



# Understanding CCDRR: A Right Based Approach

**About CRY**

# About CRY



## The Origin – 1979

A 25-year old airline purser named **Rippan Kapur** decided to act for India's most vulnerable children. He, along with 6 of his friends started **CRY** with a sum of just Rs. 50. The audaciousness of taking charge of the plight of Indian children and the desire to say “Whatever I can do, I will do” is what defines CRY even today.

Today, over 4 decades later, CRY works with more than 100 local NGOs across 104 districts in 19 States of India and has impacted the lives of over 3 million children.

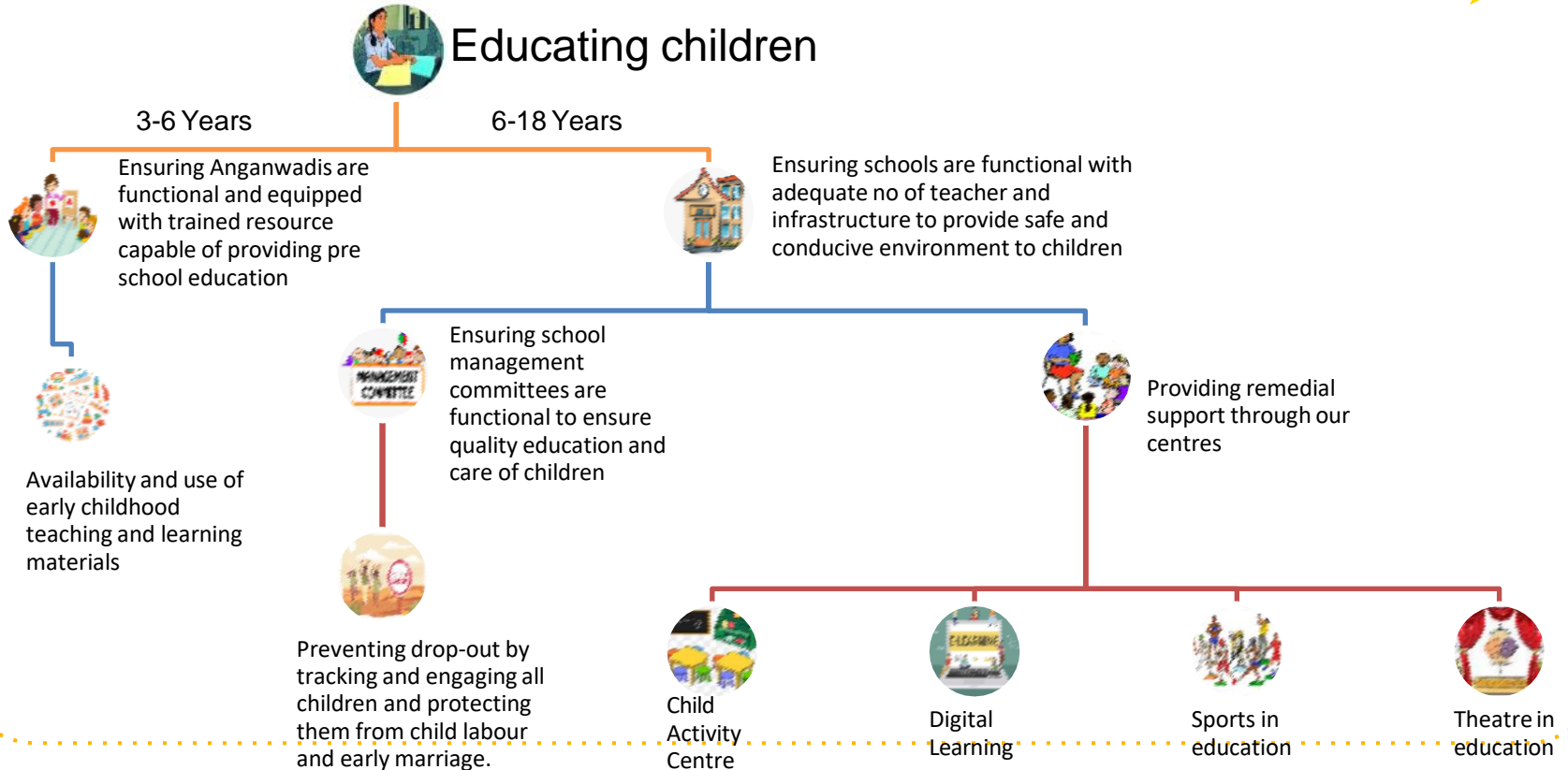
## Vision

- A happy, healthy and creative child whose rights are protected and honoured in a society that is built on respect for dignity, justice and equity for all.

## Mission

- Enable people to take responsibility for the situation of the deprived Indian child.
- Motivate them to seek resolution through individual and collective action.
- Enable children to realise their full potential.
- Enable people to discover their potential for action and change

# CRY's Education Programmes



Activities with children under trauma

## Relief and Rehabilitation Activities

Psycho Social Impact on the Community-Study

Theatre in Education

Health Camps

Self

CRY Strategy

Society

System

Excursion cum Exposure visits for children

Linking Family with Social Security Program

Education Package to children

Rehabilitation of communities under threat of displacement

Remedial Educational Support

Advocacy for Safety Audit of School

Counselling Support to Children

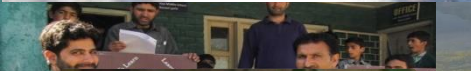
Advocacy for Restoring the ICDS Centres

Rehabilitation of Schools





**CRY in Action**



**Understanding Issues...**

**Child**

**CCDRR**

**Right Based  
Approach**



**Child Rights**

## Who is a Child?



- **Child:** The 1989 United Nations Convention on the Rights of the Child (UNCRC) defines a child as an individual who has not attained the age of 18 years.
- **Note:** In India, different laws define the words 'child' and 'minor' differently.

## What are Child Rights?



Children are human, humans have rights, therefore children have human rights. But children possess unique **protection-based rights** because of the particular vulnerabilities they have on account of their young age.

Child rights are specialised human rights. Universally child rights are defined by the UNCRC.

## What are Child Rights?... (Contd...)



As a 1992 signatory to the UNCRC, India has steadily evolved its laws and policies to give protection and empowerment to children.

The UNCRC defines the nation's obligation to help children have access to a list of essential rights. There are 41 articles in the UNCRC, which can be understood under 4 broad themes-**survival, development, protection and participation.**

## What are Child Rights?...(Contd...)



These themes are basically the four overarching rights that are vital for children's other rights to be fulfilled.

- The right to survival;
- The right to development;
- The right to protection; and
- The right to participation.

What are Child Rights?...(Contd...)



# Right to Survival

(जीने का अधिकार)

## Right to Survival...(Contd...)



- A child's right to survival begins before a child is born.
  - According to Government of India, a child life begins after 20 weeks of conception.
  - For more information, please refer The Medical Termination of Pregnancy Act, 1971 and The Medical Termination of Pregnancy (Amendment) Bill, 2020.
- The right to survival is inclusive:
  - Rights to be born,
  - Right to minimum standards of food, shelter and clothing, and
  - The right to live with dignity.

## Right to Survival



- The right to survival also includes:
  - Access to Medical care, nutrition, protection from harmful habits (including drugs) and safe working environments under the right to health.
  - These articles also mention access to special care and support for the special needs children.

What are Child Rights?... (Contd...)



Right to Development  
(विकास का अधिकार)

## Right to Development ...(Contd...)



Children have the right to all forms of development:

- Emotional:-
  - ❑ Emotional development is fulfilled by proper care and love of a support system,
- Mental:-
  - ❑ mental development through education and learning
- and Physical:-
  - ❑ physical development through recreation, play and nutrition

## Right to Development ...(Contd...)



- A right to education is paramount. It helps children maintain discipline and enhance life skills while finding a safe and healthy environment to nurture physiological development.
- For more information on this, one can refer Right to Education Act 2009, National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2022

What are Child Rights?... (Contd...)



# Right to Protection (सुरक्षा का अधिकार)

## Right to Protection ...(Contd...)



- Child Protection is about keeping children safe from a **risk** or **perceived risk** to their lives or childhood.
- It is about **recognizing that children are vulnerable** and hence reducing their vulnerability by protecting them from harm and harmful situations.
- The protection rights exist as **safeguard against** child abuse, neglect and exploitation.

## Right to Protection ...(Contd...)



- **Security Net**: Child protection is about ensuring that children have a **security net** to depend on, and if they happen to fall through the holes in the system, the system has the responsibility to provide the child with the necessary care and rehabilitation to bring them back into the safety net
- Children must be protected from ill-treatment, and sexual or physical violence, including **violence as a means of discipline**. [Samastipur teacher's narrative]

What are Child Rights?...(Contd...)



# Right to Participation

(सहभागिता का अधिकार)

## Right to Participation...(Contd...)



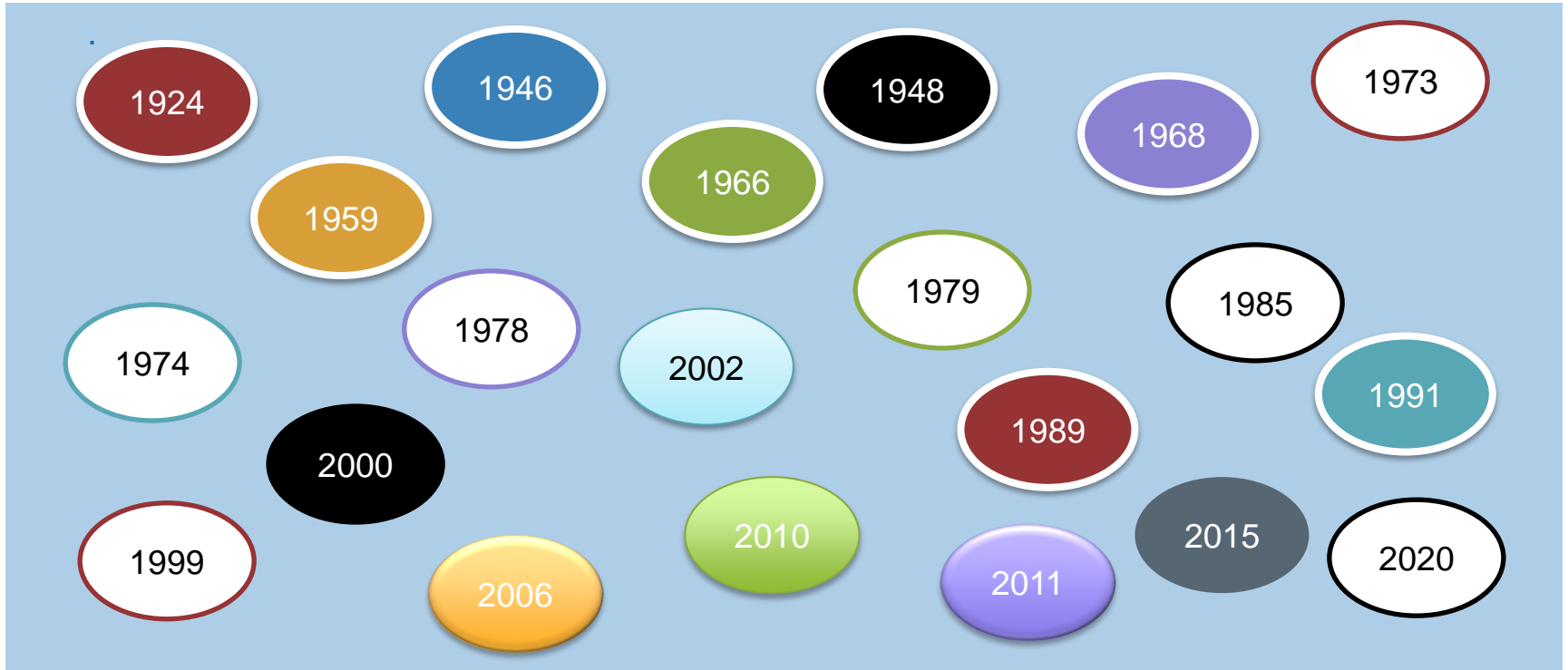
- Children are the foundation to our work and our future.
- The participation entails a process through which children influence or control decisions that affect them.
- The Right to Participation means a child's freedom to express opinions and speak on matters affecting their own lives.
- Children deserve the right to express their opinion freely without any fear of contempt and have their voices heard when adults are deciding on their behalf.

## Right to Participation...(Contd...)



- A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation:
  - as per the age and
  - maturity of the child.
- We should ensure child rights through a strategy of 3Ps:
  - Prevention,
  - Protection, and
  - Prosecution.

# Tracing the roots of Child Rights





# What is Right Based Approach?



# What is Child Centred Disaster Risk Reduction (CCDRR)?

## CCDRR...(Contd...)



### **Disaster Risk Reduction (DRR)**

- “The concept and practice of reducing disaster risks through systematic efforts to analyse and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment and improved preparedness for adverse events” (UNISDR)

## CCDRR...(Contd...)



### **Child Centered Disaster Risk Reduction (CCDRR)**

- According to UNICEF “Recognizing and drawing on the rights, needs and capacities of children in reducing risk and enhancing the resilience of communities and nations with the ultimate goal of safeguarding the rights of children relating to disaster risk. It focuses on actively involving children in DRR, both in
  - DRR that is for children, and
  - DRR that is with children

## CCDRR...(Contd...)



### **Child Centered Disaster Risk Reduction (CCDRR)**

- We must note that children's needs and capacities vary according to multiple factors such as:
  - Age,
  - Gender,
  - Geography and
  - Socio-economic status

## CCDRR...(Contd...)



- Research on children and disasters in different regions of the world shows disproportionate death toll among children.
- This encouraged researchers to explore the causes of children's vulnerability. (GADRR&R)
- Children are often perceived as passive or helpless "victims" in times of disasters.
- But recent researches show that children can, and do, play an active role in reducing disaster risks

## CCDRR...(Contd.)



- Children need immediate action to build resilience.
- Integrated child-centred development and humanitarian efforts required to strengthen resilience.
- Sensitise children and the school community on disaster preparedness and safety measures.
- Develop knowledge, skills and resources to survive, grow and develop.
- Engage children in disaster management committees / initiatives as key stakeholders.
- Set up systems and capacities for shock-responsive social protection.
- Promote and carry out comprehensive school safety. [Refer to National School Safety Programme of NDMA]

**Engaging Children in CBDRR to  
Build Resilience**

## Engaging Children in CBDRR



What is Community-based Disaster Risk Reduction (CBDRR)?

- It is an approach that seeks to bridge the gap between disaster and development.
- It refers to a process of reducing disaster risks in which communities actively engage in identifying, analysing, addressing, and monitoring & evaluating their disaster risks to reduce their vulnerabilities and to enhance their capacities to overcome a disaster situation.

## Engaging Children in CBDRR...(Contd...)



- Millions of children are affected by disasters every year. Children need not be passive victims, but may contribute to disaster risk reduction activities.
- CRY's experience with Children's Participation is very encouraging, though in a different domain.
- Participation yields numerous potential benefits for children like:
  - Social and Emotional Learning Skills
  - Enhanced personal development and skills, self-efficacy, and interpersonal relationships,
  - And for communities through improved social connections and networks and disaster preparedness.

## Engaging Children in CBDRR...(Contd...)



- Children are **resources** to be cultivated and mobilised for disaster **preparedness**, **response**, **recovery**, and **resilience**.
- Children can contribute actively to their social environments through **observation**, **inquiry**, **evaluation**, and **decision-making**.
- Their involvement can advance social and democratic processes, inform and improve decision making, reinforce children's **connections and commitment** to their communities, and increase awareness of their needs and desires.

## Engaging Children in CBDRR...(Contd...)



- In 2011, declaring children to be ‘the group most affected by disasters each year’, the UNISDR advocated **their active participation** in Disaster Risk Reduction (DRR) activities (UNISDR Press Release, 13<sup>th</sup> October 2011).
- DRR represents organised approaches to examine and address factors associated with disaster risk and exposure, with human and material vulnerabilities, and with adverse disaster effects.
- UNCRC requires that **children be included as collaborators** in activities related to their well-being. It is widely believed that its promulgation has led to the recognition that children are valuable resources who can make meaningful contributions in many areas.

## Engaging Children in CBDRR...(Contd...)



### Role of Adults is Important...

- Parents and other adults may not appreciate children's concerns in the context of disasters and they tend to underestimate children's disaster reactions.
- But children can provide useful original and constructive information about their communities and about how to assist their families and communities
- Adults serve as important role models and as resources to encourage awareness, critical dialogue, and skill enhancement when youth share their views regarding issues about which they are knowledgeable.
- Adults are required to help establish networks that provide influence, commitment, and resources to facilitate the acceptance, application, and implementation of children's ideas and recommendations.
- Because of their superior skills, expertise and connections, adult leadership may improve activities, programmes and outcomes.

*Thank You...*