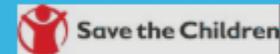
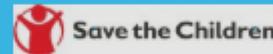


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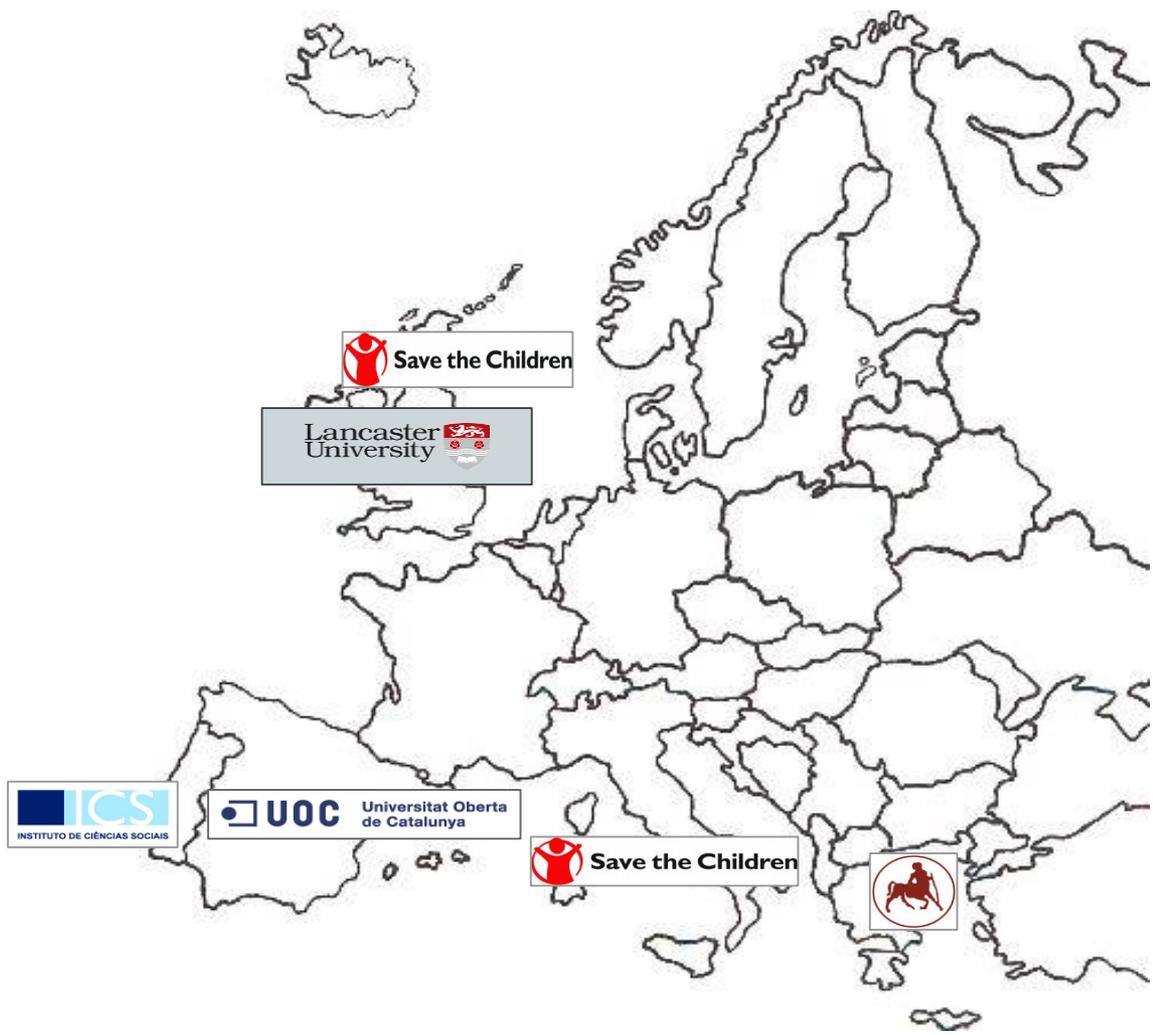
Cultures of Disaster Resilience
among children and young people



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Horizon 2020
Programme



 Save the Children

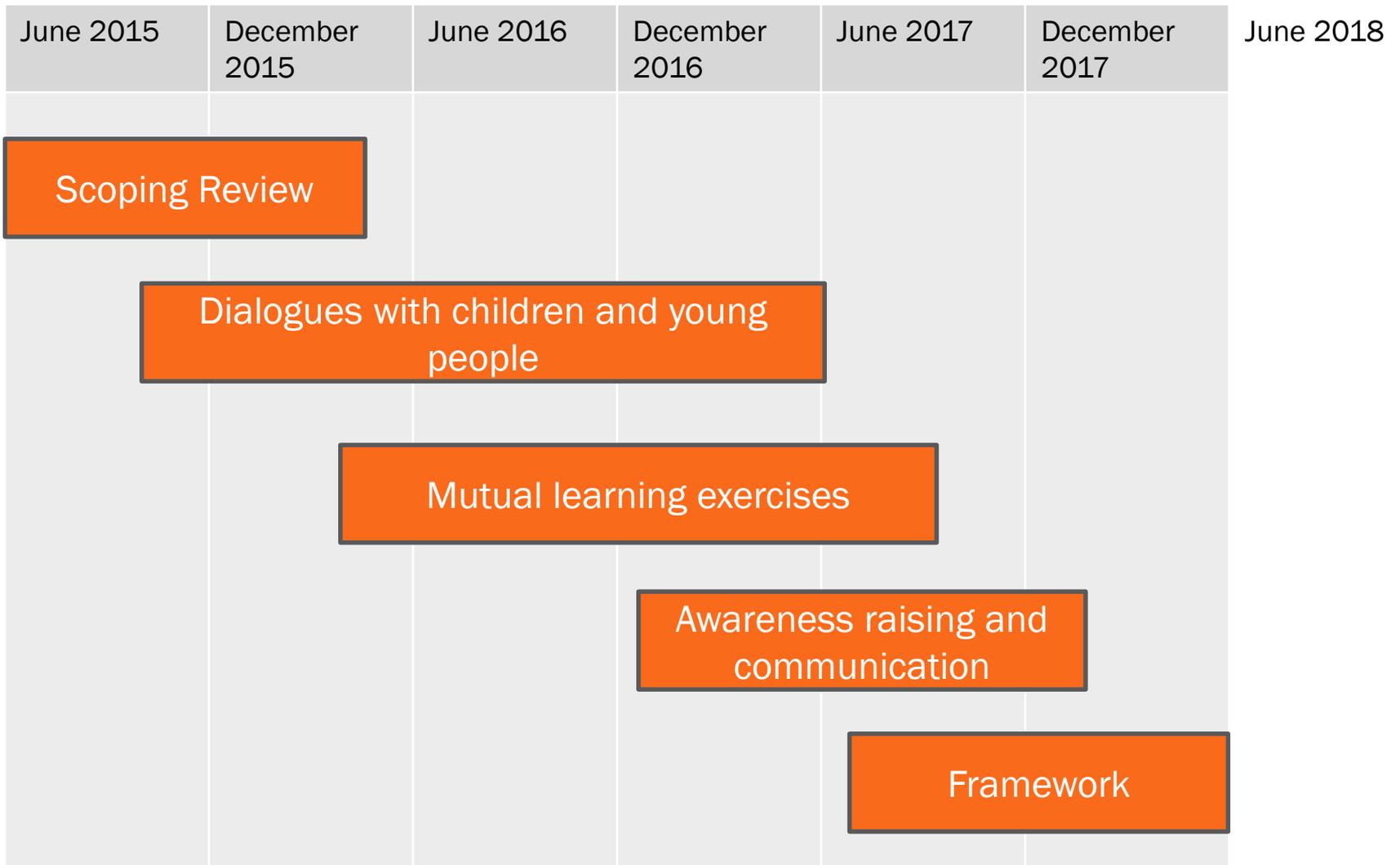
Lancaster University 

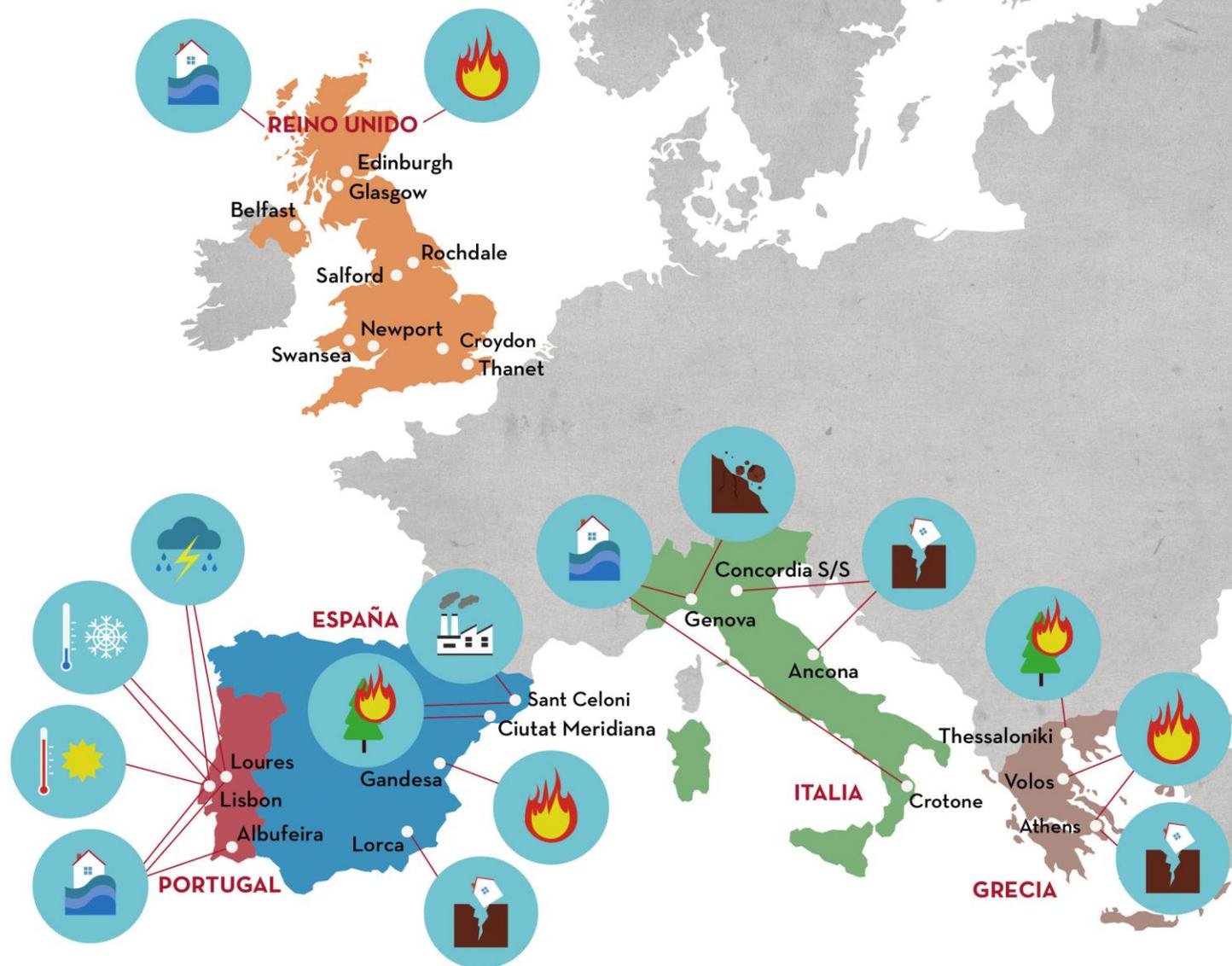
 ICS
INSTITUTO DE CIÊNCIAS SOCIAIS

 UOC Universitat Oberta de Catalunya

 Save the Children







REINO UNIDO

Edinburgh
Glasgow
Belfast
Rochdale
Salford
Newport
Swansea
Croydon
Thanet

ESPAÑA

Sant Celoni
Ciutat Meridiana

Loures
Lisbon
Albufeira

PORTUGAL

Gadesa
Lorca

ITALIA

Concordia S/S
Genova
Ancona
Crotona

GRECIA

Thessaloniki
Volos
Athens

- | | | | | | |
|--|----------------------|--|----------------|--|---------------|
| | Floods | | Earthquakes | | Storms |
| | Fires | | Landslides | | Cold waves |
| | Forest fires | | Chemical risk | | Heat waves |
| | Incendios forestales | | Riesgo químico | | Olas de calor |

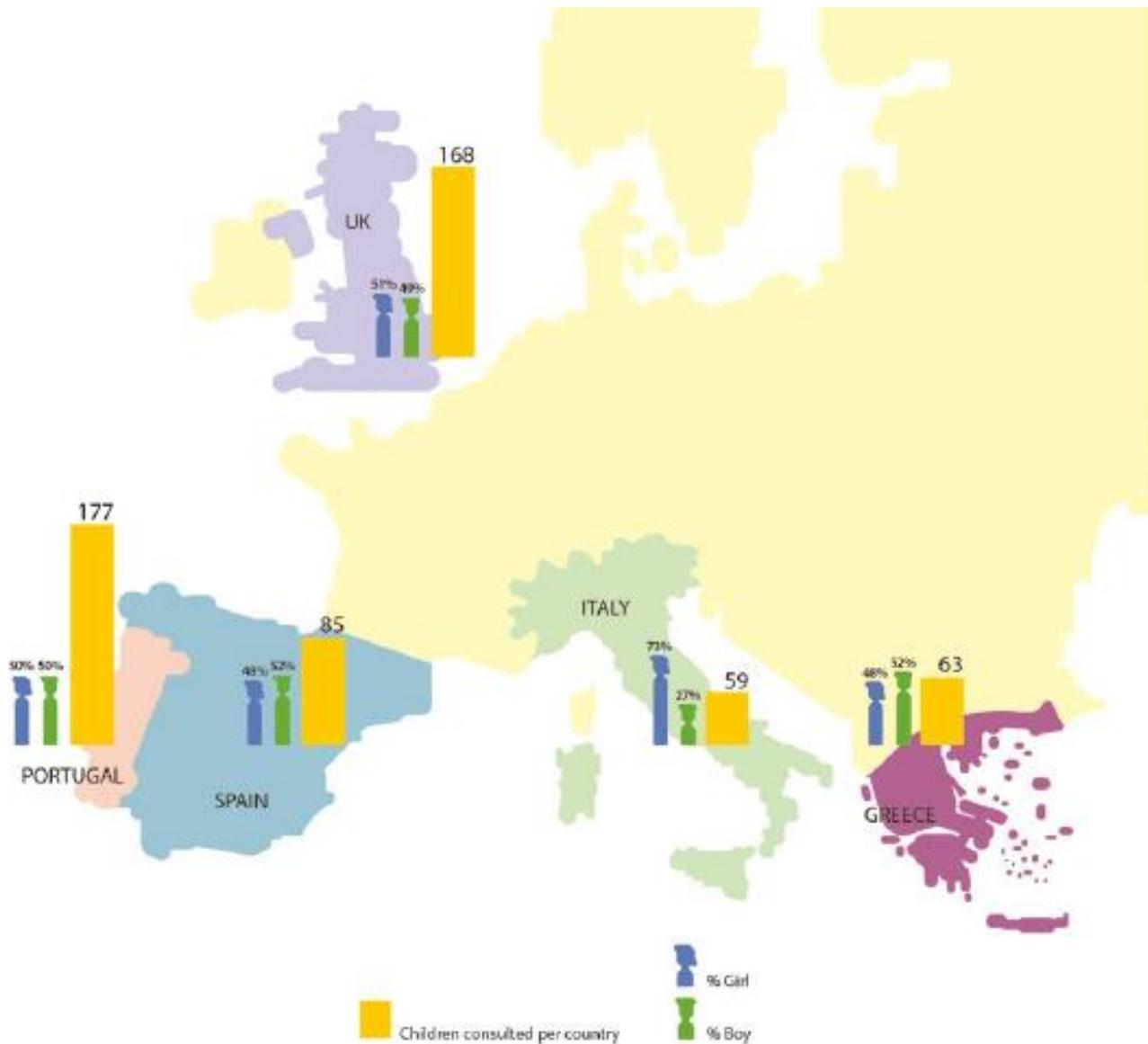
DIALOGUES WITH CHILDREN AND YOUNG PEOPLE

OBJECTIVE: Increase children and young people's resilience to disaster: through enabling them to build on their existing knowledge of disasters, to identify key actions that they, their families, communities and relevant authorities can take to prepare for and reduce disaster risks, and empower them to undertake these actions and communicate them to others.

Discover and
ask questions

Investigate and
take action

Share ideas
and advocate



Total number of children:
552

Age group:
6 to 18

Locations:
23

Number of workshop sessions:
3 - 24

Number of workshop hours:
4 - 30



MUTUAL LEARNING EXERCISES

OBJECTIVE: To enable practitioners and policy makers to gain understanding and insight into children's priorities and perceptions of risk in urban contexts and their capacities, taking into account different cultures. To engage in more effective lines of communication between children and young people and enable them to influence local/regional disaster management strategy, empowering children to realise their right to be heard.

In-depth
interactive,
thematic
dialogue

Mutual
questioning
and
investigation

Exposure to
viewpoints,
experiences
and
expectations

CUIDAR PARTNER	NO. OF MUTUAL LEARNING EVENTS	LOCATIONS
SPAIN	4	Barcelona Gandesa Sant Celoni Lorca
PORTUGAL	2	Albufeira and Loures
GREECE	4	Thessaloniki, Volos, Athens (3 sites)
ITALY	4	Ancona, Crotone, Genova, Concordia
UK	8	Belfast, Edinburgh, Glasgow, Swansea, Croydon, Thanet, Salford, Rochdale
Total	22	

Type of stakeholders present: Department of Education staff, Council members, Town/City Mayors, Civil Protection staff, Teachers/Headteachers, Other students, Resilience Officers, Local members of Parliament, Members of the Parents Associations, Emergency planners, Local Red Cross groups/representatives, Regional Ombudsman, Local/community group representatives, Psychologists, Technical staff (i.e. fire fighters, forestry specialists etc.), Parents



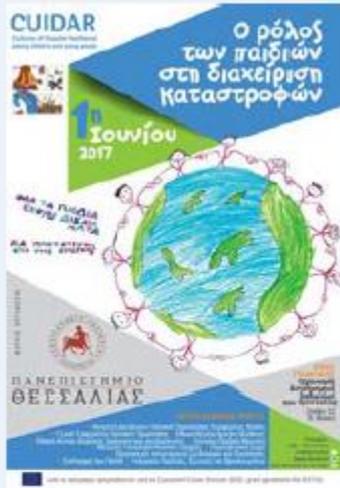
POLICY DIALOGUES

OBJECTIVE: to convey the key messages of CUIDAR project to a high national (and international) level in order to affect policy development towards increasing C&YP's participation in disaster management, by staging a key event in each country in which children and young people, when possible, could dialogue with policy makers to communicate their needs, priorities and capacities in disasters and influence policy and practice.

Sensitizing

Inspiring

Engaging



Greece: 1st June; 9.00h - 14.30h; Earthquake Planning and Protection Organization (EPPO), Athens.

Italy: 10th November; 9.30h - 14.30h; Palazzo Chigi, Rome

Portugal: 31st May; 9.30h - 16.30h; Instituto de Ciências Sociais da Universidade de Lisboa, Lisbon

Spain: 19th October; 9.00 - 14.00h; CaixaFòrum Barcelona

UK: 3th October; 10.30h - 16.30h; Legends Lounge- Etihad Stadium, Manchester



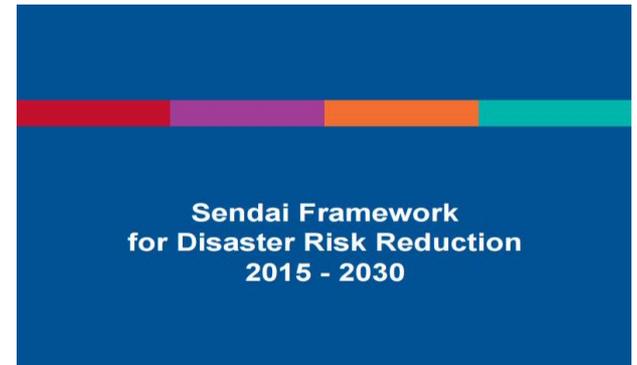


FRAMEWORK



1. Adult imaginaries and prejudices about childhood

- Only 20% of the actions, programmes and plans reviewed can be considered participative.
- Ch&YP are mostly seen as a homogeneous, passive and intrinsically vulnerable group.
- We have found examples of the agency of Ch&YP people in a disaster situation.
- Age, gender, education, disability, geography or culture are important variables.



“Children and youth are agents of change and should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricula”

2. 'Good' and 'high quality' participation

- Participation is not about 'catching up with' children and young people or 'speaking their language'. It's about recognition.
- Importance of being sensitive and responsive to the diversity, concerns and forms of knowledge and communication of Ch&YP.
- 'Non-traditional' methods' worked best, e.g. field trips, engaging community speakers, games, modelling, community mapping.



3. UN Convention on the Rights of the Child

- Widespread unfamiliarity with the Convention of the Rights of the Child (1999), in particular children's right to participate (Article 12).
- Participatory approaches foster democratic engagement with civil protection and uncover dimensions that are usually missed by adult oriented plans and practices, specially marginalized Ch&YP.

“I think they should give more opportunity to the young people's opinions, because although they think we are immature and that we are going to say outlandish things, it is a lie, there are many young people that are very mature.” (Young Participant, Portugal)

“We want to be informed about how to react before, during and after the earthquake and we need to pass this knowledge on to the other members of the deaf community.” (Young Participant, Greece).

4. Intergenerational exchanges

- Important to raise awareness about risks, especially those that are less frequent, and to help children get to know their communities, environments and landscapes.
- Key to challenging prejudices about Ch&YP: as vulnerable and in need of protection, as self-centred and uninterested in other social groups.



5. Risk communication

- Ch&YP showed confidence to participate effectively in communication practices to reduce risks.
- They also showed concerns & shared ideas about reaching most vulnerable communities.
- They are experts on what methods and services would be appropriate for them and their peers.



6. Diversified networks of children's allies

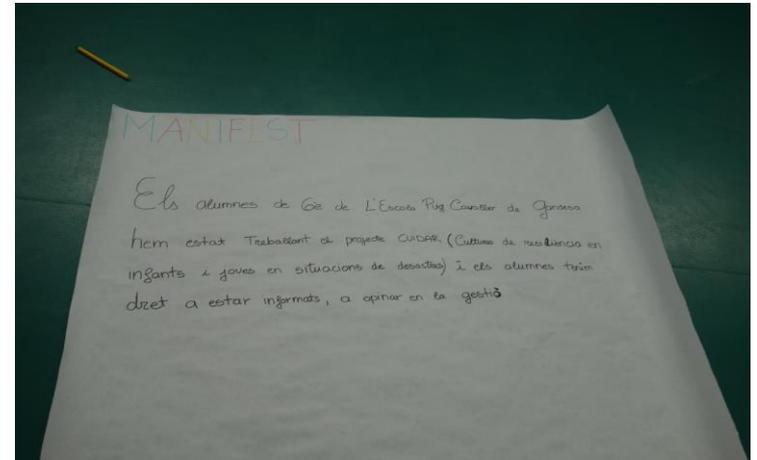
- Value of engagement with educational but also non-educational actors (cultural institutions to leisure initiatives, from youth councils to community associations...).
- Key role from public representatives and practitioners from civil protection, emergencies, risk and resilience and security, specially at local level.
- Importance of sharing knowledge, skills and good practices.



“It has made me see from another point of view how to tackle the planning of emergencies in our institution.” (Deputy Director of Civil Protection, Catalonia, Spain, 2017)

7. Recognising and managing emotions

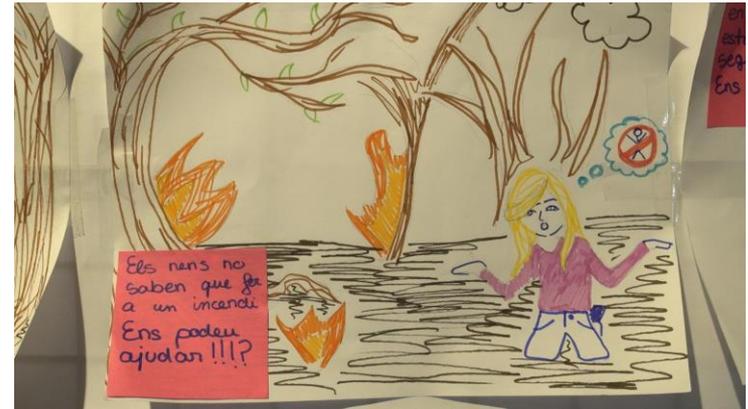
- Fear or anxiety about disasters are common and recognising the importance of this allows Ch&YP to make a connection.
- More talks about this topic in schools, in a child friendly or interactive way: using role-playing activities, simulations and drills, using real-life or virtual reality tools.
- Fear can be reduced through acquiring knowledge and taking action, together with others.



“The information about how to manage fear that we give to young people has to be clearer and simpler, using more active methodologies (role-playing, participative talks...) so they are allowed to give their point of view too.” (Emergency Psychologist, Spain, 2017)

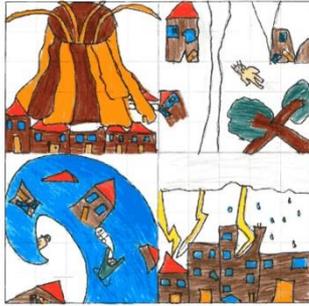
8. Public spaces.

- Young people (14-18 years old) have particular vulnerabilities in the event of a disaster.
- Ch&YP identified the lack of preparedness measures for public spaces (blind spots when they are “alone”).
- Importance of strengthening children’s spatial knowledge and allowing them then to re-draw their environment according to their own interests and needs.



POLICYMAKERS AND PRACTITIONERS MUST:

- Recognise children's right to be involved in disaster management
 - Work with children locally, regionally, nationally
 - Co-create child-centred disaster management plans
 - Promote disaster education.
- 



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<https://www.lancaster.ac.uk/cuidar>

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