitative content analysis of the program evaluations of two child-focused humanitarian organizations (UNICEF and Save the Children) and two non child-focused organizations (Oxfam and IFRC).
Previous research suggested that humanitarian organizations did not include children as active participants to any significant extent. However, the findings of this study did not find evidence that support this suggestion. The study indicated a balanced relationship between beneficiary activities and active citizens activities in all four programs examined. It also showed no significant difference between the child-focused organizations and the non child-focused ones. In terms of the forms of participation detected, the suggestion of previous research concerning the dominance of school-based efforts was supported by the results of this study. This implies that humanitarian organizations failed to address the vulnerability and the low resilience of children who do not attend school in the case of the Philippines post typhoon Haiyan. An additional finding is that although the organizations did include aspects of active participation in forms of formal inclusion and influence, these activities were all related to inputs regarding the programming of the organizations, and did not include influence on any broader long-term scale in the communities. This could be considered insufficient to change children’s access to power, as this form of participation can be argued as the most effective one in terms of increasing resilience. Hence, the study’s result encourages practitioners to explore measures that have the potential to sustainably increase children’s power and change current power structures.

This paper has contributed to disaster research through offering a comprehensive summary of different forms of children’s participation in disaster management. It also follows up on previous case studies and tests their findings in a more recent context. The present study provided results indicating that contrary to findings of some researchers; humanitarian organizations do actually address children as active citizens to a significant extent. Due to the limitations of this study however, this is an indication that cannot be generalized without further research. Additional research is also encouraged concerning the vulnerability of children who do not attend school, and their resilience to natural hazards. It is difficult to address the resilience of children, when a significant proportion of them are excluded from resilience building efforts.

This thesis has showed that both child-focused and non child-focused humanitarian organizations implements programs that in accordance to the framework of CCDRR address children as both beneficiaries and active citizens. However, two pressing challenges for practitioners working with children in disaster management were highlighted by the results of
this study. The first being how to include all children in the child-centered efforts, and not only those who attend school. The second challenge concerns power structures, and how to increase children’s access to power, subsequently reducing their vulnerability and increasing their resilience.

6. References


preparedness, Disaster Prevention and Management, 10(4), pp. 270-277.


## Appendix 1. Overview of all activities targeted at children

<table>
<thead>
<tr>
<th>Report / NGO</th>
<th>Type of NGO</th>
<th>Page</th>
<th>Activity</th>
<th>Beneficiaries</th>
<th>How?</th>
<th>Active citizens</th>
<th>Form of participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanitarian Quality Assurance: Philippines OXFAM</td>
<td>Not child-focused</td>
<td>15</td>
<td>Advocating for deployment of women and children protection units</td>
<td>Yes</td>
<td>Deployment of staff that protects women and children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Philippines OXFAM</td>
<td>Not child-focused</td>
<td>27</td>
<td>Distribution of hygiene kits for children</td>
<td>Yes</td>
<td>Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Philippines OXFAM</td>
<td>Not child-focused</td>
<td>27</td>
<td>Distribution of handwashing soap</td>
<td>Yes</td>
<td>Distribution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Philippines OXFAM</td>
<td>Not child-focused</td>
<td>29</td>
<td>Discussion with beneficiaries, including children, concerning the location of water and sanitations facilities</td>
<td>Yes</td>
<td>• Assessing risks and needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Philippines OXFAM</td>
<td>Not child-focused</td>
<td>40</td>
<td>Adolescent girls consulted on gender and protection in phase one of the response phase</td>
<td>Yes</td>
<td>• Identifying risks • Assessing risks and needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Phillipines OXFAM</td>
<td>Not child-focused</td>
<td>40</td>
<td>WASH (water, sanitation and hygiene) committees set up and hygiene session run with adults and children</td>
<td>Yes</td>
<td>• Training outside of formal education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Phillipines OXFAM</td>
<td>Not child-focused</td>
<td>41</td>
<td>Involvement of schools in clean up drives</td>
<td>Yes</td>
<td>• Training through formal education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Phillipines OXFAM</td>
<td>Not child-focused</td>
<td>42</td>
<td>Pretesting of the GBV (gender-based violence) IEC (information, education and communication) materials, youth groups included in focus groups discussions</td>
<td>Yes</td>
<td>• Assessing risks and needs • Formal inclusion and influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Phillipines OXFAM</td>
<td>Not child-focused</td>
<td>51</td>
<td>Support for casual labour and materials required for the installation of long-lasting treated nets in schools</td>
<td>Yes</td>
<td>Provision of treated nets in schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Phillipines OXFAM</td>
<td>Not child-focused</td>
<td>73</td>
<td>EFSVL (Emergency food security and vulnerable livelihoods) – cash grants for vulnerable groups, including child-headed households</td>
<td>Yes</td>
<td>Cash grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanitarian Quality Assurance: Phillipines OXFAM</td>
<td>Not child-focused</td>
<td>73</td>
<td>Community consultations with children concerning programing</td>
<td>Yes</td>
<td>• Assessing risk and needs • Formal inclusion and influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OXFAM</td>
<td>Humanitarian Quality Assurance: Philippines</td>
<td>OXFAM</td>
<td>Not child-focused</td>
<td>75</td>
<td>Training of PHP (public health promotion) on MHM (menstrual hygiene management) in community schools</td>
<td>Yes</td>
<td>• Training trough formal education</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------</td>
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<td>-----------------------------------------------</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>OXFAM</td>
<td>Humanitarian Quality Assurance: Philippines</td>
<td>OXFAM</td>
<td>Not child-focused</td>
<td>75</td>
<td>Distribution of MHM booklets for awareness raising in community</td>
<td>Yes</td>
<td>Distribution of booklets</td>
</tr>
</tbody>
</table>
| UNICEF | Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines | UNICEF | Child-focused | 3 | Non-structured groups discussions with groups including school-children concerning the activities of UNICEF | Yes | • Identifying risks  
• Assessing risks and needs  
• Risk communication  
• Training through formal education  
• Formal inclusion and influence |
| UNICEF | Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines | UNICEF | Child-focused | 3 | One-on-one views with families and individuals, including children, concerning the activities of UNICEF | Yes | • Identifying risks  
• Assessing risks and needs  
• Risk communication  
• Formal inclusion and influence |
<table>
<thead>
<tr>
<th>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF</th>
<th>Child-focused</th>
<th>8</th>
<th>Children provided school hygiene kits</th>
<th>Yes</th>
<th>Provision of hygiene kits to schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF</td>
<td>Child-focused</td>
<td>8</td>
<td>Sanitation efforts in schools</td>
<td>Yes</td>
<td>Provision of sanitation of schools</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF</td>
<td>Child-focused</td>
<td>8</td>
<td>Include hygiene promotion programs in schools</td>
<td>Yes</td>
<td>• Training thorough formal education</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF</td>
<td>Child-focused</td>
<td>9</td>
<td>Provision of vaccines against measles and EPI, targeted at children</td>
<td>Yes</td>
<td>Provision of vaccines</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF</td>
<td>Child-focused</td>
<td>11</td>
<td>Provision of food and vitamin supplementation, targeted at children</td>
<td>Yes</td>
<td>Provision of food and vitamin supplementation</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines</td>
<td>UNICEF</td>
<td>Child-focused</td>
<td>13</td>
<td>Provision of learning materials and supplies, targeted at pre-school and school-age children</td>
<td>Yes</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines</td>
<td>UNICEF</td>
<td>Child-focused</td>
<td>13</td>
<td>Training of education staff on education in emergencies and DRR, including on providing psychological support, improving school safety and child-centered risk-assessments</td>
<td>Yes</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines</td>
<td>UNICEF</td>
<td>Child-focused</td>
<td>14</td>
<td>“Back-to-learning” campaign that incorporates “longer-term advocacy for creating inclusive and child-centered learning and disaster resilient teaching environments</td>
<td>Yes</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines</td>
<td>UNICEF</td>
<td>Child-focused</td>
<td>15</td>
<td>Family-tracing and reunification efforts</td>
<td>Yes</td>
</tr>
<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF. In partnership with Action Contre le Faim (ACF) and The government of The Philippines</td>
<td>Child-focused</td>
<td>16</td>
<td>Unconditional cash transfers of US$ 100 every month for six months. Targeted at vulnerable groups, including families with children under age of five</td>
<td>Yes</td>
<td>Unconditional money transfer</td>
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<tr>
<td>Real-time evaluation of UNICEF’s humanitarian response to typhoon Haiyan in the Philippines UNICEF. In partnership with Save the children, Plan and World Vision Philippines: Typhoon Haiyan. 18-month progress report IFRC In partnership with The National Society?</td>
<td>Child-focused</td>
<td>19</td>
<td>Consultations with children for the purpose of participation, accountability and feedback</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report IFRC In partnership with The National Society?</td>
<td>Non-child focused</td>
<td>15</td>
<td>Feeding program for malnourished children</td>
<td>Yes</td>
<td>Feeding program</td>
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<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report</td>
<td>IFRC</td>
<td>Community-based health activities, targeted at children</td>
<td>Yes</td>
<td>Provision of health services</td>
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<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report</td>
<td>IFRC</td>
<td>Rehabilitation and improvements of school facilities including classrooms and water and sanitation facilities</td>
<td>Yes</td>
<td>Structural strengthening of school buildings</td>
<td></td>
</tr>
<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report</td>
<td>IFRC</td>
<td>Hygiene and sanitation promotion program in integrated into school programs</td>
<td>Yes</td>
<td>• Training through formal education</td>
<td></td>
</tr>
<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report</td>
<td>IFRC</td>
<td>Provision of school-kits (schoolbags, crayons, pens, drawing and exercise books)</td>
<td>Yes</td>
<td>Distribution of supplies</td>
<td></td>
</tr>
<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report</td>
<td>IFRC</td>
<td>School-based DRR-program, including disaster preparedness and risk reduction for principals, teachers and students</td>
<td>Yes</td>
<td>• Training through formal education</td>
<td></td>
</tr>
<tr>
<td>Philippines: Typhoon Haiyan. 18-month progress report</td>
<td>IFRC</td>
<td>DRR initiatives assimilated into school curriculum</td>
<td>Yes</td>
<td>• Training through formal education</td>
<td></td>
</tr>
<tr>
<td>Typhoon Haiyan Response:</td>
<td>Child-focused</td>
<td>Integration of inputs from children’s consultations in</td>
<td>Yes</td>
<td>• Identifying risks • Assessing risks and needs • Risk communicating • Formal inclusion and</td>
<td></td>
</tr>
</tbody>
</table>
**Typhoon Haiyan Response: Two years on**

**SAVE THE CHILDREN**

In partnership with World Vision and Plan International

| Child-focused | Report. “After Yolanda: What Children Think, Need and Recommend” | Yes | • Identifying risks  
• Assessing risks and needs  
• Risk communicating  
• Formal inclusion and influence |
| **Planning and implementation stages of programs** | Produced through an assessment methodology enabling children to voice their needs |  
**4** |  
| Food distributions, targeted at children | Food distribution |  
**5** |  
| Rebuilding and improvements of schools, including classrooms and water and hygiene facilities | Structural strengthening of school buildings |  
**6 and 9** |  
| Establishment of child-friendly spaces | Provision of space and facility |  
**7** |  
| Children provided with school-kits (including school materials and rain boots and a rain coat) | Provision of supplies |  
**8** |
<table>
<thead>
<tr>
<th>Typhoon Haiyan Response: Two years on</th>
<th>Child-focused</th>
<th>8</th>
<th>Schools provided with kits for recreation and play</th>
<th>Yes</th>
<th>Provision of supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAVE THE CHILDREN</td>
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<tr>
<td>Typhoon Haiyan Response: Two years on</td>
<td>Child-focused</td>
<td>8</td>
<td>Teachers, day care workers and school officials trained on DRR</td>
<td>Yes</td>
<td>• Training through formal education</td>
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<td>SAVE THE CHILDREN</td>
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<tr>
<td>Typhoon Haiyan Response: Two years on</td>
<td>Child-focused</td>
<td>9</td>
<td>Quality nutrition programs targeted at children</td>
<td>Yes</td>
<td>Feeding program</td>
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<td>SAVE THE CHILDREN</td>
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