PLAN
INTERNATIONAL

# PATHWAYS TO RESILIENCE

## PLAN INTERNATIONAL'S RESILIENCE FRAMEWORK

**August 2020**

# CONTENTS

# ACRONYMS AND KEY TERMS

| | |
|---|---|
| **AoGD** | Areas of Global Distinctiveness |
| **CAY** | Children, Adolescents and Youth |
| **CCA** | Climate Change Adaptation |
| **CCM** | Climate Change Mitigation |
| **CEFM** | Child, Early and Forced Marriage |
| **CfW** | Cash for Work |
| **CSO** | Civil Society Organisations |
| **CVA** | Cash and Voucher Assistance |
| **DRM** | Disaster Risk Management |
| **DRR** | Disaster Risk Reduction |
| **EWS** | Early Warning System |
| **FAQ** | Frequently Asked Questions |
| **GAR** | Global Assessment Report |
| **HVCA** | Hazard, Vulnerability and Capacity Assessment |
| **IGA** | Income Generating Activities |
| **M&E** | Monitoring and Evaluation |
| **MRA** | Multi-Risk Assessment |
| **NAP** | National Adaptation Plan |
| **NDC** | Nationally Determined Contributions |
| **NRM** | Natural Resource Management |
| **SDG** | Sustainable Development Goals |
| **Sida** | The Swedish International Development Cooperation Agency |
| **SRHR** | Sexual and Reproductive Health and Rights |
| **ToC** | Theory of Change |
| **UN** | United Nations |
| **UNFCCC** | The United Nations Framework Convention on Climate Change |
| **UNDRR** | United Nations Office for Disaster Risk Reduction |
| **WASH** | Water, Sanitation and Hygiene |

# ACKNOWLEDGEMENT

# 1. INTRODUCTION

## 1.1 PURPOSE OF THE FRAMEWORK

Resilience is a key approach in advancing children's rights and equality for girls. Shocks and stresses can undermine development, trap people in cycles of poverty and deny girls and boys their rights to survival, education, protection, health, participation, among others. As such, resilience is recognised in Plan International's Global Strategy: 100 Million Reasons, to support girls to learn, lead, decide and thrive. Importantly, Plan International recognises resilience as both a cross-cutting theme and an approach in its own right. This means resilience can be strengthened through all the six areas of global distinctiveness (AoGDs) that Plan International works in, across the DRM cycle as well as in standalone resilience programmes.

This *Pathways to Resilience Framework* aims to support all offices across Plan International, and our partners, in our efforts to strengthen the resilience of children, adolescents and youths (CAY) through projects, programmes and country strategies. The framework outlines Plan International's approach to resilience programming and can be contextualised for different settings (e.g. rural/urban), adapted for different sectors (e.g. education, health), used across development and humanitarian contexts, as well as utilised for a comprehensive resilience standalone programme. It can be used by offices to support in their understanding of resilience and how to operationalise it through country strategies and project design, implementation, and monitoring and evaluation (M&E).

Plan International's aim is to support resilient development that advances children's rights and equality for girls. Our vision is for all societies to be just, equitable and resilient.

## 1.2 WHAT IS IN THE FRAMEWORK

This Framework covers all aspects of resilience. Section 1 details the purpose of this *Pathways to Resilience Framework*, what is in it and how to use it. Section 2 details Plan International's approach to resilience, including background on what resilience is, why it is important, the definition, theory of change and key characteristics. Section 3 elaborates on what the resilience pathways are and what is included under each pathway. This section will be made interactive to support in operationalising the approach and making it user-friendly. All the material in the package is ready to be utilised and any feedback on the framework can be sent to Jessica Cooke or Sara Törnros.

The final interactive version will include the **resilience pathways** and **outcomes** that guide the organisation in integrating resilience in all our work; **guidance materials** and **example activities** that can be used to achieve the resilience pathways; outcomes as well as **associated indicators** for how we aim to measure resilience; and **case studies** from across the organisation to showcase how resilience is integrated in our work. For now, the outcomes and indicators are stored in an excel sheet on Planet. The guidance materials and case studies are available in separate annexes.

Section 4 provides annexes on: glossary of key terms; resilience analysis; additional resources to support in implementation; frequently asked questions (FAQ); and case studies. All of the annexes are available as

separate documents which can be shared with relevant teams as needed. They are included in this package so that all relevant documents can be found in one place, yet the annexes are not essential reading unless requiring further information to facilitate understanding or specific information on operationalising resilience.

## 1.3 HOW TO USE THE FRAMEWORK

This framework includes resources that can support in operationalising resilience; the below *steps* highlight how these resources link together and the ideal process in utilising this framework document.

**Step 1** – look at video, 2 page leaflet and FAQ to inform the project/country team's understanding of what resilience is

**Step 2** – gather the project/country strategic team and conduct a resilience analysis

**Step 3** – based on the analysis, decide which pathways and building blocks to include in your project or country strategy

**Step 4** – use the resilience M&E framework to select relevant outcomes and indicators for the selected pathways and building blocks to integrate in your project or country strategy

**Step 5** – use the step-by-step guidance for the selected building blocks to support project implementation

**Step 6** – monitor the progress of the project/strategy by reporting on the selected outcomes and indicators from Step 4.
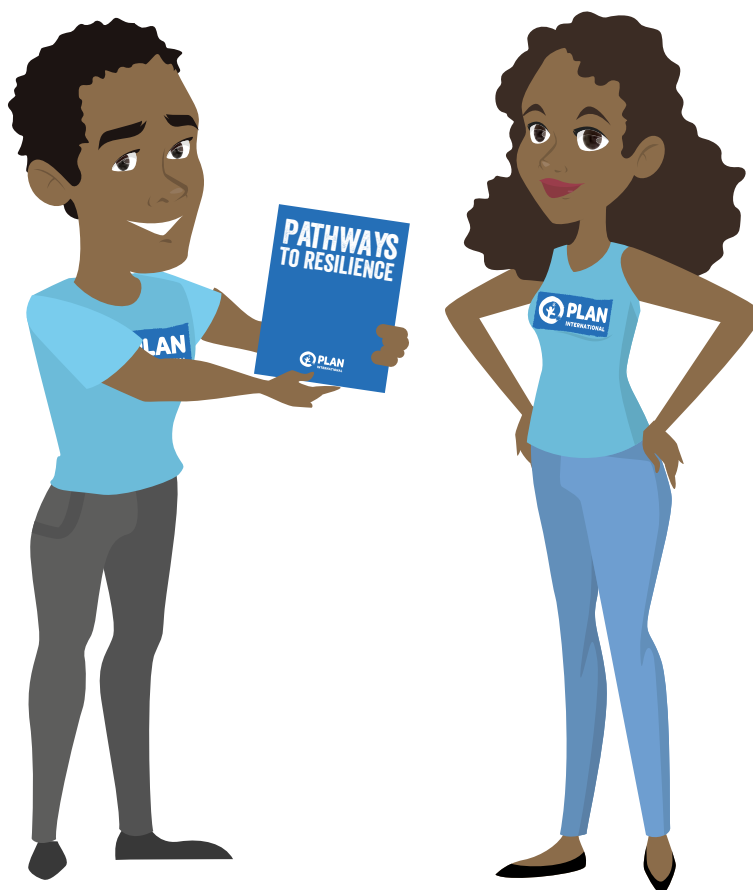
# 2. PLAN INTERNATIONAL'S APPROACH TO RESILIENCE

## 2.1 BACKGROUND OF RESILIENCE

### 2.1.1 INCREASING NEED FOR RESILIENCE

The number of people in need of humanitarian assistance are at a record high, a result of both a rise in more frequent and intense extreme weather events and an increase in the duration of conflicts. Lack of political will and compliance to international law and human rights treaties are enabling conflicts and killing record numbers of people. Further, violent extremism is taking hold in many countries with armed groups exploiting fragile communities, climate breakdown is causing more extreme and frequent weather events and many countries are experiencing economic hardship. The results of these trends are devastating: huge numbers of people displaced; rises in infectious diseases; poor healthcare; increasing rates of malnutrition due to failed harvests; loss of livelihoods and economic hardship.

In the last 20 years, there have been on average 218 million people annually affected by disasters caused by natural hazards.[1] Millions of people face repeated shocks from recurrent disasters, leaving them more vulnerable to each new shock and more dependent on assistance. With more frequent and intense extreme weather events associated with climate change, including rising sea levels, the numbers of people affected are expected to rise. Conflicts are becoming increasingly complex and protracted, often resulting from and contributing to fragility; nearly 1.4 billion people live in fragile situations and this number is projected to grow to 1.9 billion by 2030.[2] Conflict and disasters are forcing millions of people from their homes, often for protracted periods. Displacement owing to disasters triggered by natural hazards has increased by 60 per cent from 1970 to 2014.[3] Forced displacement disproportionately affects young people; in 2015, 51 per cent of the refugee population was under 18 years old.[4] In 2020, the worst pandemic of a generation, Covid-19, spread across the entire world, killing thousands, causing a severe economic downturn, driving nationalism in some countries and exposing vulnerabilities in social protection and healthcare. All of this is calling for an increased need in strengthening the resilience of people, communities and institutions so they can overcome shocks and stresses.

### 2.1.2 DIFFERENTIAL IMPACTS

Plan International recognises that crises have disproportionate and differential impacts on children, particularly girls, and especially those from the most vulnerable, poorest communities who have the fewest resources to cope. Vulnerability to disasters emerges from the intersection of different power structures and inequalities. Hence, a person's experiences of a disaster are influenced by factors such as age and gender, but also socio-economic status, education, ability, ethnicity etc. It is important to note that vulnerability is not a fixed characteristic of certain groups of people nor is it derived from a single social dimension of being e.g. a woman, poor, young etc.[5] Instead, vulnerability depends on the structural social and historical practices,

processes and power relations that reinforce some people to be more disadvantaged and vulnerable to risks than others.[6] Disasters also tend to exacerbate existing inequalities, such as unequal access and control over resources, information, education, and decision-making. During and after disasters, entrenched social and cultural norms in combination with existing inequalities put vulnerable groups, such as girls, young women, non-binary children and youth, people living with disabilities, ethnical and sexual minorities, migrants and displaced people, as well as people living in poverty at greater risk of harm.

Girls and young women tend to be among the most disproportionately affected in situations of crisis.[7] In many contexts, women and girls are more likely to be exposed to the threats and risks of disasters and are

less able to adapt to the changes in climate and weather.[8] This is because gender inequalities restrict the control over decision making and resources, such as water, land, technologies, health, adequate housing, social protection and employment for women and girls.[9] This is seriously threatening their rights and creating additional and/or increasing existing risks. For example, adolescent girls, particularly in the least developed countries, are at risk of being pulled out-of-school to help alleviate the extra domestic burdens that are shouldered by women in households facing different shocks and stresses. A lack of quality education could mean they are less likely to be informed about risks or have access to timely and life-saving information, thus further increasing their vulnerability. Further, girls are more likely not to return to school after a crisis - in Pakistan, after the 2010 floods, 24% of girls in Grade 6 dropped out of school, compared with 6% of boys.[10] Other human rights abuses for girls include human trafficking, sexual violence in temporary shelters and disruptions in their access to important health services like family planning or maternal and postnatal care. Girls may also face child, early and forced marriage (CEFM) as families attempt to manage the financial burdens and/or female safety concerns created by environmental hardships and the aftermaths of crises. This often means the early onset of key life transitions, including early pregnancy, direct girls into a vicious cycle of intergenerational poverty, vulnerability, marginalisation and additional gender-based obstacles to achieving education and to remain in school.

### 2.1.3 PLAN INTERNATIONAL'S APPROACH TO RESILIENCE

The above demonstrates the clear need for a resilience approach that is grounded in a proper analysis of the risks, vulnerabilities and capacities in the context where it is being used. Plan International's approach to resilience recognises the interconnectedness of risks, the need to target the most marginalised, and strives for long-lasting change, by challenging root causes of vulnerability, including harmful norms and power structures, and most importantly aims to uphold children's rights, especially girls' rights, even in times of crisis. Plan International's approach to resilience is further developed in section 2.3.

### 2.1.4 CONCEPT OF RESILIENCE

Resilience has a multi-disciplinary history and has served as a useful concept in psychology, ecology, social science, development (largely built off the sustainable livelihoods approach), disaster risk management (DRM) and economics. Disaster resilience stems from DRR and builds on this approach to take a holistic view of risk, better understanding the interplay of risks, and the need to anticipate unidentified risks. Approaches and tools for resilience are broader than the field of DRR: resilience draws from, and brings together, knowledge and practices from fields such as climate change adaptation (CCA), poverty reduction, and conflict resolution. Resilience has grown in prominence in recent years due to humanitarian crises continuing to increase and last longer as well as climate breakdown exacerbating and creating new risks. There is a need for longer-term approaches that go beyond preparedness, response and build back better but take a holistic view of risk and strengthen capacities. The resilience concept "has been applied across a wide variety of discipline, helping to break down sectoral 'silos', and provides a useful framework for reducing the multiplicity of risks faced by people and communities, now and in the future"[11]. While there has been recognition of resilience as a useful concept, translating the concept into practice has remained a challenge. Some challenges have included how the natural and social systems interact, the trade-offs in strengthening resilience (for example strengthening one communities' resilience through for example the development of a dam can have significant repercussions for other communities and increase their vulnerability), and the threshold that need to be crossed for a system to become resilient.[12]

While there are many different definitions and approaches to resilience, most recognise that resilience is an approach to manage shocks and stresses (both identified and unknown) to support sustainable development. Resilience aims to ensure that shocks and stresses do not have enduring negative impact on people, but that individuals and communities have capacity to anticipate, absorb, adapt and transform in the face of them and that development gains are protected in times of crisis or disaster. Resilience builds on existing approaches such as DRR and CCA. However, in addition to reducing risks and adapting to known, recurrent shocks and stresses, resilience also covers unknown or less frequent shocks and stresses as well as goes beyond reducing risks to also manage those we cannot reduce.

Resilience programming is applicable in different contexts including development and humanitarian contexts, as well as the nexus of the two. As such, this framework is designed to be applicable across all sectors and settings.

## RISK EQUATION

$$\text{RISK} = \frac{\text{HAZARD} \times \text{VULNERABILITY} \times \text{EXPOSURE}}{\text{CAPACITY}}$$

### FIGURE 1 RISK EQUATION

Resilience is based on the well-known risk equation, see Figure 1, that recognises the link between shocks and stresses, vulnerability, exposure and capacity. The level of risk depends on different factors. Risk is a function of the shock or stress (a cyclone, an earthquake, a flood, or a fire, for example), the exposure of people and assets to the shock or stress, and the conditions of vulnerability of the exposed population or assets. These factors are not static, and risk can be reduced through increasing capacity or reducing vulnerability or exposure. However, there are often trade-offs between development and disaster risk. For example, development can increase risk through for example degrading natural resources, or increased exposure to shocks or stresses.

It is for this reason that disasters cannot be natural. While the shock or stress can be natural (e.g. a flood) it only becomes a disaster when it affects an exposed, vulnerable population or human assets. For example, a volcano eruption in an uninhabited area is as not considered a disaster as it does not impact humans. Plan International does not use the term 'natural disaster' and use disaster, or natural hazard instead.[13]

## RESILIENCE CAPACITIES

As mentioned above, resilience is the capacity of people to overcome shocks and stresses. Theoretical understandings of resilience have identified four capacities needed that can support the operationalisation of a complex concept. These four capacities are: anticipatory, absorptive, adaptive and transformative capacities. The *Building Resilience and Adaptation to Climate Extremes and Disasters programme*, of which Plan International was part of, developed a paper on these resilience capacities which are defined below.[14]

- **Anticipatory capacity** - the ability to anticipate and reduce the impact of shocks and stresses through preparedness and planning. Anticipatory capacity is seen in proactive action before a foreseen event to avoid upheaval, either by avoiding or reducing exposure or by minimising vulnerability to specific hazards. Adaptive capacity is applied before crises.
- **Absorptive capacity** - the ability to absorb, cope with and buffer the impacts of shocks and stresses. It refers to the ability to face and manage adverse conditions by using available skills and resources. Absorptive capacity is applied during and after crises.
- **Adaptive capacity** - the ability to adapt to multiple, long-term and future risks and learning from experience and adjusting responses to changing external conditions. It is the capacity to take deliberate and planned decisions to achieve a desired state even when conditions have changed or are about to change. This ability to recover in such a way as to reduce vulnerability to future events is vital to the notion of adaptive capacity. Adaptive capacity is applied before and after crises.[15]
- **Transformative capacity** is the capacity to make intentional and fundamental changes to mitigate or reduce the underlying causes of risks and vulnerabilities, including changing structures and systems that cause risk and vulnerabilities. Transformative capacity also refers to the ability to engage in and generate long-term change processes that alters norms, values, beliefs, power structures and systems to support justice, equality and risk-informed sustainable development.

# 2.2. INTERNATIONAL POLICY FRAMEWORKS

This section provides some of the global policy context on resilience and which frameworks that covers resilience. The policy context provides an understanding of national level commitments and provides the targets needed to hold governments accountable. Resilience strengthening needs to be recognised and resourced at global level to household level.

## 2.2.1 SENDAI FRAMEWORK FOR DISASTER RISK REDUCTION

The primary international policy framework for resilience is the Sendai Framework for Disaster Risk Reduction 2015-2030 (Sendai Framework). The Sendai Framework was the first major agreement of the post-2015 development agenda and works hand in hand with the other 2030 Agenda agreements, including The Paris Agreement on Climate Change, The Addis Ababa Action Agenda on Financing for Development, the New Urban Agenda, Agenda for Humanity, and the Sustainable Development Goals (SDGs). It provides Member States with concrete actions and targets to protect development gains from shocks and stresses. The goal

of the Sendai Framework is to *'prevent new and reduce existing disaster risk through the implementation of integrated and inclusive economic, structural, legal, social, health, cultural, educational, environmental, technological, political and institutional measures that prevent and reduce hazard exposure and vulnerability to disaster, increase preparedness for response and recovery, and thus strengthen resilience.'*

It is structured around four 'Priorities for Action', each of which includes actions to be taken at national and local levels and global and regional levels:

1. Understanding disaster risk
2. Strengthening disaster risk governance to manage disaster risk
3. Investing in disaster risk reduction for resilience
4. Enhancing disaster preparedness for effective response and to "Build Back Better" in recovery, rehabilitation and reconstruction.

A Sendai Framework Monitor includes 38 indicators to measure progress towards the seven Sendai Framework global targets. The indicators measure progress and determine global trends in the reduction of risk and losses. Plan International aims to support countries in meeting these targets through its work on resilience strengthening.

See below for a diagram explaining the targets, goals, priority actions below.

Plan International, as part of the *Children in a Changing Climate coalition* developed a Child-Friendly Sendai Framework to help explain the elements of the framework to children and support in child and youth advocacy on resilience. Further, Plan International was part of the core team developing the Words into Action Guidelines: Children and Youth.

Every two years, United Nations Office for Disaster Risk Reduction (UNDRR) organises a Global Platform on DRR to assess progress, highlight challenges and achievements and advocate for more resources. The Global Assessment Report (GAR) is also published every two years to provide an update on progress made in implementing the outcome, goal, targets and priorities of the Sendai Framework and disaster-related SDGs.

## 2.2.2 SUSTAINABLE DEVELOPMENT GOALS

Resilience also underpins the success of the SDGs and is explicitly mentioned in many of the goals. The ambition of the SDGs, for people, planet, prosperity and peace, can only be achieved if shocks and stresses are addressed and risk is effectively managed. In particular, the focus of the goals is on the poorest and most vulnerable people as highlighted by the 'no one will be left behind' pledge.

Resilience is acknowledged both explicitly and implicitly in a range of the SDG targets. Target 1.5 represents the core resilience target, as follows: *'By 2030 build the resilience of the poor and those in vulnerable situations, and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters'*.

In addition, resilience:
• is a core feature of target 13.1 in its aim to *'strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries'*
• underpins the achievement of several other targets, including:
    • 9.1: *'develop quality, reliable, sustainable and resilient infrastructure…'*
    • 2.4: *'ensure sustainable food production systems and implement resilient agricultural practices...'*
    • 11.5: *'significantly reduce the number of deaths and the number of people affected and decrease by [x] per cent the economic losses relative to gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations...'*
    • 11.b: *'substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, develop and implement, in line with the Sendai Framework for Disaster Risk Reduction, holistic disaster risk management at all levels.'*

## 2.2.3 PARIS AGREEMENT ON CLIMATE CHANGE

The Paris Agreement builds on the United Nations Framework Convention on Climate Change (UNFCCC), which is an international environmental treaty with near universal membership (197 Parties). The main aim of the Paris Agreement is to keep the global average temperature rise this century as close as possible to 1.5 degrees Celsius above pre-industrial levels. The agreement came into force in November 2016 and is a unique effort as for the first time it brings all nations into a common cause to undertake ambitious efforts to combat climate change and adapt to its effects. Further, the agreement aims to bring nations together to enhance support to assist developing countries in their efforts to combat climate change and to deal with its effects.

The Paris Agreement places unprecedented importance on actions needed—both nationally and globally—to help people adapt, and solidifies expectations that all countries will do their part to promote greater climate resilience The Agreement includes a long-term adaptation goal alongside the goal for mitigation and raises the expectation that all countries will do their part to promote greater climate resilience.

The Agreement's goal of *"enhancing adaptive capacity, strengthening resilience and reducing vulnerability to climate change, with a view to contributing to sustainable development and ensuring an adequate adaptation response in the context of the temperature goal"* explicitly mentions resilience.

Under the agreement, the Parties have agreed to a long-term goal for adaptation – to increase the ability to adapt to the adverse impacts of climate change and foster climate resilience and low greenhouse gas emissions development, in a manner that does not threaten food production. The parties also agreed to work towards making finance flows consistent with a pathway towards low greenhouse gas emissions and climate-resilient development.

The agreement requires all Parties to put forward their best efforts to combat climate change through a mechanism called nationally determined contributions (NDCs). The agreement also requires that all Parties continually strengthen these efforts through their NDCs. This includes requirements that all Parties report regularly on their emissions and on their implementation efforts.

# "APPLYING A RESILIENCE LENS TO ALL PROJECTS HAS WIDE-REACHING BENEFITS AND CAN SUPPORT IN MAKING THE PROJECT OUTCOMES MORE SUSTAINABLE."

# 2.3 RESILIENCE IN PLAN INTERNATIONAL

## 2.3.1 GLOBAL APPROACH

Resilience is highlighted in Plan International's Global Strategy 100 Million Reasons as a key approach to safeguard development gains from the negative impacts of shocks and stresses. A resilience approach supports sustainable development and advances children's rights and equality for girls. This is through helping girls, boys and their communities to anticipate, absorb, adapt to, and transform in the face of different shocks and stresses, supporting them to learn, lead, decide and thrive. Resilience programming is also recognised as one of Plan International's key strategies to respond to the climate crisis.

Plan International's Global Theory of Change (ToC) provides the foundation for the development of this new resilience approach. This resilience approach covers all three changes identified in the Global ToC: norms, attitudes and behaviours; social and economic assets and safety nets; and policy frameworks and budgets.

Plan International's six thematic priority areas, the areas of global distinctiveness (AoGDs), are key entry points for achieving resilient development. Resilience is one of three cross-cutting issues of the AoGDs alongside gender and civil society strengthening; therefore, it is important to consider resilience in AoGD guidance. By integrating resilience pathways in the AoGD networks we can ensure that program outcomes are tailored to anticipate, absorb, adapt to, or transform in the face of shocks and stresses and as such ensure sustainable and resilient development outcomes. The resilience pathways are designed to be adapted for all the sectors in which Plan International works. Applying a resilience lens to all projects has wide-reaching benefits and can support in making the project outcomes more sustainable. For example, a project that supports girls' education, can be more successful with a resilience lens as it supports girls and their families in continuing education during and after a shock or stress.

Applying a resilience lens to the AoGDs can also support in taking a multi-risk approach to inform programming design and enable a comprehensive approach. For example, a drought in rural areas can affect food supply or prices in urban areas and affect students in urban areas right to education.

## 2.3.2 PREVIOUS EXPERIENCE

Plan International has worked towards resilient development for over 10 years, including through DRR and CCA programming. A comprehensive *child-centred DRR toolkit* was developed and was widely recognised externally. Plan International also established a *global safe schools program* which strengthened the resilience of the education sector and supported education continuity for children. Plan International Asia created one of Plan International's first regional climate programs, called *child-centred climate change adaptation (4CA),* which aimed to strengthen children's resilience to identified climate risks. The first *resilience toolkit* was developed in 2014 including an approach called enablers and a definition building on these previous programmes.

Plan International has been evolving this approach to resilience over the past few years, learning from the implementation and operationalisation of the resilience toolkit and progress made externally. During this time Plan International developed a *child-centred urban resilience framework* supporting work in different contexts, and a *child-centred multi-risk assessment guide* to comprehensively understand the multiple risks in a child's

environment, before, during and after crises. Multi-risk assessments (MRA) integrate the DRR and Child Protection in Emergencies assessment frameworks by identifying multiple risks, including natural hazards, conflict and violence, and their impact on children's rights.

### 2.3.3 DEFINITION

> **"RESILIENCE IS THE CAPACITY OF CHILDREN, ADOLESCENTS, YOUTH, CAREGIVERS, COMMUNITIES AND INSTITUTIONS TO OVERCOME SHOCKS AND STRESSES THAT UNDERMINE THE FULL AND EQUAL ENJOYMENT OF HUMAN RIGHTS"**

Plan International defines resilience as *'the capacity of children, adolescents, and youth, families, communities and institutions to overcome stresses and shocks that undermine the full and equal enjoyment of human rights'*. This definition was developed by Plan International and builds on ours and others' work in this area, while also focusing on the outcomes Plan International strives to achieve. This definition includes answers to the following questions:

#### RESILIENCE TO WHAT?

Shocks and stresses. For example, floods and droughts, economic shocks and conflict, thus including both man-made and those resulting from natural hazards.

• **Shocks** are events suddenly breaking the functioning of a system (such as earthquakes, sudden conflicts or protests, typhoons).

• **Stresses** are a steady but constant deterioration of the functioning of a system such as unrestrained urbanisation, desertification, prolonged conflict or recurrent drought. While stresses do not necessarily result in crises, they erode the system over the long term thereby leaving communities with reduced capacity to respond to and recover from shocks and stresses.

#### RESILIENCE FOR WHOM?

As a child rights organisation, the **focus is on CAY** who are at the centre of a full system that includes communities and service providers and authorities. For resilience as an approach to be effective, inclusive, and sustainable it needs to work on different levels in society, i.e. on the individual, household, community, governance and infrastructure level. Only together with relevant stakeholders can we achieve resilience.

#### HOW?

Through strengthening **capacities**, CAY are better equipped to overcome shocks and stresses. These capacities include how to **anticipate, absorb, adapt to, and transform** in the face of different shocks and stresses.

## WHY?

The **full and equal enjoyment of human rights** is the intended impact with Plan International's resilience work, recognising the importance of social and gender justice in all phases of shock and stresses. If a shock or stress occurs, then all rights should still be upheld during all the phases of the shock or stress. Plan International recognises that individuals and communities that we work with and for already have differing levels of resilience capacities. In fact, many communities have lived or are living through crises. Plan International also views resilience as a continual process not an end goal, as it is impossible to be fully resilient, nor is resilience a steady state. For this reason, the word **strengthen** rather than build was deliberately chosen to highlight the fact everyone has a degree of resilience. Resilience is not being built from nothing but instead strengthening existing and different capacities. This also recognises that communities have **agency** in strengthening their resilience and that resilience is a **continuous process**.

## 2.3.4 RESILIENCE THEORY OF CHANGE

Plan International intends to operationalise resilience through Resilience Pathways. The Resilience ToC describes and illustrates the process of change needed to strengthen resilience in Plan International contexts. The ToC starts by identifying the intended impact we want to see, our so-called impact statement: *Children adolescents and youth (CAY), caregivers, communities and institutions have the capacity to overcome shocks and stresses that undermine the full and equal enjoyment of their human rights.* This reflects the starting point for our ToC, the goal we want to achieve and the direction of all our efforts. Our intended impact reflects our goal towards a sustainable development, that is resilient to shocks and stresses, to advance children's rights and equality for girls.

Based on our intended impact, the ToC also identifies five long-term outcomes:

- CAY have the knowledge to make informed decisions to overcome shocks and stresses
- CAY have continuous, equitable access to basic services
- CAY live and thrive in a healthy and safe natural environment
- CAY and their families are employing positive coping mechanisms to deal with shocks and stresses
- Policy frameworks are accountable to CAY and protect them from shocks and stresses

These are the changes that need to happen to achieve the intended impact. Yet, in order to achieve these, there are additional changes that need to happen first. These changes are referred to as immediate outcomes. Plan International has
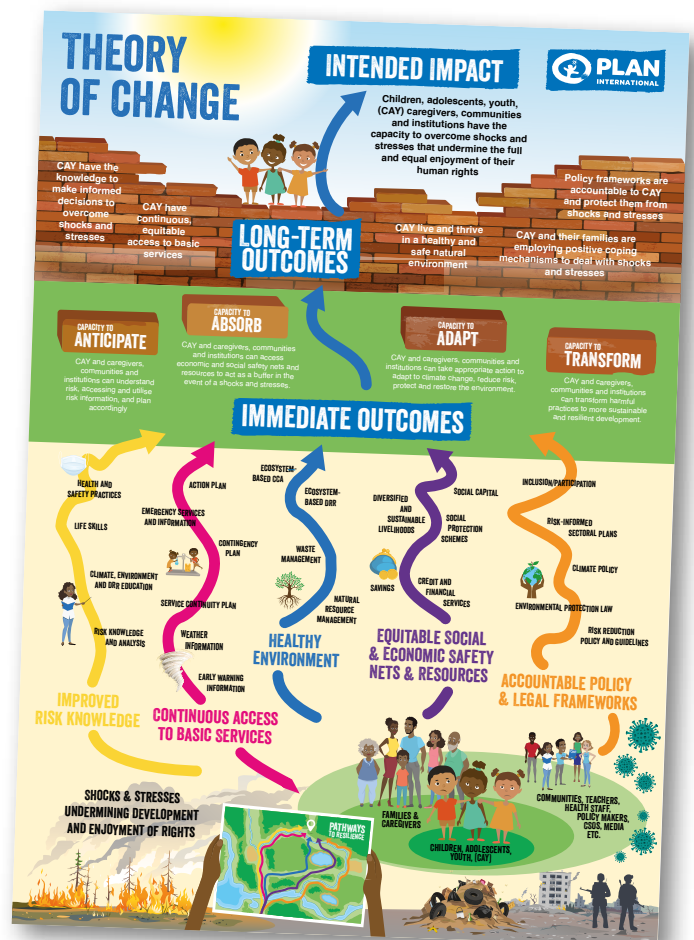
identified four immediate outcomes, which are linked to the four different resilience capacities in section 2.1.4. The four immediate outcomes are:

- CAY, caregivers, communities and institutions can understand risk, access and utilise risk information, and plan accordingly
- CAY, caregivers, communities and institutions can access economic and social safety nets and resources to act as a buffer in times of shocks and stresses
- CAY, caregivers, communities and institutions can take appropriate action to adapt to climate change, reduce risk, protect and restore the environment
- CAY, caregivers, communities and institutions can transform harmful practices to more sustainable and resilient development

Plan International has identified five resilience pathways which reflect the short-term outcomes that we think will bring about immediate outcomes identified above. These five pathways are also linked to our five long-term outcomes. These pathways can support in achieving the long-term and immediate outcomes through better management of risks and through taking a systems-approach.

The resilience pathways are five key result areas and entry points that Plan International has identified that will bring about the most change for resilient development through Plan International's work. They are areas that can make a real difference to how CAY are able to manage shocks and stresses. Although these do not cover everything needed to strengthen resilience, the five pathways are the areas that Plan International can have the most added value, based on previous experience and relevance to the aims of the organisation. For actions not covered in this framework, Plan International will collaborate with partners with the expertise to deliver these. The resilience pathways developed consider anticipatory, absorptive and adaptive capacities (e.g. risk knowledge, continuous access to basic services or economic and social safety nets) as well as transformative capacities (e.g. policy change and norm change risk behaviour), as identified in the immediate outcomes. The resilience pathways will be elaborated on in section 3.

While the change wanted is for CAY, Plan International recognises that to achieve this requires an approach that considers all stakeholders. Strengthening the resilience of CAY can only be achieved through also strengthening resilience capacities of their caregivers, the communities in which they live, the local authorities, service providers and national authorities etc. It is vital to work with other actors to achieve this change for CAY.

The ToC also notes that for the resilience pathways to be successful they need to be implemented in a way that is rights-based, systems-based, participatory, inclusive of the most marginalised, equal and just as well as evidence-based. This is elaborated below in 2.2.5
The mechanisms within Plan International that have been identified to achieve our outcomes are country strategy development and implementation, the project cycle and in AoGD resources. The ToC recognises that resilience does not need to be a standalone approach, but that all sectors can consider and apply a resilience lens to support all sector level outcomes in also being resilient outcomes. Not only will this protect their development gains, but will also support in equipping communities with the knowledge, skills and practices to anticipate, absorb, adapt to, and transform in the face of shocks and stresses.

## 2.3.5 CHARACTERISTICS

Resilience is not only about what we do but how we do it. To achieve the desired outcomes, it is important to consider and apply the following key characteristics of the resilience pathways:

**Gender transformative and inclusive** – Plan International commit to taking a gender transformative, inclusive approach in all of our work. Gender transformative and resilience programming are very much aligned as both aim to tackle the root causes of vulnerability and inequality. Plan International aims for gender transformative and inclusive change by tackling root causes of gender inequality and transforming harmful gender and social norms and promoting equal rights. This is done by working *with* stakeholders at all levels and proactively working with boys and men on gender equality and diverse manifestations of positive masculinities.

Plan International also takes an inclusive approach to support in meeting the different needs and interests of CAY in all their diversity, considering different forms of exclusion that create barriers to a safe environment, such as gender identity, age, disability, ethnicity, sexual orientation, and migrant status.

**Participation** – Stakeholders should be meaningfully and safely engaged in the design, implementation and evaluation of programmes, policies and advocacy. CAY are meaningful agents of change and should be actively involved in decisions that affect them. Children are not recipients of aid but our partners in resilience programming. Plan International makes specific efforts to ensure girls can raise their voices and safely and meaningfully participate and lead in resilience strengthening.

**Rights-based approach** – Plan International programmes promote a human rights-based approach that upholds humanitarian principles and international human rights law. Protection and inclusion of the most affected, regardless of their status or background are the highest priority.

**Systems, multi-sectoral approach** – Plan International recognises that in order to strengthen the resilience of girls and boys a systems approach must be taken to not only understand the stakeholders involved in the processes but also the interconnectedness of risks. The resilience pathways are designed so that they can be applied to all levels of society that Plan International engages with. For example, actively working with CAY, parents and other caregivers, community and religious leaders, teachers, health staff, policy makers, law enforcement, social workers, civil society organisations (CSOs), media, and others. Ideally for a holistic approach to resilience all relevant stakeholders should be engaged, however this is not always possible. It is therefore up to the project team to decide which level(s) of the system to work with and target in programming.

A systems approach must also recognise that unsustainable development can contribute to risks. For example, by removing forests and vegetation for housing, school buildings or

child-friendly spaces etc. the risk of landslides, floods etc. could increase and the land clearing contributes to climate change. A comprehensive view of risks must be taken, recognising trade-offs made in decision making. Therefore, a risk-informed, multi-sectoral approach to development is important.

**Justice** – Plan International also recognises that resilience is a justice issue, where those that stand to lose the most are often the most affected, especially due to the increasing effects of climate change. As such, a justice-based approach to all resilience work is taken.

**Evidence-based** – Plan International aims to build its work on globally recognised standards and guidelines. A continuous process of learning, developing programmes based on internal learnings, studies and evaluations conducted with stakeholders and partners as well as from external actors is vital for progress. Further, Plan International recognises the importance of community feedback mechanisms and actively listening to stakeholders and revise our programming accordingly.

## 2.4 RESOURCES FOR UNDERSTANDING RESILIENCE

To support Plan International staff and partners in better understanding resilience and how to implement it a video, 2 page leaflet and FAQ, see Annex 3, have been developed.
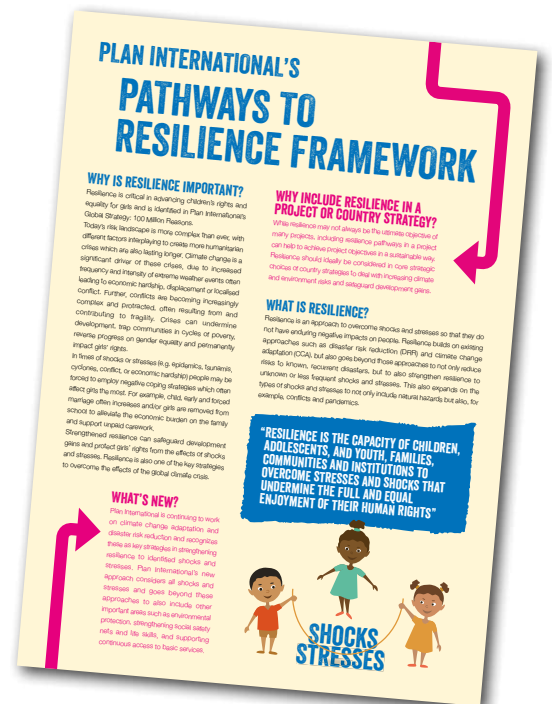
# 3. PATHWAYS TO RESILIENCE

**Plan International has developed a concept called resilience pathways, which are five key results areas identified that will bring about the most change for resilient development through Plan International's work. The pathways can be integrated in projects, programmes, or country strategies as a means to strengthen resilience. Although these do not cover everything needed to strengthen resilience, the five pathways are the areas that Plan International can have the most added value based on our previous experience and objectives under the Global Strategy.** Therefore, several sectors or activities, such as nutrition, Water, Sanitation and Hygiene (WASH), remittances, market access and others are not included in this framework, not because they are not important for resilience, but because it is not an area where Plan International has value to add or scope to engage in.

## 3.1 COMPONENTS UNDER THE RESILIENCE PATHWAYS

The aim of this framework is to support in transforming resilience from a concept to an approach that is operational in all the countries and contexts Plan International works in. To achieve this, the framework contains all the elements needed to support in operationalising resilience.

### 3.1.1 RESILIENCE ANALYSIS

This section covers **Step 2 of 'how to use this framework',** which highlights the need to do a resilience analysis to inform project design and country strategic choices. There are multiple tools that can be used to complete a resilience analysis, which exact tools used may differ depending on donor requirements and context. The guidance in Annex 2 sets out the minimum requirements for what components need to be included in the resilience analysis and includes key questions to understand the risk landscape and context, drawn from Plan International's toolkits for Mutli-Risk Assessments (MRA), Hazard, Vulnerability and Capacity Assessments (HVCA), and Community Resilience Assessments.

### 3.1.2 OVERALL OBJECTIVES AND CORE INDICATORS

This framework is not intended to be prescriptive, rather it is a set of options which can be analysed, selected and contextualised by country and project teams. The decision of which pathways, building blocks and outcomes to select will be made based on the scope and context of the overall project aims. The framework is a tool to facilitate implementation; it is meant to be adapted, contextualised, and modified to fit the project aims, donor requirements and ultimately meet the needs of the communities in which we work.

While the framework is flexible, it does need to be monitored globally in order for Plan International to identify progress, achievements, gaps and challenges. A set of overall objectives and core indicators for what a project, programme or country strategy should aim to achieve for it to be said to have integrated resilience has been developed to support this. As such, each pathway has an overall outcome and a core indicator. **To successfully integrate a resilience pathway, the project needs to measure and report on the core indicator for the pathway** that it aims to integrate as well as implement a set of building blocks that aim to improve on those indicators. The core indicator data will be aggregated at global level to support in learning, revising and improving the framework to be as relevant as possible. This supports Plan International in

working toward the same goals and measure the progress towards the goals. The project team can decide which pathways to select dependent on the context and scope of the project. For a project to be strengthening resilience it needs to have made an analysis (see section 3.1.1) of the risks in the areas and the sectors it's working and based on that analysis, select relevant pathways and building blocks.

### 3.1.3 BUILDING BLOCKS

Under each pathway are building blocks which are the key activity areas to help achieve the outcome of the pathway. To further understand what each building block is trying to achieve, and hence why it is important, a set of desired outcomes, including associated indicators, and guidance materials are available under each building block, see Annex 7 and Annex 8. The list of building blocks provided at the end of each pathway should be understood as a quick overview of options when trying to identify which activity areas will be more effective to strengthen resilience in a certain context, if the team needs to familiarise itself with the different options, we recommend utilising the step-by-step guidance for the building blocks, see Annex 8, which describes what each building block entails.

It is the decision of the project team on how many building blocks to integrate into the project. A project does **not** need to use all building blocks under the chosen pathway, although it is encouraged to use as many as possible and applicable. Please keep in mind that there is not one sole activity that will strengthen resilience; rather it is important to consider the set of activities that will contribute to strengthening the resilience pathways selected. Exactly what the set of building blocks will be is dependent on the context and scope of the project. It is therefore important to make a proper **resilience analysis** before deciding what building blocks to implement. Guidance for such analysis can be found in Annex 2.

Guidance both internal and external to Plan International has been provided to supplement each building block and provide concrete examples of how to implement the building block. Again, the project team will use the guidance as a reference point that can be adapted and contextualised as needed. This more detailed technical guidance on the building blocks and associated indicator library are provided in Annex 7 and Annex 8.
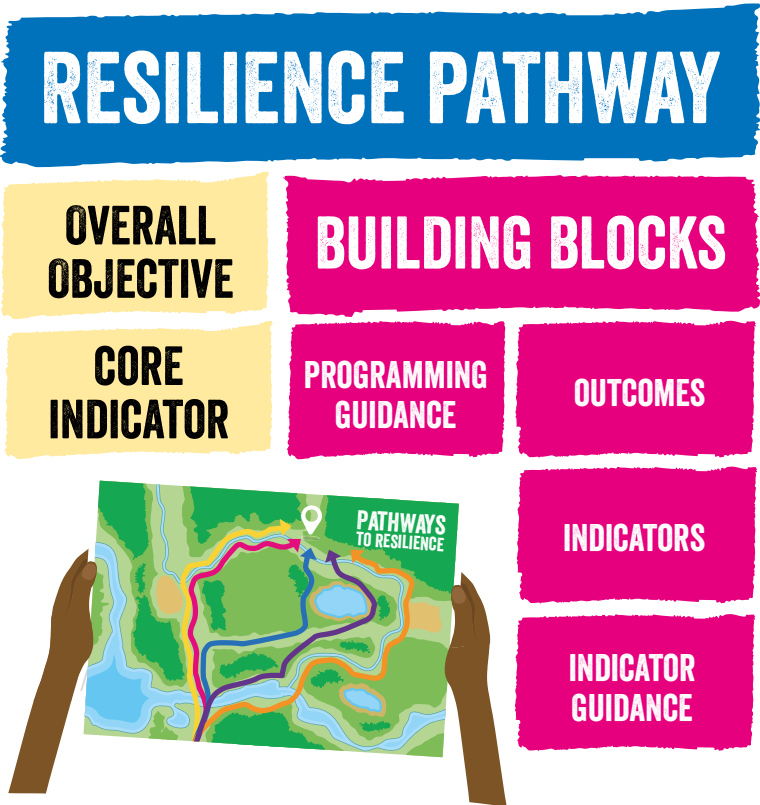
# 3.2 OPERATIONALISING RESILIENCE

The primary mechanisms through which Plan International can strengthen resilience are:

**1. Projects**

**2. AoGDs**

**3. Country Strategies**

## 3.2.1 PROJECTS

Plan International has project cycle guidance to support in the design, implementation and monitoring of projects. Working with the project management specialists, simple guidance will be provided to support in how resilience can be integrated into relevant parts of the project cycle. This is currently under review and will be provided in Annex 4 once finalised.

We recognise that many of our project activities may already be aiming to strengthen resilience. However, to ensure this is technically sound, it is advised that all projects **first conduct a resilience analysis and second, based on the resilience analysis and the project's objectives, select and implement relevant resilience pathways, including the core objective and indicator of the selected pathway(s).**

While resilience may not always be the ultimate objective, including resilience pathways in the project can help to achieve project objectives in a sustainable way. It is important to also note that donors are increasingly requiring projects to strengthen resilience to climate and environmental breakdown.

## 3.2.2 AREAS OF GLOBAL DISTINCTIVENESS

Plan International's six key thematic areas, the AoGDs, have developed their own theories of change, programmatic models and guidance, and monitoring and evaluation frameworks. Resilience has been included in many of these, though cross-checking and alignment is an ongoing process. The Resilience Pathways have been designed to be relevant to all six AoGDs; they will only need to be adapted to the relevant sector. For example, the outcome: *'Local authorities/service providers conduct risk assessments to inform service continuity plans'* could be adapted to *'Local department of education/schools conduct risk assessment to inform education continuity plans'* for the Inclusive Quality Education AoGD.

## 3.2.3 COUNTRY STRATEGIES

Each Plan International Country Office develops a 5-year country strategy to provide direction and strategic objectives. The development and implementation of the strategy is led by country offices. A set of questions that can facilitate the consideration of resilience pathways has been developed and is currently under review and will be provided in Annex 5 once ready. Again, this is not a prescriptive framework and it is the responsibility of country offices to decide if and how to include resilience in their strategies. Some countries have already used the resilience pathways to include resilience in their strategies and the results of this are included in Annex 9. Including resilience in country strategies can support more resilient and sustainable development.

## 3.3 RESILIENCE PATHWAYS

This section aims to present and provide meaningful guidance for each pathway which can support in **Step 3 of 'how to use this framework'.** It is important that the pathways and building blocks are implemented in a way that considers the key characteristics identified in section 2.3.5. All activities should be designed in an inclusive manner that is taking into account participation of CAY and equal representation of gender.

## 1. RISK KNOWLEDGE

The first step towards resilience is to identify, understand and analyse potential and real (local) risks. Analysis of risks supports in then knowing how to take action to prepare for, reduce, adapt to, mitigate and respond to the risks. It is crucial that risk information is accessible to all and is communicated in a way that is understandable and targeted to its audience. The information needs to be child-friendly, gender-responsive, translated into local languages, and accessible to those that cannot read.

The risk knowledge pathway aims for CAY to have the knowledge they need to make informed decisions in order to overcome shocks and stresses. The key building blocks that can be integrated into projects includes providing and/or supporting: risk knowledge and analysis outside the formal education system; knowledge on disaster risk and climate and environment in education; life skills, such as the ability to utilise technology, to innovate, to have a culture of safety, to be independent, to think critically and to problem solve; and finally, health and safety practices.

# RISK KNOWLEDGE

## OVERALL OBJECTIVE:

Children, adolescents and youth have the knowledge to make informed decisions to overcome shocks and stresses

## INDICATOR FOR OVERALL OBJECTIVE:

# and % of children, adolescents and youth able to identify different local risks and actions to deal with risks

## LIST OF BUILDING BLOCKS UNDER THIS PATHWAY:

• Risk knowledge and analysis
• Climate, environment and DRR education
• Life skills
• Health and safety practices

## EXAMPLE PROJECT ACTIVITIES:

• Training on MRA and support the development of associated action plans in schools and communities

• Training and workshops with relevant partners and stakeholders on the importance of, and the steps to conduct MRA

• Include education modules on DRR, climate and/or environment in education programmes, e.g. through participatory learning games like Act to Adapt or the Greenhouse Gas Game
• Awareness raising on different risks that affect CAY and their rights

• Support life skills, for example training and capacity development on technology utilisation, communication, critical thinking, problem-solving, risk and safety, innovation

• Sensitisation of health and safety practices linked to different risks, through for example sexual, reproductive health and rights (SRHR) and child protection programmes

# 2. EQUITABLE PLANNING AND CONTINUOUS ACCESS TO SERVICES

Basic services, such as health, education, water, and energy, are the foundation of both development and the means to overcome shocks and stresses. These basic services, whether they are provided by the state, civil society or the private sector, must be available, accessible, and inclusive, particularly for vulnerable children and youth. Provisioning and access must be continuous, even during and after shocks and stresses. In that way, those affected by the shock or stress can receive the services they need at all times when they need them.

Access to quality education, healthcare and protection are human rights, and it is therefore vital that these are always accessible. Girls in particular face additional barriers in their continuous access to services and their rights must be recognised by local authorities. Ensuring that basic services are inclusive, accessible and meet the needs of both girls and boys, helps build the foundation of a more resilient society. Contingency and service continuity planning, which are informed by a comprehensive gender and age analysis, are vital approaches to support the continuous running of services. Further, service information should also be age and gender responsive in order for girls and boys to know how and where to access services during and after shocks or stresses. It also needs to reach and be easily understood by vulnerable groups, such as people living with disabilities and minority groups.

This pathway, *equitable planning and continuous access to services*, aims for CAY to have continuous, equitable access to basic services, such as education and health, in all phases of shocks and stresses. The key building blocks that that can be integrated into projects includes providing and/or supporting: early warning information; weather information; service continuity plans; contingency plans; emergency services and information; and action plans.

# EQUITABLE PLANNING AND CONTINUOUS ACCESS TO SERVICES

## OVERALL OBJECTIVE:

Children, adolescents and youth have continuous, equitable access to basic

## INDICATOR FOR OVERALL OBJECTIVE:

# of days key services are not functioning following a disaster

## LIST OF BUILDING BLOCKS UNDER THIS PATHWAY:

• Early warning information
• Weather information
• Service continuity plan
• Contingency plan
• Emergency services and information
• Action plan
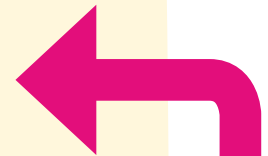
## EXAMPLE PROJECT ACTIVITIES:

• Support multi-risk assessments and analysis, including vulnerability assessments, in relevant basic service sectors to inform continuity plans to ensure these are designed in an inclusive way

• Support the development of contingency plans/DRR and/or resilience action plans in relevant basic service sectors

• Promotion and awareness raising campaigns in communities, schools, and other relevant places on how to access basic services during all phases of shocks and stresses

• Awareness raising on how and when to contact emergency services and access information on current or future shocks and stresses

• Support partners and service providers on inclusive basic service provisioning

# 3. HEALTHY NATURAL ENVIRONMENT

The natural environment can play a decisive role for human well-being and safety. Climate change, natural hazards and natural resource related conflicts are key reminders of this; without a healthy environment there cannot be healthy societies. The way we manage natural resource is therefore critical for a sustainable and safe development. Healthy forests are for instant critical to providing clean water. As such, deforestation in water catchments, may diminish nearby communities' clean water supplies, important to the health and hygiene of the people, particularly children. Further, deforestation in mountainous areas can increase the risk of land and mudslides as well as making communities more exposed to heavy storms.

## "IT IS ESTIMATED THAT 1 IN 4 CHILD DEATHS COULD BE PREVENTED BY REDUCING ENVIRONMENTAL RISKS."

A healthy natural environment is particularly important for children. Children are more vulnerable to some risks, such as air pollution, hazardous waste and chemicals, and inadequate water and sanitation, as their bodies are not fully developed and grown.[16] Every year, over half a million children under the age of five die from air-pollution-related causes, with more suffering from lasting damage to their developing brains and lungs. Pneumonia is the leading infectious cause of death among children under five, killing approximately 2,400 children a day, and the infection is strongly linked to undernutrition, lack of safe water and sanitation, indoor air pollution and inadequate access to health care, all of which are exacerbated by climate change.[17]
It is estimated that 1 in 4 child deaths could be prevented by reducing environmental risks.[18]

A child's future depends on the environment. Adverse environmental conditions, including climate change, can cause deaths, disabilities, illnesses and diseases as well as hinder a healthy development for children. One example of this is that approximately 11-14% of all children age five and above report having asthma symptoms, many of which are linked to indoor and outdoor pollution as well as increased temperatures associated with climate change. Another example is that one of the main causes of acute poisoning in children are related to the use of chemical pesticides, which are often used in agriculture and to control pests and disease vectors such as mosquitoes. One final example is that disturbances in water and food supplies linked to climate change hazards, such as droughts, increase the risk of malnutrition and stunting.[19]

Girls are particularly vulnerable to some of these risks, such as malnutrition where certain cultural and social norms dictate a girls' value in the family, meaning that often girls are the ones that get to eat last and least. Malnutrition can have significant impacts on their health during menstruation and early pregnancy.

Given the importance of a healthy natural environment, people must evolve their understanding of the environment, appreciating its importance to well-being and safety. For example, shifting to renewable energy can reduce the risk of indoor pollution for children and effective waste management can reduce the risk of exposure to hazards waste and chemicals for children. It is also important to be able to understand and appreciate how natural resources could benefit the most vulnerable as well as how they can pose a risk to them, e.g. a depleted mangrove forest may pose a risk to poor households living in coastal areas and as such a restored mangrove would benefit them by protecting them against storm surges. Possible strategies to consider under this pathway include advocacy and support for environmental protection and restoration,

including the protection, regeneration, and restoration of mangroves, water catchments, forests, coral reefs and rainforests; partner with and support those who can achieve positive impacts in these ecosystems; and support efforts to regenerate and restore ecosystems that are crucial for well-being, DRR and CCA and climate change mitigation (CCM).

This pathway, *healthy natural environment*, seeks to support CAY in living and thriving in a healthy and safe natural environment. The key building blocks that can be integrated in projects include supporting natural resource management (NRM), waste management, ecosystem-based DRR, and ecosystem-based CCA.

# HEALTHY NATURAL ENVIRONMENT

## OVERALL OBJECTIVE:
Children, adolescents and youth live and thrive in a healthy and safe natural environment

## INDICATOR FOR OVERALL OBJECTIVE:
# and % of community members who are taking at least one action to reduce risk and adapt to climate change through environmental protection and restoration

## LIST OF BUILDING BLOCKS UNDER THIS PATHWAY:
- Natural resource management
- Waste management
- Ecosystem-based DRR
- Ecosystem-based CCA

## EXAMPLE PROJECT ACTIVITIES:
- Awareness raising, advocacy and training on the importance and linkages between environmental protection, climate change and shocks and stresses

- Support the development and promotion of sustainable options instead of harmful environmental practices such as deforestation, logging, and coal production and usage in and across the community

- Advocacy on policy change that is ensuring environmental protection, such as sustainable land management, regulation on air and water pollution, emission regulation, ecosystem restoration and protection

- Support the development of waste management systems

- Provide information, community awareness raising and integrate education modules in schools on waste management

- Support ecosystem-based CCA and DRR, such as mangrove restoration, planting trees outside of schools, green spaces in urban areas, restoring wetlands, and protecting coral reefs

- Support and strengthen local CSOs that are protecting the environment

# 4. EQUITABLE SOCIAL AND ECONOMIC SAFETY NETS AND RESOURCES

Equitable economic inclusion and social safety nets and resources can support households in employing positive coping strategies, which can support in upholding girls' rights. Often during crises, girls are taken out of school, CEFM increases and/or their nutrition and health status are threatened. Social and economic safety nets, such as savings groups can help alleviate the economic burden on the household during and after the crisis, thus lowering the risk of the household employing negative coping mechanisms, such as taking girls out of school. Safety nets and resources can also support CAY in times of shocks and stresses.

A key strategy to strengthen resilience is to ensure that households, especially those with vulnerable children and youth, particularly girls, have access to the types of economic opportunities which can improve their economic status and the underlying conditions of their vulnerability. For instance, diversified livelihoods can support households in overcoming shocks or stresses; if one livelihood fails, there are other options in place to fall back on. Likewise, household savings or savings groups can provide relief in times of shocks or stress. It is vital that access to and understanding of safety nets and resources are equitable, especially at household level. This includes for example advocating for shared responsibility of household finances.

Social protection, whether state welfare schemes, universal health insurance, or student subsidies, is an important mechanism that can support households in protecting development gains and overcoming shocks and stresses. Social protection not only benefits individuals, but also provides stability to the community and society more generally. With a protected and sustainable financial base, community members are allowed to think strategically for the longer-term, prepare to reduce and manage risk and contribute to a more cohesive, resilient society. These opportunities to enjoy economic development and protection services need to be available, accessible, inclusive and equitable.

This pathway, *equitable social and economic safety nets and resources,* aims for CAY and their families to employ positive coping mechanisms to overcome shocks and stresses. The key building blocks that can be integrated in projects include supporting and/or promoting: credit and financial services; savings; diversified and sustainable livelihoods; social protection schemes; and social capital.

# EQUITABLE SOCIAL AND ECONOMIC SAFETY NETS AND RESOURCES

## OVERALL OBJECTIVE:
CAY and their families are employing positive coping mechanisms to deal with shocks and stresses

## INDICATOR FOR OVERALL OBJECTIVE:
# and % of households who have applied positive coping strategies in times of shock or stress

## LIST OF BUILDING BLOCKS UNDER THIS PATHWAY:
- Credit and financial services
- Savings
- Diversified and sustainable livelihoods
- Social protection schemes
- Social capital

## EXAMPLE PROJECT ACTIVITIES:
- Training and support on savings and financial management

- Establishment of savings groups

- Promote and support skills of youth, particularly young women, to save as well as their access to credit and financial services

- Promote and support sustainable diversification of income streams

- Support platforms for advocacy on the importance of inclusive social safety nets and social protection schemes to relevant regulating bodies

- Vocational training on sustainable and diversified livelihoods

- Training on individual level risk analysis and contingency planning to understand risk and its impacts on assets and resources

- Income Generating Activities (IGA)

- Cash and Voucher Assistance (CVA), including Cash for Work (CfW)

- Establish, support and strengthen peer-networks and the participation of vulnerable groups in these

# 5. POLICY AND LEGAL FRAMEWORKS

## SENDAI FRAMEWORK

## PARIS AGREEMENT
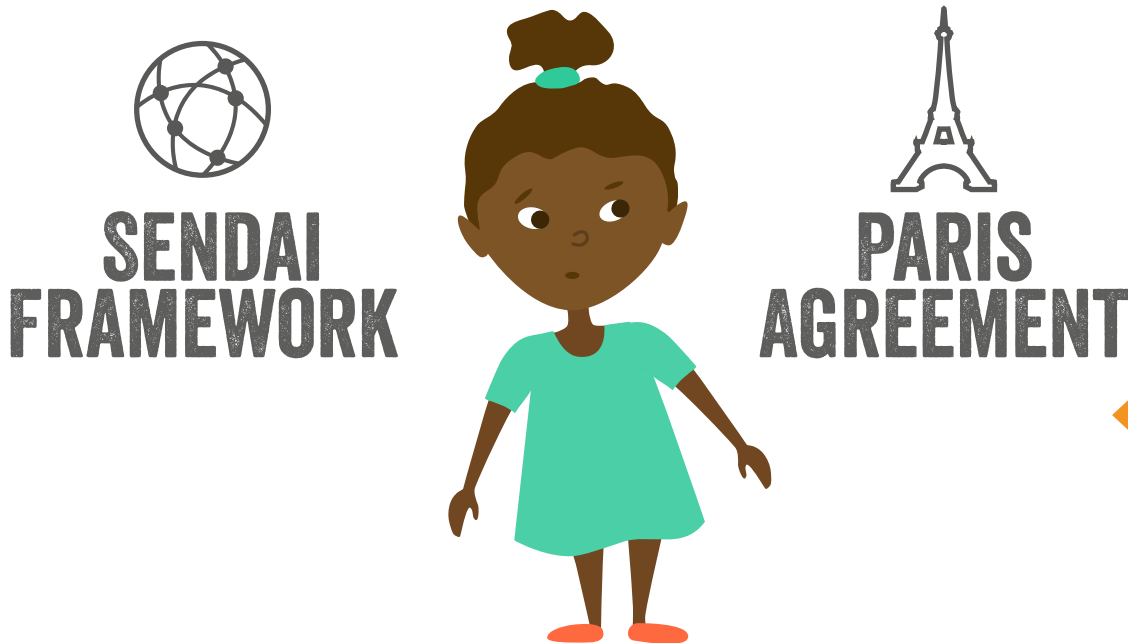
Policy and legal frameworks that are taking climate change and other risks into account, are developed in an inclusive manner and recognise girls' rights support communities in being better able to overcome shocks and stresses. Such policy and legal frameworks can also support the other four pathways. The reason for this is because policies and laws guide governance processes and resources as well as service provision. The participation of citizens and stakeholders in policy review processes can provide feedback mechanisms that evolve policy and laws to make services more inclusive and make provisions to manage shocks and stresses that can ensure equitable and continuous access to services. Moreover, climate change is forcing people to prepare for an increasing number and intensity of shocks and stresses.

The response to climate change needs to be prioritised by policymakers and supported by proactive and inclusive policies. The reality today is that climate policies are often weak and almost never take children's rights, particularly girls' rights, into account. As international policy makers and national governments struggle to combat the climate crisis, the human rights of those most at risk and largely unrepresented, are easily ignored. Possible strategies under this pathway include supporting girls' leadership and voices; and advocacy to local, national and global change makers.

This pathway, *policy and legal frameworks,* strives for policy frameworks to be accountable to CAY and protect them from shocks and stresses. The key building blocks that can be integrated in projects include supporting and advocating for: risk reduction policy and guidelines; environmental protection laws; risk informed sectoral plans; climate policy; inclusion and participation of the most vulnerable.

# POLICY AND LEGAL FRAMEWORKS

## OVERALL OBJECTIVE:
Policy frameworks are accountable to children, adolescents and youth and protect them from shocks and stresses

## INDICATOR FOR OVERALL OBJECTIVE:
# and % of children, adolescents and youth that have engaged in the development, implementation and monitoring of key risk management policies at local level

## LIST OF BUILDING BLOCKS UNDER THIS PATHWAY:
• Risk reduction policy and guidelines
• Environmental protection law
• Risk-informed sectoral plans
• Climate policy
• Inclusion/participation

## EXAMPLE PROJECT ACTIVITIES:
• Advocacy of and training on the importance of inclusive risk management, disaster response and inclusive risk management to relevant regulating bodies

• Advocating for national and sub-national plans for DRR and DRM to be Sendai compliant

• Advocate for strengthened environmental protection laws

• Advocating to governments for girls' rights in National Adaptation Plan (NAP) and NDCs

• Ensuring relevant decision-making processes are child-friendly

# 4. ANNEXES

**LINKS TO ANNEXES:**

ANNEX 1: GLOSSARY OF KEY RESILIENCE TERMS

ANNEX 2: RESILIENCE ANALYSIS GUIDANCE

ANNEX 3: FREQUENTLY ASKED QUESTIONS ON RESILIENCE

ANNEX 4: RESILIENCE IN THE PROJECT CYCLE (PENDING)

ANNEX 5: RESILIENCE IN COUNTRY STRATEGIES (PENDING)

ANNEX 6: RESILIENCE CORE COMPONENTS

ANNEX 7: PATHWAYS, BUILDING BLOCKS, OUTCOMES AND INDICATORS LIBRARY

ANNEX 8: PROGRAMME GUIDANCE FOR BUILDING BLOCKS

ANNEX 9A: RESILIENCE PROCESS IN EL SALVADOR AND NICARAGUA

ANNEX 9B: RESILIENCE MAP OF A TEENAGE GIRL IN ECUADOR

ANNEX 10: CASE STUDIES

ANNEX 11: THEORY OF CHANGE

# FOOTNOTES

1. CRED (2015) The human cost of natural disasters 2015: a global perspective http://reliefweb.int/report/world/human-cost-natural-disasters-2015-global-perspective

2. OECD (2015) States of Fragility 2015: Meeting Post-2015 Ambitions http://www.oecd.org/publications/states-of-fragility-2015-9789264227699-en.htm

3. IDMC (2015) Global estimates 2015: people displaced by disasters. http://www.internal-displacement.org/publications/2015/global-estimates-2015-people-displaced-by-disasters/

4. UNHCR (2016) Global Trends: Forced Displacement in 2015. http://www.unhcr.org/576408cd7.pdf

5. Plan International Sweden, 2020

6. Enarson 1998, Jerneck 2018

7. The word crisis is primarily used throughout the document and this includes disasters, emergencies and other types of impactful events

8. CEDAW 2018:4

9. Ibid.

10. S. Bradshaw. and M. Fordham, 2013 Women, Girls, and Disasters: A review for DFID. Online. See www.gov.uk/government/uploads/system/uploads/attachment_data/file/236656/women-girls-disasters.pdf

11. ODI (2015), Resilience in the SDGs

12. BRACED (2015), The 3As: Tracking resilience across BRACED.

13. For more information on the misuse of the term natural disasters see https://www.nonaturaldisasters.com/

14. Transformative capacity was not part of the paper and has been added into this framework

15. Anticipatory, absorptive and adaptive capacities definitions come from BRACED (2015), The 3As: Tracking resilience across BRACED. For more detailed explanation of the capacities see https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9812.pdf

16. WHO. N.d. Children's environmental health.

17. UNICEF Environment and climate change - https://www.unicef.org/environment-and-climate-change

18. Ibid.

19. Ibid.

---

**Plan International**

Global Hub

Dukes Court, Duke Street,

Woking,

Surrey GU21 5BH,

United Kingdom

Tel: +44 (0) 1483 755155

Fax: +44 (0) 1483 756505

E-mail: info@plan-international.org

**plan-international.org**

**About Plan International**

Plan International strives to advance children's rights and equality for girls all over the world. We recognise the power and potential of every single child. But this is often suppressed by poverty, violence, exclusion and discrimination. And its girls who are most affected.

As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children.

We support children's rights from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and Knowledge. For over 75 years we have been building powerful partnerships for children, and we are active in over 70 countries.