

***Children in Disaster: Developing a National  
Framework Workshop Report***

**January 2007**

**The Public Health Agency of Canada**

**British Columbia Ministry of Health, Emergency  
Management**

**British Columbia Ministry of Children & Family  
Development**

# EXECUTIVE SUMMARY

The *Children in Disaster: Developing a National Framework Workshop* (Workshop) took place on November 18<sup>th</sup> and 19<sup>th</sup>, 2006 in Vancouver, British Columbia. The goal for the Workshop was for experts in child and youth welfare in disasters, and representatives from governmental and non-governmental agencies to work collaboratively to produce recommendations for best practice that might set the stage for the subsequent development of a National Framework for Child and Youth in Disaster. The event was organized as in conjunction with a conference on child welfare, World Forum 2006: Future Directions in Child Welfare and was followed by a panel presentation to the international delegates of that conference.

Those invited to attend the Workshop were identified as important contributors to the topic of children and youth in disasters. They included individuals and representatives of agencies involved in disaster psychosocial response, individuals with specific expertise in the area children and youth health and welfare, and government representatives and representatives of various non-governmental organizations who held positions as executives, directors, or managers of child and youth services, at both the Canadian provincial and national levels. Several representatives of international aid organizations were also invited to offer their perspective on global issues relevant to children and youth in disasters, and to describe a number of initiatives to support youth and children undertaken in response to recent disasters including the Asian Tsunami and the HIV/AIDS crisis in Africa

During the Workshop, participants engaged in a series of discussions of the key issues and challenges faced by children and youth in disasters, and how best to address these concerns from an empowerment and capacity building framework. Five best-practice principles provided a framework for these discussions: (1) Collaborative community assessment, planning, and development enhances ownership and facilitates sustainable recovery; (2) Respect community culture, tradition and structure; (3) Ongoing and reliable information facilitates individual, family and community action toward recovery; (4) Respect disaster affected persons as active partners, not victims; and (5) Active, dynamic communities addressing present community needs decrease vulnerability, provide preparedness networks, and mitigate disaster impact.

Five topics were identified as the primary areas of concern in the implementation of these best practice guidelines for working with children and youth in disasters. Participants moved from table to table engaging in facilitated discussions about: partnership and ownership, culture, information, education, and safety. These conversations were recorded by note takers and were summarized in a plenary session on the second day.

A synthesis of the discussions and presentations during the Workshop resulted in seven recommendations for best practices in working with children, youth and disasters. These recommendations are summarized below.

## SUMMARY OF RECOMMENDATIONS

- 1. Disaster planning and response strategies should build on existing resources, projects, and expertise and adopt an empowerment perspective. This could include translating current roles and responsibilities into disaster related roles and responsibilities, adapting and/or augmenting existing educational programs to include components on children and youth in disasters, and encouraging and supporting the involvement of those already working with children and youth, and youth and children themselves in disaster planning and response activities.**
- 2. Develop an internet-based resource that acts as a repository for information on and resources for children and youth in disaster. This should include published (i.e., scholarly articles) and unpublished (i.e. reports and other material from the so called 'gray' literature), practical resources (i.e., toolkits for planning, community development)**
- 3. Community pilot projects should be developed and supported in order to generate evidence-based guidelines and strategies that can be locally-adapted for the care of children and youth in disasters.**
- 4. These guidelines should address physical and emotional/psychological health and well being of children and youth and the provision of measures to protect human rights and special needs that may arise in the context of disasters including: (a) the prevention from harm to children from responders, (b) the special needs of unaccompanied children and children with disabilities and/or mental health needs, and (c) the potential for inequitable access to resources and support as a result of discrimination based on gender, ethnicity, or status.**
- 5. Material, financial, and educational support should be targeted at the development of collaborative regional and community-based working groups whose mandate is to plan for children and youth in disasters. These networks should be inter-sectoral, involving government, non-government, community and social service organizations, and community members.**
- 6. Consideration and resources should be targeted to the development of educational materials, training resources and programs, and community projects that address the issue of children and youth in disasters from a multi-cultural perspective and with multiple delivery formats in mind. Children and youth should be involved in the**

- 7. Comprehensive planning should include an assessment and mapping of potential vulnerabilities and capacities within a community such that individual and collective resilience is acknowledged and supported while simultaneously engaging material, social, economic, and cultural resources to address and mitigate vulnerabilities.**

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## INTRODUCTION

In November, 2006, The Public Health Agency of Canada, the BC Ministry of Health, and the British Columbia Ministry of Children and Family Development hosted the ***Children in Disaster: Developing a National Framework Workshop*** (Workshop), and a second panel discussion entitled ***Best Practices: Supporting Children and Youth in Disaster*** (Panel). The Workshop was designed to (1) gather information and input from experts in the field of child and youth welfare in disasters on best practices and (2) develop recommendations for guidelines and principles of best practice for addressing the needs of children and youth in disasters. The Panel was designed to provide attendees at the *World Workshop 2006, Future Directions in Child Welfare* with an overview of the Workshop discussions and some of the key issues and challenges in the consideration of how to work with children and youth in disaster situations.

The purpose of the Workshop and this report was to develop a working document to assist lead agencies (i.e., The Public Health Agency of Canada, BC Ministry of Health) and other emergency planning organizations and agencies in Canada in the development of a national framework of best practices for providing psychosocial support to children and youth in the context of disasters and complex emergencies. The report reflects the design and process of the Workshop and describes the key themes, best practice information and recommendations that arose in this context.

The Workshop attempted to bridge international, national, and regional perspectives with an understanding that domestic and international disaster and emergency response frameworks overlap and interact. To this end, participants included representatives from provincial and national government and non-governmental agencies, and international humanitarian aid organizations. The discussions and the recommendations that arose from them remained, however, primarily focused on the Canadian context. This was in keeping with the overarching goal of moving toward a national framework that might provide greater consistency of practice in regards to children and youth in disasters across the country while also remaining broad and flexible enough to be usefully adapted in specific local and regional contexts.

## Project Partners

### Public Health Agency of Canada

The Public Health Agency of Canada was established with a mission of promoting and protecting the health of Canadians through leadership, partnership, innovation and action in public health. The creation of the Public Health Agency of Canada marked the beginning of a new approach to federal leadership and collaboration with provinces and territories on efforts to renew the public health system in Canada and support a sustainable health care system.

Focused on more effective efforts to prevent chronic diseases, like cancer and heart disease, and injuries and to respond to public health emergencies and infectious disease

outbreaks, the Public Health Agency of Canada works closely with provinces and territories to keep Canadians healthy and help reduce pressures on the health care system. The Agency is part of the public service and is headed by the Chief Public Health Officer who will report to the Minister of Health. Health Canada also reports to the Minister of Health. Although separate, both are members of the health portfolio and work together to improve and protect the health of Canadians.

## **BC Ministry of Health**

The Ministry of Health is responsible for British Columbia's health system, with a mandate to guide and enhance the province's health services to ensure British Columbians are supported in their efforts to maintain and improve their health. The ministry works closely with health service providers throughout British Columbia to design and deliver services to assist people across their life spans, from health promotion and protection programs to maternity services to surgical procedures to end-of-life care.

## **BC Ministry of Children and Family Development**

The Ministry of Children and Family Development works to ensure that the province's children and families have the strongest start possible to thrive and succeed. The ministry is responsible for regionally and provincially delivered services and programs. Its mission is to promote and develop the capacity of families and communities to care for and protect vulnerable children and youth, and to maximize the potential of every child in B.C. by supporting healthy child development.

## **SECTION 2: CONTEXT**

According to statistics provided by the World Health Organization (WHO), almost half of individuals considered to be "people of concern" as a result of armed conflicts and natural disasters are children. That means that an estimated 10 million children under the age of 18 are displaced or living in refugee-like situations (WHO-UNICEF, 2003). Although children can be remarkable resilient, they also encounter specific risks and vulnerabilities during disasters and other complex emergency situations.<sup>1</sup>

Every disaster situation presents a unique set of challenges, defining a particular pattern of vulnerabilities and risks for individuals and communities. Likewise, every community and the individuals within that community will bring to a disaster scenario a unique set of strengths, capacities, and resources. At the same time, however, there are some common patterns of vulnerabilities that arise for children and youth over the course of a disaster or complex emergency.

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<sup>1</sup> The WHO and other agencies have adopted this latter term to describe situations in which economic, socio-political, and natural factors intersect and compound the challenges faced by affected populations (i.e., ongoing poverty complicated by drought and civil conflict).

In the immediate aftermath of a disaster, for instance, children may be separated from those who would normally protect them. They may be at high risk for human rights violations including sexual exploitation, sexual and physical violence, trafficking, family and community-child- violence, and forced military recruitment disease. The disruption of health service provision, and the impact of disasters on critical community and regional infrastructure can also put children at increased risk for diseases, malnutrition, and death in such situations.

Even those children who remain with their parents or other adult caregivers may experience increased risk as a result of the emotional and physical demands placed on those caregivers. Disasters and emergencies often increase pre-existing socio economic pressures, mental health issues, community and family conflict, and general levels of stress. Caregivers may be struggling with their own trauma and therefore unable to meet their children's needs, or they may have to leave their children unsupervised in order to access services, work, or otherwise obtain the means for their family's survival. In addition to the physical and psychological impact of disasters on their caregivers, children may also experience fear, confusion, and psychological trauma. This means that all children are to some degree in need of psychosocial support and protection.

The longer-term economic implications of disasters and long-standing strife can put children at ongoing risk for exploitation and violence in the face of limited economic options and opportunities for them and their families. A lack of viable income generating options is associated with an increased risk to children of family violence, sexual abuse and assault, and prostitution. This abuse in turn has implications for the health and wellbeing of children including physical harm (i.e., injuries, pregnancy, risks from unsafe abortions, sexually transmitted diseases and infections including HIV/AIDS), emotional harm (i.e., depression, shame, post traumatic stress, self-harm and suicide), and social consequences (i.e., stigma and ostracism, loss of educational and employment opportunities).

Similarly, the profile of a disaster, the degree of public awareness and response contributes to the adequacy and accessibility of services and resources, and the number of volunteers who are likely to participate in the response. While this support is generally recognized as critical, the absence of screening and monitoring frameworks can mean that the influx of volunteers can also put children and youth at risk for sexual abuse and exploitation by adult responders.

Increasing the safety and resilience of children and youth in disaster/emergency situations requires differentiating between types of disasters and emergencies and the stages of disaster recovery. The typology of the disaster, its nature and duration and the specific social, economic, and political context determine to a large extent the specific health risks to children. Similarly they will influence the nature of the psychosocial

Children at high risk during a disaster include those:

- (a) without parental care as a result of being orphaned,
- (b) otherwise unaccompanied and separated children, such as those living in foster care, institutions, or those living on their own,
- (c) with special needs as a result of mental or physical disabilities
- (d) who are members of groups already marginalized as a result of their socio-economic status, ethnicity, or tribal and religious affiliations



response and the manner and degree to which governments and organizations become involved and through heightened awareness, the degree of the public's response. Again, these factors will also influence the degree of risk and vulnerability for children and youth both because of the amount and manner of the help they may receive, but also because this will in part determine how many non-local responders are involved.

At the same time, however, children and youth themselves will influence the degree of vulnerability. The resiliency of children and youth can be increased through education, skill building, and their inclusion in emergency planning, response and recovery activities. A sense of confidence, healthy self-esteem, effective coping skills, and positive experiences having their voices heard can empower children and youth and contribute to their resiliency. Other community members, such as teachers, social service agency workers, and community leaders can also provide formal and informal support and protection that can enhance the emotional, psychological, and physical safety of children and youth.

## **Psychosocial Response to Disasters**

The term psychosocial has come into usage relatively recently in disaster and emergency planning in acknowledgement of the fact that disasters do not only require a consideration of the material consequences, but also the social and psychological consequences. Psychosocial is an umbrella term that denotes both the social needs of those affected by disaster, such things as food, clothing, and lodging, and the psychological and emotional needs of those who may have suffered psychological trauma as a result of the disaster event, who may be dislocated over the short and/or long-term because of evacuation, and who may be grieving for losses that can include: (a) the loss of a sense of safety, fairness, predictability, and belonging (b) the injury or death of loved ones, friends, neighbours, and colleagues and (c) the loss of homes, jobs, communities and anticipated futures. The psychosocial response to disasters involves assessing areas of unique and shared psychological and social vulnerability and resilience, and the identification and implementation of services and resources that can mitigate the potential for psychosocial harm while supporting and augmenting individual and collective resilience.

The distribution of adverse psychosocial health outcomes associated with disasters is not uniformly spread across populations but tends to reflect, rather, the preexisting patterns of inequalities, marginalization and their material and social expression in terms of availability of and access to resources. Effective disaster planning and programming must take into account, therefore, the specific and general patterns of vulnerability and resilience within particular communities arising from and contingent upon a complex web of historic, social, economic, geographic, cultural, and individual factors.

### **Disaster Cycles**

In order to effectively and appropriately respond to the psychosocial needs of children and youth in disasters, one must take into account the differing needs, constraints, and issues associated with all parts of the disaster cycle: assessment, preparedness & mitigation, response, and short- and long-term recovery.

The phases of a disaster are commonly identified as preparation, mitigation, response and recovery. These are briefly defined as:

## **Preparation**

Risk & Capacity Assessment– Assessment and understanding of hazards that may threaten a community and the vulnerable aspects of a community (physical, social, economic) and a concomitant assessment of community capacity.

Preparedness & Mitigation- Identifying and gathering resources (human & material), developing action plans, and implementing hazard reduction strategies.

## **Response**

Coordinated activities undertaken to save lives, protect property, and minimize the damage to the environment and community. This will include actions to support as much as possible continuity of public services and business continuity.

## **Recovery**

The **short term** recovery process includes restoring and/or rebuilding community infrastructure, public services, business continuity and supporting community members limit their losses and minimize or reduce suffering. Although there is no consistent definition of the time period defined as short-term recovery, this period is typically thought of as lasting up to one year.

The **long-term** recovery process is a continuation of the activities during the early recovery process, but may also include addressing longer-term economic and social viability and health in a community or region.

While it can be helpful to think of disasters in terms of phases it is also important not to view disasters as a linear progression. These phases do not happen in isolation and will often overlap. The length and order of these phases will depend on the nature and severity of the disaster and the context in which it happens (see Kelly, 1999 for discussion of various models of disaster process).

## **Holistic perspective to disaster response**

Viewing disasters from a holistic perspective requires a consideration of the multiple partners that need to be involved in disaster planning, response, and recovery. The focus of the Workshop was to engage with the topic of disasters, children and youth, from the overarching principle that effective disaster management relies on the integration and collaboration of multiple layers of government, non-governmental agencies and organizations, existing community resources and leaders, and the affected community members themselves.

Those with the most intimate knowledge of a community's strengths, vulnerabilities, and cultural norms are those who live in it. The strength of community-based organizations and of residents themselves is their proximity to the situation; they are familiar with each other, with the environment, the local cultures and subgroups in their community, and they are likely to have the most intimate knowledge of their needs and resources. At the same time, however, the very definition of a disaster means that the community's capacity to respond to the needs of community members has been overwhelmed and that external help is required.

This help involves governments at various levels (local, provincial, federal) and local, national and sometimes international non-governmental organizations.



The focus of the Workshop was to engage with the topic of disasters, children and youth, from the overarching principle that effective disaster management relies on the integration and collaboration of these multiple layers of government, non-governmental agencies and organizations, and existing community resources and leaders in ways that empower local organizations and individuals and that build on and enhance social and individual resilience.

**WORKSHOP ORGANIZATION & OVERVIEW**

The Workshop and Workshop brought together both people with expertise in the area of psychosocial concerns for children in disaster and stakeholders in child, youth and family health and well being to discuss pertinent issues related to children and youth in disasters and how best to respond to their needs taking into account both vulnerability and resilience. The day and a half-long Workshop was held at the Fairmont Hotel in Vancouver, B.C., November 18 – 19, 2006, followed by the half-day Workshop also on November 19, 2006 in Vancouver, British Columbia, Canada as adjuncts to the international conference, *World Workshop 2006, Future Directions in Child Welfare*.

**PRE-WORKSHOP ACTIVITIES**

Pre-Workshop activities included three main tasks: 1) participant identification, 2) development of best-practices framework, and 3) participant invitations.

**Participant Identification**

Participants were identified through the Provincial Children in Disaster Committee whose members include Public Health Agency of Canada, Ministry of Health, Ministry for Children and Family Development, Red Cross, BC Psychologists Association, Children's and Women's Hospital. The criterion for invitation was expertise in the area of disaster psychosocial response and/or child and youth mental health and child welfare.

**Participant invitations**

Participants were invited to attend by email and personal telephone contacts. Canadian International Development Agency (CIDA) representatives were invited by the Public Health Agency of Canada to apply to BC Ministry of Children and Family Development for a CIDA grant to attend the workshops and the conference.

Participants included representatives from the: Canadian Red Cross, Salvation Army, Regional and National - Public Health of Agency Canada, British Columbia Ministry of Health, British Columbia Ministry for Children and Family Development, Provincial and National Emergency Social Services, Canadian International Development Agency, Vancouver School Board, Air India Flight 182, Victims Families Association, CARE Canada, Provincial Victims Services, First Nations and Inuit Health Branch, Canadian Disaster Child Care, Children's and Women's Health Centre of British Columbia, Canadian Resource Centre for Victims of Crime, and Provincial Aboriginal Head Start Program. Through CARE Canada and funding provided by the Canadian International Development Agency, delegates also attended from Russia, Indonesia and Zambia as well as youth from Rwanda who is attending the Lester Pearson College of the Pacific to share their experiences in providing psychosocial services with children and youth in the different cultural and geopolitical contexts. For a comprehensive list of participants see Appendix A.

## Development of Best Practice Principles Framework

During the pre-Workshop preparation, the organizing committee discussed and developed a Best Practice Principles framework to be used as a guide for the Workshop discussions. The principles articulated for the Workshop and in this report are recognized best practice principles for psychosocial response in the disaster research literature. Psychosocial is a term that, particularly within resiliency theory. This resulted in the following five best practice principles in disaster psychosocial response:

### **1. Collaborative community assessment, planning, and development enhances ownership and facilitates sustainable recovery**

The word “community” is meant to describe the affected population and related organizations, agencies and groups. It may include the region, a community, or a group of people that have been affected by a natural disaster or a complex emergency. In each case it is important that the affected population is involved in the process of recovery from assessment through each phase of recovery. Not only does this provide more substantial and meaningful information in the assessment of needs, capacities, and resources, it also establishes a sense of ownership by the affected group from the beginning.

Facilitating resiliency includes community collaboration as a vehicle to promote preparedness and provide more effective response and recovery. Collaboration is a process of communication and coordination with representative community members and organizations and is the best means of addressing a community’s needs in an emergency.

Assessments should include not only an evaluation of risks, vulnerability, and needs, but also of the inherent strengths and resources a community possesses. Recognition of capacities of vulnerable people is a strength-based approach that enhances existing resources and can change how affected people see themselves shifting their self perception from “helpless to helpful”. Although there may be many resources at the international, national or regional/provincial level, ultimately the community and the affected population are the first and primary response and recovery resource.

### **2. Respect community culture, tradition and structure**

Many communities have encountered and successfully managed challenging circumstances with strength and resolve. They have demonstrated resiliency in the face of adversity. A community’s history of coping reflects their culture and tradition and the individual and collective coping strategies and skills of its members. Understanding local traditions of resilience and promoting them as a part of community ownership is a critical part of recovery. Asking the affected community what they need to do and how they would like to implement the plan is the first step. Organizations and individuals who participate in the response and recovery process must adapt to the local context, respecting and integrating local knowledge and customs.

### **3. Ongoing and reliable information facilitates individual, family and community action toward recovery**

Information and education are essential resources for mitigating the impact of disasters and providing for optimal recovery. This includes personal and family insight, awareness and planning, and at the community level, the ongoing assessment of capacity and resources, the clarification and definition of roles and responsibilities, and the gathering, dissemination, and management of information that contributes to preparedness, response and recovery efforts. Continued timely information links communities in common knowledge, defines priorities and facilitates cooperative action through the recovery process.

### **4. Respect disaster affected persons as active partners, not victims**

Historically, relief efforts have taken a top-down approach that has involved the affected population primarily as recipients and victims, rather than active partners. Although these approaches worked to feed people and provide clean water and shelter, many times they also created or exacerbated dependency on outside resources with little respect for the dignity of the affected population. We have learned that active involvement of the community beginning with initial assessment and continuing throughout the recovery phase places encourages partnership.

We have also learned that this process expands capacity at each phase of the emergency. Empowering affected populations through active engagement in the response and recovery processes encourages a sense of ownership and responsibility and ultimately contributes to the community's sustainability. Such an approach, encourages individuals and communities to move from dependency to self-reliance, and mitigates the adverse emotional impact of disasters by offering individuals a greater sense of control and agency. Actively partnering with those affected by a disaster is not only necessary to meet the basic needs of affected populations, but also creates the conditions most likely to contribute to the longer-term potential for affected communities to thrive and develop in the future.

### **5. Active, dynamic communities addressing present community needs decrease vulnerability, provide preparedness networks, and mitigate disaster impact**

Preparedness has taken many forms but largely it has been a process of risk assessment, planning and education. We recognize that motivation for preparedness is directly related to perceived threat and the realities and priorities of our day-to-day life. Because of this, much of our efforts toward preparedness has taken low priority and is quickly forgotten after the crisis. Communities that are resilient in addressing present needs and exercise these capacities on an ongoing basis facilitate continued motivation for development. With assessment of capacity, these resources are put to work through clear definition of roles and responsibilities. Exercising these roles and systems of response is a means of testing response capability and can facilitate the more fluid adaptation of roles and responsibilities in different emergency and disaster contexts. The collaborative development, community empowerment, and successes that come from addressing present needs will create an active system that is responsive to real needs. These relationships and

roles are easily transferable within a context of ongoing communication about emergencies and disasters.

## Workshop Methodology

During the Workshop, delegates were introduced to the **Five Guiding Principles** for disaster psychosocial response as a framework for their discussions. After being provided with an overview of the context for the Workshop, participants were engaged in a collaborative, interactive process involving small and large group discussions and brainstorming, known as a *World Café* process.

The *World Café* is a process used to elicit input from a diverse group. Participants are encouraged to share their knowledge, insights, and expertise and explore action possibilities around real life issues and questions. The premise is that informal, facilitated conversations amongst diverse and emergent groupings of participants will encourage cross-pollination of ideas and stimulate innovative thinking.

During the Workshop, five tables were set up and participants moved from table to table participating in facilitated conversations focused on the key challenges and opportunities inherent in five areas of concern based loosely on the five guiding principles: Safety, Culture, Education, Information, and Ownership/Partnerships. With each round of conversation, a new mix of participants was asked to consider one of the topic areas in light of the following questions: (1) What are some methods and/or activities for implementing this principle?, (2) What are some of the challenges that may be faced in implementing this principle?, and (3) What are some strategies/ideas for overcoming these challenges? Each participant was encouraged to contribute to each of the five topic areas.

The *World Café* approach rests on the idea that multiple conversational moments during such a dynamic process will reflect and generate a pattern of wholeness, allowing for a consideration of diversity that results in some consensus. The last phase of the Café involves making this pattern of wholeness visible to everyone. This report is organized to reflect this pattern of wholeness by providing an overview of some of the themes and ideas that emerged in each topic area, and the ways in which participants linked and connected these ideas to the guiding principles.

## POST-WORKSHOP ACTIVITIES

The Workshop ended with a panel on 'Next Steps' with the intention of moving forward with the recommendations made towards the Children in Disaster: Developing a National Framework.

Following the Workshop, a panel including members of the Workshop organizing committee and representatives from CARE Canada presented an overview of issues pertaining to children and youth in disasters to delegates of the *World Workshop 2006, Future Directions in Child Welfare* conference.

## SECTION 4:

### FINDINGS

The findings from the World Café are organized in the following manner. Under each topic of concern there is a brief description of key areas of discussion during the five rotations of the World Café. Following this, specific themes focused on the implementation of the relevant general principle are outlined, with the key challenges and concrete suggestions for addressing these challenges articulated. Following the description of the five areas of concern some general recommendations are made that reflect the interweaving and overlapping ...

#### **1. Ownership & Partnerships:**

The discussions at this table focused on the issue of how to implement and support a greater sense of ownership in disaster and emergency planning, response and recovery activities at the local level and how to initiate more meaningful and inclusive partnerships. Many participants noted that supporting this principle required a true commitment to a grassroots approach in which non-local responders and response organizations see themselves providing assistance under the guidance and leadership of the affected community(s) rather than taking over. This in turn was seen as dependent on the pre-disaster existence of effective collaborations and community networks. To build such networks requires an ongoing commitment to involve representatives from local government agencies, representatives from key non-governmental agencies and social service agencies, corporations, and community groups. Participants identified the need for inventories of community resources including existing shelters and buildings that could act as shelters (i.e., schools, churches), resource depots (i.e., food and clothing banks), social service agencies – their roles and functions, and contact lists identifying key personnel so that networks could be effectively activated in the event of a disaster.

Such networks were described as part of a community development perspective in which community-driven decision making processes would be developed and implemented during the recovery process from a disaster or emergency. Participants suggested that collaborative funding might be used to develop such networks both within communities and between communities in regions thus enhancing the ability of communities not only to help themselves but each other in the event of a regional or larger event. Participants also emphasized that these networks, in order to be effective, should stay focused on simple, sustainable, concrete, strength-based, local strategies and that children and youth should be meaningfully involved in all stages of planning and implementation in order to ensure that their strengths and vulnerabilities be considered and integrated and that interventions be relevant, age-appropriate, and inclusive.

#### **Key Themes & Recommendations**

##### **1. Job & Role Translation**

It was thought that part of developing effective working networks should include supporting organizations and workers to translate their everyday functions and roles into disaster-related ones. This would necessitate ongoing education and training that addressed the ebb and flow of personnel in positions and organizations, and that



empowered workers to generate innovative and pragmatic solutions to potential challenges.

## **2. Assessment**

Assessment was identified as a key element in the development of meaningful and effective partnerships. Such assessments would need to include both an inventory of community capacity and resources, identification of potentially vulnerable groups or individuals and gaps in service plans, and the ongoing assessment and development of working relationships amongst network partners.

## **3. Leadership**

Participants also identified the importance of leadership and inclusive leadership styles in the consideration of the development and sustainability of such working networks. Participants suggested that issues of territoriality presented one of the primary challenges to forming effective networks and that designating and defining leadership roles would be critical.

## **4. Accountability**

The issue of accountability – both within organizations, agencies, and governments and between them – was discussed as a critical aspect of developing workable collaborations. Attention would need to be paid to how to facilitate collaboration while also minimizing bureaucracy (both for workers and those receiving services) in the implementation of response and recovery strategies. An ongoing and unanswered question in these discussions remained the question of whose responsibility it would be to set up and maintain disaster-related response and recovery networks.

## **4. Toolkits**

There is a need for the development of new, or adaptation of existing community development toolkits that would support communities enacting the organization and development of disaster/emergency networks prior to their need. Such toolkits should provide simple, concrete, pragmatic suggestions for how to move forward in the development of such networks, and include generic forms, organizational strategies, and funding options that could be adapted to the local context.

## **5. Capability inventories**

Develop an ongoing inventory process that tracks community and inter-community resources (material, social, cultural), key personnel,

## **6. Local Recovery Committees**

Develop grassroots recovery committees that engaged community members in the assessment of needs and capacities and the decision making process.

## **7. Town Hall Meetings for Children and Youth**

Within the planning and recovery processes there should be opportunities that encourage the input and involvement of youth and children. One suggestion was to organize town hall meetings for children and youth, drawing in particular on those who are already involved in social responsibility work through schools and other child and youth oriented organizations (i.e., Girl Guides, Scouts).

## **8. Developing child & youth centered services**

One of the identified gaps in planning for children and youth is the lack of age-appropriate services. This includes the lack of child- and youth-centered activities and spaces during the evacuation and recovery periods when parents' focus and own traumatic stress responses may preclude their active involvement with their children. This gap is especially true of the early recovery period (up to one year) when families may be dislocated and parents may be engaged in recovery activities (i.e., needs assessment appointments, bureaucratic processes involved in accessing emergency funding and services, rebuilding homes, rebuilding businesses, finding new sources of income).

## **2. Culture**

Here, as at all the tables, there was an acknowledgment that this principle overlapped with the others in ways that required a consideration of culture in all aspects of disaster planning and response including issues pertaining to education, information, safety and the development of collaborative partnerships. One of the key themes in the discussion of culture and disaster focused on the need to develop an approach to disaster planning and response that was grounded in an understanding that disasters happen in a context; affected communities and individuals live in a cultural, historical, political context that predates the disaster and that will post-date the disaster.

A good deal of the discussions involved trying to define culture, with a recognition that culture is a very broad term that includes such things as ethnicity, customs, political systems and structures, and that includes considering the culture of organizations, and communities (or subgroups) within communities. Some of the definitions included thinking of culture as the cumulative and evolving repository of knowledge, beliefs, experiences, attitudes and roles and the patterned ways of being, thinking, acting that are acquired and shared by large groups of people over the course of generations. In this there was also an emphasis that culture is not simply how you act and what you think, but also how you think – the ways in which conceptualize, organize thinking, and enact the sharing and dissemination of shared knowledge and information.

Another area of discussion involved viewing the opportunity for community and cultural development and empowerment in disaster response and recovery. Participants discussed how the process of planning for, responding to, and recovering from a disaster can include knowledge growth that includes a greater awareness of vulnerable groups and individuals, opportunities to integrate and include previously isolated cultural pockets, the development and/or enhancement of support networks, connection, and belonging, and the development and/or enhancement of services that are more culturally sensitive and responsive.

## **Key Themes & Recommendations**

### **1. Cross-cultural networking**

As in discussions at other tables, the importance of creating links and working relationships between and amongst various cultural groups prior to disasters was identified as essential. Participants underscored the necessity of engaging in conversations about challenging or “taboo” subjects (i.e., abuse, sexual exploitation, violence against women, racism) and be willing to challenge dominant cultural assumptions (i.e., the overriding importance of time & efficiency in Western culture) in

order to find ways of working together that were respectful and honoring of difference. One aspect of this work would be to identify and define various cultures, acknowledging the complexity of thinking of the multiple layers of culture that can exist in any community, and to define and articulate common and 'non-negotiable' issues pertaining to human rights.

## **2. Leadership**

Again, the issue of leadership was identified as critical. In the context of cultural awareness, participants suggested that it was important to include and relying on traditional leaders in a community while also recognizing that some groups may not be well represented by these and that different types of leadership (i.e., spiritual, political, informal/social) should also be taken into consideration when designing leadership teams. Further, it was pointed out that the most influential leaders in a community are not necessarily the most visible ones.

## **3. Cultural interpreters**

The issue of how to enter into a community and be as culturally responsive and sensitive was discussed and the notion of identifying and hiring "cultural interpreters" was suggested. In this suggestion was an acknowledgment that it is not simply language that needs interpretation but the cultural and social context as well, and that actively recruiting workers from within a community can support a more sensitive and responsive response and recovery approach.

## **4. Assessment**

Here, as with the consideration of partnerships more generally, the need for assessment was emphasized. Such assessments should be conducted in such a way as to support locals defining their needs, and providing suggestions about what kinds of help and resources would most appropriately meet those needs, and how to provide them in culturally appropriate ways.

It was thought that an assessment of the potential adverse impacts of an influx of aid and resources into communities should also be considered as part of a culturally sensitive assessment. Examples of ways in which aid had harmed communities were discussed (i.e. inflation of housing prices in areas affected by the Asian Tsunami as a result of the demand for housing by representatives of large non-governmental organizations).

## **5. Traveling light, long, and bearing witness**

When entering into a disaster response as a non-local responder, participants agreed that the notion of traveling light – being willing to leave your ego at home, and to enter into a community with humility, honesty, and respect – was crucial and that this philosophical approach should be part of the training of responders. In the same way, the idea was put forth that short-term response assignments made developing relationships of trust difficult and that longer-term postings might be one way of supporting continuity and a more culturally sensitive response. Finally, bearing witness was identified as a critical function of disaster response, such that the value of listening and witnessing should be included as part of disaster training alongside the 'doing' aspects of the training.

## **6. Education and Information sharing**

The underlying sentiment and recommendation was that a consideration of culture needed to become part of mainstream thinking in disaster planning and response – the

analogy of adopting a cultural lens like a pair of glasses was used – and that this would perforce include recruiting other cultural voices to disaster planning tables in Canada (i.e., First Nations, rural, ethnic minorities). Further, this lens needed to be applied in the development of evidence-based initiatives that were flexible and adaptable enough to be used in multiple-cultural settings.

### **3. Information**

The discussions at the information and education tables overlapped considerably. In both cases participants focused on content and process as integral and interrelated issues. There was consensus that information was a critical component of empowerment and essential in the development of a community's capacity to mitigate and respond to disasters. The range of information needs discussed included general information, that which might be helpful in the planning and preparation for disasters, and information specific to a particular event. Participants suggested that both professionals and non-professionals needed to be consulted in terms of content relevancy and the best methods for delivering information.

There were discussions about who was responsible and accountable for providing information to and about children and youth in disasters. Although the primary responsibility may fall to parents, it was thought that other trusted authorities (i.e., teachers, clergy, counselors) should be recruited in order to ensure that all children/youth and their families receive adequate and accurate information. There was also an acknowledgment that it was particularly critical to address myths and misconceptions that children and youth may have about disasters and their and their community's response to them.

Disaster related information whether provided during the planning, response, or recovery phases, needs to be grounded in an awareness of specific needs arising from issues of culture, age, and other social dimensions. This, in turn, requires involving and drawing upon the expertise of community leaders in order to ensure that critical information is culturally informed, and that languages and concepts are culturally congruent.

## **Key Themes & Recommendations**

### **1. Content**

Some thought must be given to what content is relevant in the various phases of disaster preparation and response, and how to conceptualize and language this content in ways that address the diversity of Canadian (and other) society including multiple languages, cultures, literacy levels, and differential access to technology. Including educators, those working with immigrant populations, representatives from ethnic and other minority groups, and physical and psychological health care providers in the development of content would ensure greater relevance, comprehensiveness, and accessibility to pertinent information.

### **2. Media as active partners**

The media are part of the front line of information dissemination in the event of a disaster/emergency. Because of this, and because it is critical that the information they provide be as accurate as possible, it is important to engage media representatives as active partners. This requires developing relationships in advance of a disaster and maintaining up-to-date contact lists. The heightened need for information during the

response and early recovery means providing regular and at times frequent updates to media as a situation develops, with an awareness of their needs as well as those of the general public.

### **3. Multiple formats**

Information should be provided in multiple formats and using multiple technologies. This could include using broadcast text messaging on cells; social networking spaces such as MySpace and MSN, and developing delivery formats that engage children in ways in which they are already engaged such as computer games, blogs, comic books, and other visual medium. The issue of technology and a wide spectrum of delivery formats is particularly relevant for children and youth who are conversant with a wide range of media delivery and may not typically turn to mainstream media for information.

Parents could be supported in supporting their children by providing simple and pragmatic fact sheets during the preparation for a disaster, and during the evacuation and recovery stages. These sheets should provide information about what kinds of responses their children may have and how they can support their children given the disruption and dislocation in their own lives, and also information on where to turn for help and support.

### **4. Coordination**

Given that so many diverse agencies, governmental and non-governmental, are involved in disaster planning and response, some level of coordination would be helpful so that accurate and comprehensive information is provided at critical times throughout the disaster (planning, response, short and long-term recovery) and in ways that minimize duplication of information and enhance consistency and accuracy. While this is critical within the response (i.e., information provided to responders and response agencies and organizations) it is also critical for the general public. It was generally agreed that all disaster response agencies (governmental and non-governmental), social service agencies, and schools should share responsibility for providing information to and children and youth in disasters.

### **5. Developmental focus**

Flowing from the shared responsibility for providing information comes a need for information about the psychosocial impacts of disasters from a developmental perspective. This should include some attention changing needs for information over the different phases or stages of a disaster and to how and when information is provided given the impact of traumatic stress and long-term stress on cognitive processing. Some information, for instance, (i.e., stress symptoms and coping strategies) may need to be given multiple times and in multiple ways over the course of recovery to accommodate people's shifting focus and cognitive processing following a disaster.

### **6. One stop shopping**

Although it was pointed out that there can not be only one source for information, the idea of a comprehensive web-site was put forward. Such a site could include links to other pertinent internet based sites that already have resources such as downloadable information pamphlets, planning guides, assessment tools etc. It could also incorporate child and youth centered web-based activities (i.e., disaster planning games, programs for helping you and your family be prepared), and, a range of readily accessible information for multiple users (i.e., research articles, pamphlets for community use). Participants underscored the point that such a sight would have to incorporate a user-

friendly interface to increase accessibility, and be managed in order that information was kept up-to-date and relevant. Further, the idea would be to pre-screen other web-based resources in order to generate useful links and make it easier for people to access information without wading through the results of broad-based internet searches.

## **4. Education**

Education was seen as one of the cornerstones of effective disaster planning and management. The discussion about education was two pronged, focusing on educational needs of responders and those of affected community members. In both cases there was an overarching consensus that greater diversity (age, culture, ethnicity, socio-economic status) in those involved in the development and delivery of educational material was needed in order to ensure the relevancy of such material and the ways in which this material was delivered.

The intended audience for such material included families, communities, emergency responders, and those working specifically with children (i.e., police, teachers, social workers, day-care workers). The suggestion was made that education about children and youth in disasters, including typical reactions to trauma and stress, support strategies, and how to engage children and youth as active partners in recovery, should be include in existing training programs and post-graduate and professional training programs.

### **Key Themes & Recommendations**

#### **1. Relevancy of content**

Education material should be based on culturally relevant content (i.e., the translation of concepts not merely language), use simple language and be produced using multiple mediums taking into account differing levels of literacy and access to technology. Material for children should integrate play, sports, and other common children's activities in order to engage children actively in emergency planning and recovery activities. Efforts should be made to engage children, youth, and community members in the development of such materials, ensuring their relevancy and empowering the community to become more involved in emergency planning, response, and recovery activities.

#### **2. Range of content**

The range of content in educational materials required includes: (a) personal preparedness, including effective coping strategies, produced in multiple languages with attention to the translation not only of words but concepts; (b) age-appropriate information about trauma and stress responses, coping and support strategies; (c) social/collective responses, coping and support strategies; and (d) basic information on emergency/disaster resources and community planning.

#### **3. Emergency response skills as life skills**

Information about stress responses and coping strategies could be incorporated into existing life-skills training for children and youth. This approach would facilitate a culture of resiliency and would be more likely to ensure that the material and information are produced in child and youth friendly manner, with age-appropriate information.

#### **4. Delivery methods**

In order to facilitate a quick roll out in the event of a disaster, and to facilitate the involvement of a wider range of community members in emergency planning, deliver of educational materials could utilize existing social networks and institutions (i.e., religious, community and youth groups, schools), peer education methods (i.e., youth to youth) and such things as “train the trainer” programs. This approach would facilitate the “mainstreaming” of emergency planning into public schools thus engaging children and youth as ambassadors/leaders in their families and communities.

Once again, the notion of tool-kits was discussed. These kits could be designed to engage youth and children in emergency preparation with their families, and in their schools through activities, outreach program suggestions, games, and other active learning strategies.

#### **5. Training & Practice**

One of the challenges in terms of effective educational strategies was the effective operationalizing of strategies across various disciplines/sectors. Those most likely to be directly involved with children and youth in disaster and emergency situations should, therefore, receive training that includes experiential exercises (i.e., table-top exercises) that gather together multi-disciplinary/intersectoral groups (i.e., police, social work, teachers, medical front-line, emergency social services). Engaging in such training exercises would develop relationships, facilitate awareness of roles and responsibilities, and help identify gaps in service and support to children and youth.

Another model that could be relevant to educating children regarding disasters is the model that has been used for street-proofing for children. Programs could be developed that translate the disaster resiliency of children and youth as a component of life-skills training. This approach could involve children and youth in preparing materials and messages and developing websites and outreach programs, building on existing strategies in use by such child and youth groups as the Girl Guides and Scouts.

## **5. Safety**

The issue of safety for children and youth during and following a disaster resulted in some of the liveliest discussions. Given the multiple potential risks to children and youth, one of the primary issues raised was the lack of accountability for the safety of children and youth. Safety, in this regard, included safety from physical and emotional harm including violence, abuse, and neglect. Several participants working in the international disaster management community reiterated the sheer scope of the problem of violence against children and youth in the context of disasters.

Participants agreed that concrete, developmentally-appropriate, and reliable information facilitates families’ and communities’ ability to prevent and/or mitigate the potential for harm. This would include educating children and youth on their rights and who they can safely turn to in a disaster, but only in the context of having first increased the training, accountability, and monitoring of those involved in disaster response. Here, as with other discussions, an emphasis was placed on not reproducing what already exists (i.e., the UN Convention on the Rights of the Child) but in creating and implementing the policies and procedures that would address child and youth safety issues.

## **Key Themes & Recommendations**

### **1. Mapping vulnerability and capacity**

A key component of increasing the safety of children and youth in disasters relies on identifying those who may be vulnerable and/or have special needs. Families with children with disabilities, for instance, may face enormous obstacles evacuating, accessing resources during evacuation and ongoing displacement, and in the recovery process. Children and youth in residential facilities may be at greater risk as a result of their displacement and separation from familiar adults. Addressing safety, therefore, includes mapping vulnerabilities and resources at the community level, and helping families identify and plan at the individual level given their specific resources and needs.

### **2. Reestablishing School**

Schools can be one of the primary sources of stability and safety for children and youth. It can offer structure, support, and some sense of continuity and direction in the midst of the disruption characteristic of the recovery period following many disasters.

Reestablishing schools as quickly as possible requires providing support to teachers, administrators, and the associated institutions (i.e., school boards) so that they are able to address their own recovery issues if they are directly impacted by the disaster, and then turn their attention as quickly as possible to reestablishing schools. This would include a consideration of extraordinary needs for funding and materials and the provision of additional personnel (i.e., counselors, mental-health workers) to provide psychosocial support and information to students, teachers, and parents. This may also include the need to provide additional instructional support services (i.e., tutoring, after-school programs) to support students who may have lost time or credits as a result of a disruption in their education caused by the disaster.

For students who are separated from their parents and/or displaced by the disaster, accessing education and related support services may be challenging. Attention in terms of legislation and social service mandates should be focused on developing plans for helping displaced parents and/or unaccompanied youth choose and enroll in a school following a disaster. Part of this would involve informing parents and unaccompanied youth of their rights in terms of enrollment, transportation, additional services, and providing support that facilitates their accessing these services.

### **3. Developing a culture of safety**

Many participants described the need for a cultural shift wherein the focus on children and youths' safety was prioritized, in other words, developing a culture of safety. One of the key recommendations in this regard was to call upon all response organizations (governmental and non-governmental) to make explicit in their emergency/disaster plans the issue of children and youths physical and emotional safety, and to develop accountability measures as part of these frameworks.

One primary focus should be planning and providing resources so that families, and other social networks (i.e., neighbourhoods, communities) whenever possible can remain together during evacuation and the recovery period. In this recommendation was an acknowledgment that being surrounded by familiar adults tends to increase children's



safety but only when those adults are also receiving adequate support to address their psychological, emotional, physical, and spiritual needs.

#### **4. Screening workers**

Building on the idea of a culture of safety, participants felt strongly that all disaster and emergency response workers should be involved in some kind of screening process. Given the increased opportunities for abuse of power, sexual exploitation, and other forms of violence against children and youth, such screening should be ongoing and should involve appropriate accountability measures. A corollary of such screening would be training for all responders working with/encountering children and youth that includes information about trauma and stress responses from a developmental level, appropriate ways to support children and youth's resilience, and how to access appropriate services when needed.

#### **5. Integrating Children & Youth concerns in emergency planning**

In order to make the issue of children and youth's safety in disasters a priority, those working already with children and youth need to be recruited and supported to participate in disaster planning committees and in the development of training programs. The workloads of many of those working with youth (i.e., teachers, front-line youth workers, counselors) are such that their participation would only be likely were it to be prioritized and meaningfully resourced.

#### **6. Culturally sensitive parenting models & interventions**

Given the range of cultural customs and norms regarding parenting practices and the expectations of children's roles and responsibilities, it is important to develop ways of supporting families in the disaster response and recovery process that are culturally respectful while also maintaining some agreed upon standards regarding children and youths' rights. This in turn, relies on the development of relationships and ongoing conversations prior to disasters.

A general lack of research on age-appropriate interventions, and culturally relevant interventions has resulted in the application and exportation of models that do not respect cultural differences and that are not necessarily effective in supporting the health of families, children, and youth as a result. Longitudinal research involving both quantitative and qualitative methods is necessary in order to produce culturally responsive, evidence-based interventions.

#### **7. Youth and child peer networks**

Physical and emotional safety can be enhanced for child and youth survivors of a disaster by building peer networks and programs where they can provide support to each other and over time provide mentorship to other children/youth. This could include such ideas as summer camps that bring together those who have survived a particular disaster, workshops focused on providing children/youth with opportunities for discussion and exploration of their experiences.

## SECTION 5:

### CONCLUSION & NEXT STEPS

In organizing the Workshop, the partnering agencies undertook an ambitious step toward developing a national framework of best practices for working with children and youth in disasters. The breadth and diversity of participants, and the broad focus of the topics resulted in some dynamic conversations and some concrete suggestions about how to move forward in the area of psychosocial disaster planning and response for children and youth. Overall, there was a consensus that it was necessary to integrate issues pertaining to children and youth into all disaster management policies, procedures, trainings and material and that some of the impetus for this must come from the greater involvement, collaboration, and commitment to psychosocial planning at the executive levels of government.

There was a general acknowledgment on the part of organizers that many individuals, organizations, and government agencies are holding different pieces of the children and youth in disasters puzzle and that this requires a commitment to integrating and consolidating some of this work so that the big picture is not lost. At the same time, there was a recognition throughout the Workshop that many of those organizations and individuals that should be more actively involved in psychosocial planning for children and youth in disasters, including representatives from various cultural and ethnic minorities and children and youth themselves, need to be more actively recruited and their participation supported in order to develop relevant.

Identifying areas of mutual interest, developing collaborative funding strategies, and planning strategies that provide equitable and accessible support for community based pilot projects were suggested as ways of moving in more meaningful ways towards the development of effective working networks and partnerships in disaster psychosocial planning and response. Further, there was agreement that a critical step in moving the issue forward was the development of frameworks of accountability for the planning and delivery of services to children and youth in disasters within existing mandates of non-governmental and governmental agencies and organizations working with children and youth. Finally, one of the recurring themes during the Workshop was the need for a centralized repository for information on disasters and evidence-based disaster resources, with specific information on and links to resources for children, youth, and their families. Such a site could be the beginning of a national resource network to support communities and individual families in preparing for and managing disasters when they occur, and in so doing contribute to the development of community capacity and resilience.

## Appendix A: Participant List`

<b>Airapetyan, Inna</b>	CARE-Canada, Manager - Psychosocial Programs for Children with Disabilities Nazran, Russia
<b>Alexander, Karen</b>	Manager, Emergency Social Services (ESS), Income Support Division, Government of Newfoundland
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<b>Farquhar, Jackie</b>	Social Responsibility and Diversity Consultant, Critical Incident Response Coordinator, Vancouver School Board Vancouver, B.C.
<b>Gangloff, Catherine</b>	Policy Analyst, Children's Rights and Protection Unit, Human Rights and Participation Division, Policy Branch

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<b>Gupta, Anita</b>	Association: Air India Flight 182 Victims' Families Association (AIVFA) London, Ontario
<b>Gupta, Susheel</b>	Counsel, Federal Prosecution Service Justice Canada, Air India Flight 182, Victim's Families Association Ottawa, Ontario
<b>Hutton, Dave</b>	Centre for Emergency Preparedness and Response, Public Health Agency of Canada Ottawa, Ontario
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<b>MacKenzie, Betsy</b>	Regional Coordinator, BC/Yukon - Emergency Preparedness and Response Public Health Agency of Canada
<b>MacNutt, Linda</b>	Providence Health, Coordinator, Cumulative Critical Incident Stress Management Vancouver, B.C.
<b>Matthews, Will</b>	Manager, Disaster Preparedness, Canadian Red Cross Victoria, B.C.
<b>Mason, Dorit</b>	Manager Emergency Programs, City of Coquitlam Coquitlam, B.C.
<b>McEwan, John</b>	Divisional Emergency Disaster Services Director, The Salvation Army, British Columbia Division Abbotsford, B.C.
<b>McIntyre, Ross</b>	Coordinator, Emergency Management Children's & Women's Health Centre Vancouver, B.C.
<b>Mulder, Marlene</b>	Executive Director. Canadian Disaster Child Care Society Edmonton, Alberta
<b>Muloba Kambikambi, Chilobe</b>	CARE International in Zambia Project Manager Lusaka, Zambia

<b>Nsabimana, John</b>	Student, Lester B. Pearson College of the Pacific Victoria, B.C.
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<b>Rajani, Aly Khan</b>	CARE Canada Director of Special Projects Ottawa, Ontario
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<b>Suharlim, Liny Edyawati</b>	CARE International Psychosocial Project Manager Banda Aceh, Indonesia
<b>Sullivan, Steve</b>	President, Canadian Resource Centre for Victims of Crime Ottawa, Ontario
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<b>Watson, Judy</b>	Public Health Agency of Canada
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## Appendix B:

### Reference & Resource List

#### DISASTER PLANNING FOR YOUTH AND CHILDREN RESOURCES

UNHCR. Guidelines for prevention and response: sexual and gender-based violence against refugees, returnees and internally displaced persons. 2003. Downloadable from: [www.rhrc.org/resources/gby/](http://www.rhrc.org/resources/gby/)

So you want to consult with the children? A toolkit of good practice. Developed by, Save the Children. Downloadable from: [http://www.savethechildren.ca/resources/toolkit/childconsult\\_toolkit.pdf](http://www.savethechildren.ca/resources/toolkit/childconsult_toolkit.pdf)

Developing Cultural competence in disaster mental health programs: guiding principles and recommendations. U.S. Department of Health and Human Services: Substance Abuse and Mental Health Services. Downloadable from: [www.samhsa.gov](http://www.samhsa.gov)

Caring for Kids after trauma, disaster and death: A guide for parents and professionals, 2<sup>ND</sup> Edition. Developed by the staff of the New York University City Child Study Center. Downloadable from the NYU Child Study Center at: [http://www.aboutourkids.org/aboutour/articles/katrina\\_mental\\_health\\_aftermath.html](http://www.aboutourkids.org/aboutour/articles/katrina_mental_health_aftermath.html)

Protecting Children from Sexual Exploitation and Sexual Violence in Disaster and Emergency Situations – ECPAT International March 2006  
Stephanie Delaney, ECPAT, Ratchathewi Bangkok: ECPAT International. Downloadable from: [http://www.ecpat.net/eng/pdf/Protecting\\_Children\\_from\\_CSEC\\_in\\_Disaster.pdf](http://www.ecpat.net/eng/pdf/Protecting_Children_from_CSEC_in_Disaster.pdf)

Resources related to disaster recovery & reconstruction including discussion Workshops for those involved in the judicial system, resources, guides (American) Child Welfare Information Gateway. Downloadable from: <http://www.childwelfare.gov/highlights/disaster/response.cfm>

National Resource Center for Family Practice and Permanency Planning, Hunter College School of Social Work – Disaster preparedness and relief. Downloadable from: [http://www.hunter.cuny.edu/socwork/nrcfcpp/disaster\\_relief.html](http://www.hunter.cuny.edu/socwork/nrcfcpp/disaster_relief.html)

Children and trauma: Reflections on the World Trade Center Disaster – with links to variety of trauma resources relevant to children and families. Downloadable from: <http://www.psychservices.com/hope.shtml>

Fact sheets re: fostering resilience in response to terrorism (APA). Downloadable from: <http://www.apa.org/psychologists/resilience.html#factsheets>

Lessons learned for protecting and educating children after the Gulf Coast hurricanes. Developed by U.S.A. Government Accountability Office. Downloadable from: [www.gao.gov/new.items/d06680r.pdf](http://www.gao.gov/new.items/d06680r.pdf)

Various child and youth disaster resources for teachers and parents developed by Federal Emergency Management Agency, United States. Downloadable from:  
<http://www.fema.gov/kids/teacher.htm>

Coping with disaster: Tips for Young Adults  
<http://www.nmha.org/reassurance/younadults.cfm>

Helping Children after a Disaster  
<http://www.nmha.org/reassurance/children.cfm>

AAP Offers advice on communicating with children about disasters  
<http://www.aap.org/advocacy/releases/disastercomm.htm>

Disaster Recovery: Children's needs  
<http://www.ces.ncsu.edu/depts/fcs/human/disint.html>

NIMH: Helping children cope with violence and disasters  
<http://www.himh.nih.gov/publicat/violence.dfm#viol8>

## **CANADIAN SPECIFIC RESOURCES**

Variety of resources and manuals available from the Office of Emergency Response Services, Public Health Agency of Canada. Downloadable from:  
[http://www.phac-aspc.gc.ca/emergency-urgence/index\\_e.html](http://www.phac-aspc.gc.ca/emergency-urgence/index_e.html)

Expect the unexpected program: The Canadian Red Cross, State Farm Insurance, and the Weather Network: Partners in preparing children program for disasters program. See: <http://www.redcross.ca/article.asp?id=009874&tid=028>

Canadian Disaster Child Care – training volunteers to provide specialized childcare following a disaster. <http://members.shaw.ca/disasterchildcare/>

Educational resources for children and youth regarding disasters developed by Save the Children Canada. Downloadable from:  
<http://www.savethechildren.ca/resources/education.html>

Community Disaster Recovery: A guide for BC Local Authorities and First Nations. Downloadable from:  
[www.pep.bc.ca/.../Community\\_Disaster\\_Recovery\\_Guide\\_\(Sep\\_2006\)\\_with%20amendments.pdf](http://www.pep.bc.ca/.../Community_Disaster_Recovery_Guide_(Sep_2006)_with%20amendments.pdf)

## **GENERAL PSYCHOSOCIAL DISASTER RESOURCES**

*A guide to managing stress in Crises Response Profession*  
[www.samhsa.gov](http://www.samhsa.gov)

Disaster Counselling Fact Sheet  
[www.mentalhealth.samhsa.gov/publications/allpubs/KEN-01-0096/default.asp](http://www.mentalhealth.samhsa.gov/publications/allpubs/KEN-01-0096/default.asp)

*Field Manual for Mental Health and Human Services Workers in a Major Disaster*  
[www.mentalhealth.samhsa.gov/publications/allpubs/ADM90-537/Default.asp](http://www.mentalhealth.samhsa.gov/publications/allpubs/ADM90-537/Default.asp)  
[americanprofessional.com/insight.htm](http://americanprofessional.com/insight.htm)

APA Help Centre offers material to the public on managing traumatic stress after Hurricane Katrina [www.APAHelpCentre.org](http://www.APAHelpCentre.org)

*Phases of Traumatic Stress Reactions in a Disaster:*

[http://www.ncptsd.org/facts/disasters/fs\\_phases\\_disaster.html](http://www.ncptsd.org/facts/disasters/fs_phases_disaster.html)

*Disaster Rescue and Response Workers:*

[http://www.ncptsd.org/facts/disasters/fs\\_rescue\\_workers.html](http://www.ncptsd.org/facts/disasters/fs_rescue_workers.html)

*Understanding Disaster Trauma: Effects of Traumatic Stress in a Disaster Situation*

[http://www.ncptsd.org/facts/disasters/fs\\_effects\\_disaster.html](http://www.ncptsd.org/facts/disasters/fs_effects_disaster.html)

*Mental-Health Intervention for Disasters:*

[http://www.ncptsd.org/facts/disasters/fs\\_treatment\\_disaster.html](http://www.ncptsd.org/facts/disasters/fs_treatment_disaster.html)

*Anger and Trauma:*

[http://www.ncptsd.va.gov/facts/specific/fs\\_anger.html](http://www.ncptsd.va.gov/facts/specific/fs_anger.html)

*Grief and Death: Casualty and Death Notification*

[http://www.ncptsd.org/facts/disasters/fs\\_death\\_notification.html](http://www.ncptsd.org/facts/disasters/fs_death_notification.html)

*Managing Grief after Disaster:*

[http://www.ncptsd.org/facts/disasters/fs\\_grief\\_disaster.html](http://www.ncptsd.org/facts/disasters/fs_grief_disaster.html)

*Early Intervention for Trauma: Current Status and Future Directions*

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