CUIDAR

Cultures of Disaster Resilience among children and young people

Report of Work Package 3:

'Dialogues with Children'

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1. INTRODUCTION

Children are severely and disproportionately affected in disasters and therefore should be active participants in the governance of and decisions related to disaster management. In addition according to the United Nations Convention on the Rights of the Child (1990) Article 12, children have the right to participate in decisions that affect them. Children's participation in those decisions results in better decisions, higher quality services, greater access to those services, and better development outcomes as a result of those services. Children's participation in disaster risk reduction (DRR) results in more disaster resilient communities and reduced risks for all members of the community, not just children[1].

The desired outcomes of a child-centred DRR programme such as CUIDAR fall under two general categories: democratic outcomes and development outcomes:

Democratic Outcomes - the benefits that relate to a deepening of democratic processes to improve transparency, accountability and participatory disaster management governance, which in particular is supportive of young citizens' engagement and wellbeing. Under this category there are three types of change that should occur to achieve those outcomes:

- Citizenship change: Children and young citizens become aware of their power and rights, and use this power to participate effectively in decision-making processes that reduce risks.
- Institutional or systems change: Changes in the decision-making process towards more involvement of children and young citizens, more transparency, and more accountability of disaster management mechanisms/frameworks.
- Policy change: Changes to laws, policies, decrees, etc. to integrate risk reduction at local, national, and/ or international levels

[1] Plan International (2011). *"Child-centred DRR toolkit"*

Development Outcomes - the benefits at individual and societal level regarding well-being in support of disaster resilience, which reflect behavioural, institutional and societal changes that take place over the medium to long term.

- Capacity change: enhancement of participants' knowledge about disaster risk reduction and their skills and abilities for taking action, as a result of training programs, workshops, awareness campaigns, etc.
- Access to public services change: increase in the number of citizens accessing disaster resilient public services (e.g. education, water and sanitation, health and risk management). This refers to increases in young citizens participating in disaster risk management activity as an integral part of development of resilient services
- Well-being change: Changes related to risk reduction and improved resilience to support sustainable development and the realisation of child rights for example: increases in child protection before/during/after disasters; inclusion of children of all ages, abilities, and gender; realisation of child survival and development rights (reduction in diseases, loss of life, malnutrition; improved children's educational achievements and retention rates, etc.).

Together, development and democratic outcomes lead to the strengthening of community resilience to disasters. A program or project may not necessarily contain all six types of changes as described above, but should aim for at least one type of change under democratic outcomes, and one type of change under development outcomes.

Through the WP3 dialogues/workshops with children, the CUIDAR project aimed to reach at least the citizenship change and the capacity change. This allows us to build the foundations for the WP4 Mutual Learning Exercises[2] and the WP5 national Awareness Raising and Communication events, which in turn can sensitise and possibly lead participants to the other changes, as listed above.

[2] Save the Children UK definition, "*Mutual Learning Events are the way we bring together various groups of stakeholders to enable a process of collective analysis to help unlock ideas concerning a specific issue or theme, and to find realistic solutions and recommendations by all involved".*

2. METHODOLOGY

The design of the workshop dialogues format was framed by the Democratic and Development Outcomes described above and the CUIDAR Consultation Framework (see Annex I) which was designed to achieve four main objectives in each partner country:

- Enhance children's awareness of their rights (including their right to participate) and their knowledge about DRR issues
- Build children's skills to analyse and monitor the various dimensions of disaster risks, including hazard exposure, vulnerabilities, and capacities in their communities
- Increase children's opportunities to lead and engage in DRR actions, and help children plan for DRR activities that they can initiate or participate in with their communities
- Provide a space for children's voices, supporting them to contribute their perspectives to DRR in their communities and advocate for them

The Consultation Framework was also designed to be flexible and adaptable for each partner country context to allow for differences in implementation that ensure it is relevant for each country, and each school setting or group of young people.

To build this the WP Leader Save the Children Italy, with the assistance of Save the Children UK used the most relevant national and international resources on children's participation, disaster risk reduction education and on child-centred DRR, identified during the WP2 Scoping Review. Many of these resources were related to DRR programmes in South East Asia or South America, where a participative and child-centred approach in DRR is more often promoted compared to Europe. The Framework's workshop format suggests key activities, methodologies, resources and timing for each section, the topics covered, and also defines the recording, monitoring and evaluation methodologies required to collect and collate consultation feedback.

However, the context and participants vary within the CUIDAR consortium, therefore each partner determined the best way to adapt the workshop format to achieve these objectives. Save the Children Italy and UK advised and supported the Consortium to develop the workshops in each country- recognising and utilising the expertise of each partner.

The Consultation Framework is divided into three main sections which, together, help achieve the four aforementioned objectives:

1. **Discover and Ask Questions**

Aim: Create enthusiasm for the topic and build a knowledge base before children focus and prioritise their research.

Approach: Teachers/educators/facilitators support children to identify what they already know and what they want to find out. Children are encouraged to pose questions and identify and prioritise the risk(s) they want to investigate.

Suggested Topics: Convention on the Right of the Child and Article 12; investigate emergencies that have happened locally, nationally and internationally, and explain the effect on communities and how people responded; explore definitions of hazard and risk; identify and explain the difference between vulnerability and resilience; pose and define questions for research of one prioritised hazard.

This first section is designed to raise awareness about the CUIDAR project objectives and to enable the children to set their own participative and learning objectives in keeping with the project design and implementation. Moreover, this section aims to strengthen children's knowledge about their rights and the right to be heard and why it is important for them to express their own views, needs and opinions in disaster preparedness and management and finally to set the basis for the Mutual Learning Exercises (WP4). To set common standards and methodologies, StC Italy and StC UK ran a three-hour workshop on children's participation and how to promote participatory approaches within our project during the 3rd CUIDAR steering group meeting in Thessaloniki. From the beginning of the project, we agreed to use Hart's Ladder of children's participation (1992) as a parameter and as a guide to build our own concept of children's participation.

The Framework was designed on the premise that children's participation should be a process rather than an event or a one-off activity. Each of the three sections includes participative games and actions that enable children to move from one section to the next. Using this process the children have the opportunity to develop new skills, increase their confidence and knowledge and see that their views are valued and respected.

2. Investigate and Take Action

Aim: Identify and investigate prioritised risk, and take action to reduce it

Approach: Children are encouraged to direct the investigation and are supported to devise actions. Teacher/educators/facilitators provide information but children are encouraged to lead investigation, review existing information and generate ideas.

***Suggested Topics*:** Identify specific risks of the prioritised hazard, its causes and effects; discuss impacts and effects on people - school, family, community; understand the environment and access local emergency warnings e.g. weather maps, flood warnings and resources; create a home emergency plan; analyse and improve the school's emergency response plan and local community's emergency plan; identity vulnerable people who might need more support in an emergency; identify actions that can be taken by children, family, school and other emergency responders in response to risks identified before, during and after an incident or disaster events.

This second section is designed to contextualise the general topics investigated during the first section, rooting them firmly into the local context of the school/youth group participating in the project. During these workshops children are encouraged to identify local key actors involved in emergency management and DRR and to invite them to participate in the workshop sessions or to host a visit to their work places, such as the Fire Station or the Civil Protection headquarters. This helps children to meet the adults, pose questions, express their views and interact with them before the Mutual Learning Exercises. In this section CUIDAR facilitators are invited to conduct action planning with children, including supporting children to develop and implement small scale DRR projects which embody children's needs and views.

3. Share Ideas and Advocate

Aim: Communicate and advocate to others the key ideas and actions from Section 2

Approach: Children have now finished all research and have all information, and so they are ready to share and present. In this section children are designing, planning and preparing to share all the information and their actions plans. The teacher/educator/facilitator is supporting the children while they make the decisions, but the activity is child-led. Within this section children prepare their plan to

communicate their needs to emergency planners and decision makers during school or community events and to prepare for the WP4 Mutual Learning Exercises (MLE).

Suggested Topics: Choose, plan and create communication tools to share ideas with others; decide who needs to know the key messages and actions; assess and choose an appropriate form(s) of communication e.g. posters, exhibition, drama, speeches, video, photos; explain why the particular form of communication was chosen; create a presentation relating to the prioritised hazard; plan the organisation of the communication event.

This section aims to collect children's needs and views. In a first stage the children identify a communication tool through which they can express their needs and views. In a second stage, children are invited to identify the actors and institutions involved in disaster prevention and mitigation and to consider how they can be influenced to help reduce disaster risks. In this section, children potentially can organise a community or school event to present to their peers, teachers, parents and community about the work done during the CUIDAR project, through the medium of their communication tool. These events will help children to communicate their keys ideas and to advocate for them before meeting the policy makers and stakeholders during the MLEs.

Along with the workshop format, the Work Package leader shared two main tools with partners before and during workshop provision (see Annex 2 and Annex 3):

- Ethical and Child Safeguarding Checklist: within the wider framework of the CUIDAR Ethics Policy (see WP8), the Ethical and Child Safeguarding Checklist is designed to be used by all partners to ensure children and young people are protected from any potential harm. Partners have a responsibility to ensure that appropriate measures are taken at all times to protect the health, safety and well-being of children and young people taking part in CUIDAR. The checklist sets a minimum standard to follow in terms of action, behaviour and procedures when planning and running workshops and events, and when monitoring and evaluating CUIDAR work with children and young people.
- A Resource Pack: aimed to provide partners with quick reference to the most widely relevant tools for developing disaster resilience through the core activities of the education sector. Many good practices can be found in these materials and

partners are encouraged to explore the tools for applicability or adaptability to their own contexts. All are free and available online. Most importantly, partners collected a wide database of tools and materials during the WP2 Scoping Review, which are ready to be used and are already in each partner's own language.

3. MAIN FINDINGS: AWARENESS PROCESS, FROM KNOWLEDGE TO ACTION

Based on the qualitative and quantitative data gathered, in the following section we present a comprehensive and systemic overview of 1) the number, age and background of children consulted; 2) the awareness and knowledge building process during the workshop provision; 3) the key ideas and actions that children identified and that they wanted to communicate to the selected audience.

3.1 Workshop provision: targets, contexts and numbers

Each partner adapted its own workshop format based on the shared Framework. In all countries much attention in the selection of target groups was given to groups located in areas at risk from hazards and disasters, areas that had been affected by disasters in the last decade or partners identified schools and groups based on their existing contacts. The Scoping Report enabled CUIDAR partners to better understand how DRR policies were implemented in their countries; the role of different organisations involved in disaster management and helped to identify some state level cases and variables (e.g. cultural diversity, gender, disabilities, socio–economic context) that supported partners in the selection of the target groups for the dialogues.

As is shown below (Fig 1) we have consulted with a total of 552 children and young people in the five CUIDAR countries (63 in Greece, 177 in Portugal, 59 in Italy, 85 in Spain and 168 in UK) and all the groups were gender – balanced with the exception of Italy, where workshop participants were mainly girls. This is probably because the Italian CUIDAR workshops took place within informal youth groups and not school classes that are usually gender balanced; less formal settings often receive more attendance from girls than boys.

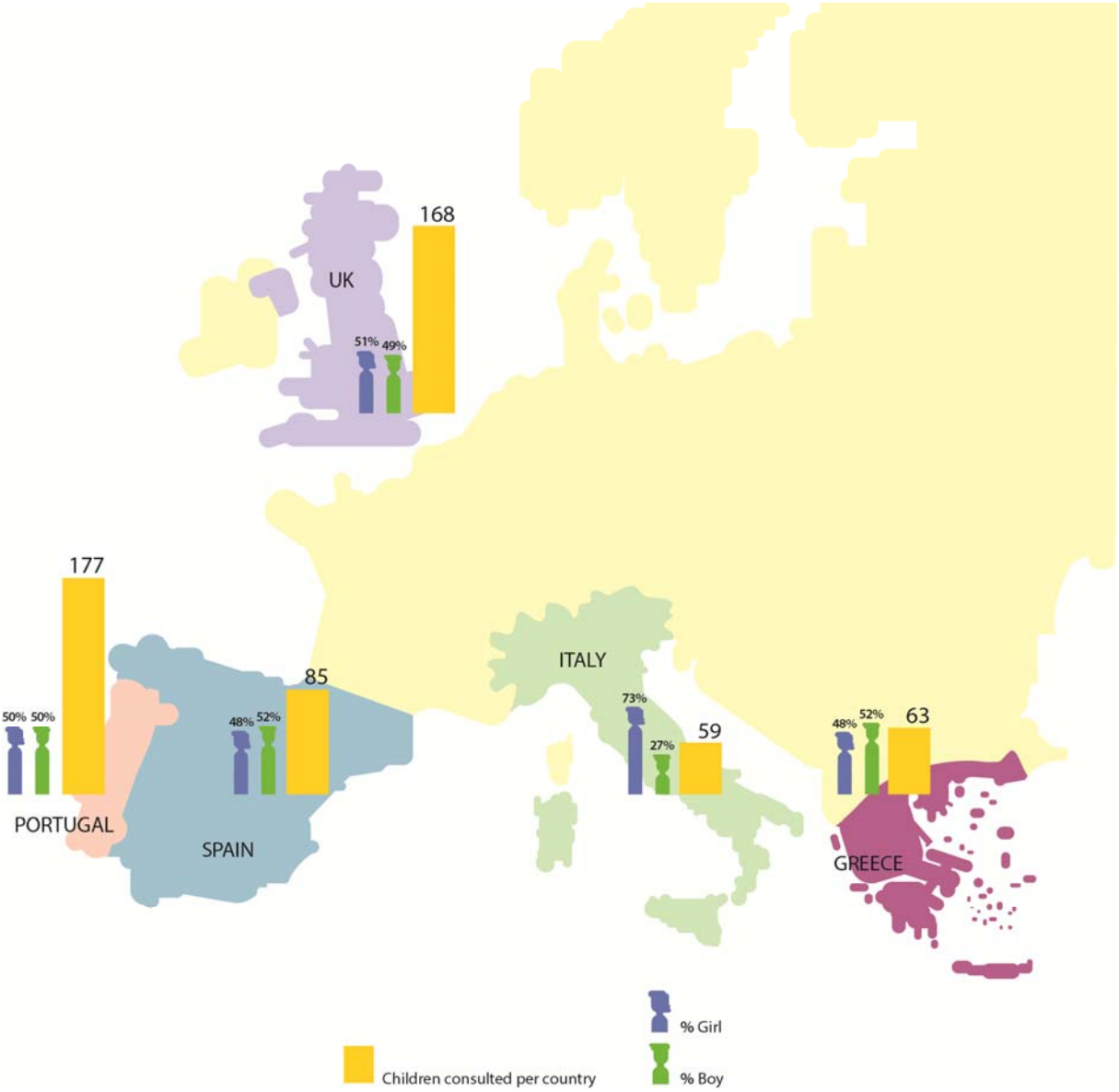


Figure 1: Children consulted per country and gender breakdown

We engaged a diverse range of participants taking into account cultural diversity and a wide range of cultural and socio-economic contexts such as areas of both high and low levels of deprivation and social exclusion, urban, coastal and rural areas. In some sites groups included migrant children and ethnic minorities.

While children have in general been excluded from disaster and emergency management practices and processes, among children there are additional areas of exclusion: socioeconomic status, gender, levels and access to education, urban and rural, children from migrant backgrounds, children with disabilities, refugees, out of school children, street children and others. Working with marginalised children also poses

challenges on how to include them in a meaningful participatory process since many of them have internalised their marginalisation and oppression, and may have difficulty feeling qualified to participate, especially if mixed with other, more privileged children. When faced with mixed groups, the facilitator must take great care to show respect to all children, and figure out ways to draw in underprivileged children and affirm their thoughts and opinions. For this reason, CUIDAR staff across the project developed partnerships with different specialised trainers and organisations that have strong relationships with children with special needs.

Context and target background diversity: some examples

PORTUGAL: after conducting pilot workshops in Lisbon, the capital city, two of the cities identified for the project are locations where in the past and more recently, disasters have resulted in fatalities. Loures, a city on the outskirts of Lisbon with 27,769 inhabitants is prone to flooding and heat waves. The last significant flooding event occurred in 2008, although major floods that occurred in the 1960s still echo in the memory of Loures' citizens, due to a high number of fatalities. The second city Albufeira is a coastal city in the Algarve with about 13,646 inhabitants, many of whom are recent migrants. However, the city doubles its population in the summer months due to tourism and holiday homes. Albufeira is prone to coastal erosion resulting in the collapse of cliffs onto beaches and flooding; events that occurred in 2009 and 2015 with several fatalities. The children who participated in the consultations in both cities included migrant children descending from Roma families, Bulgaria, South Africa, Cape Verde and Brazil.

UK: the workshops were run mainly in areas of high deprivation with high poverty rates, and with marginalised or socially excluded groups. For example, in Glasgow children that participated in the project were exclusively migrant children, from Slovak and Romanian Roma origin. Three of the nine groups selected were from areas affected from floods in last decade, and two groups included a high percentage of children with English as an additional language.

GREECE: the partner has expertise in childhood and disability and special educational needs, so in Greece workshops were run in special and general educational settings in three cities, namely, Athens, Thessaloniki and Volos. Specifically the participants included children with no disabilities as well as children with visual impairments, children who were deaf or hard of hearing and communicated either in Greek or in Greek Sign Language, and children with multiple disabilities. In addition, all these children came from different ethnic backgrounds.

The workshop activities and Framework were designed to be used by partners with children aged 10-17, therefore activities with children younger than age 10 as in the case of Greece were modified for effective application according to needs and type of disability. Children in different age groups have different capacities and different

communication styles and their learning and participation is most effective when grouped with similar age ranges.

The children involved in CUIDAR workshops varied in age however the three main groups were children from 6 to 11 years, 11to 14 years and 14 to 18 years old[3]. In the majority of the countries, children were consulted within the school context and in some cases in local youth groups (27 school classes and 6 youth groups).

The main difference in working in these two settings derives from the differing perceptions of children's capacities and potential, and on ways to design activities depending on the participants' age. While at school, children's capacities, and expectations about their involvement, are shaped by expectations of the school grade attended, so activities and outputs are designed and judged accordingly. Within the more informal setting of a youth group, age itself is not necessarily going to limit the design of activities.

Children are not a homogenous group and their age cannot be the only factor we consider when we determine the involvement they should have in matters affecting them. Each child's level of competency will also depend upon a variety of other factors – for example, the environment or culture they were brought up in, their access to education, level of maturity, and their physical and mental wellbeing (Save the Children 2010).

The CUIDAR groups involved from 5 to 30 children. Larger groups potentially can be more difficult to facilitate and to foster genuine participation. In Greece, some of the workshops took place in special schools with 5 to 8 children. Special schools typically have fewer numbers of children compared with the large number of students in general schools. The participatory activities proposed in the Consultation Framework anticipated 15-25 children; these were accomplished very well in the smaller groups when adapted for children with disabilities to enable their participation.

[3] In this document, children are defined as up to the age of 18, as per the UN Convention on the Rights of the Child. As explained, the Greek partner was able to involve children from the age of six.

The schools and youth groups allotted varying amounts of time (and in different ways) to the CUIDAR partners so that the workshops as a whole in each location ran for between 4 to 30 hours, with 3 to 24 sessions in each. In some cases the sessions were embedded in the morning classes for 1 to 2 hours, while in other cases they were organised during the afternoon and lasted from 2.5 to 3 hours. As shown in Fig. 3, in some cases where higher numbers of children were consulted this resulted in fewer hours spent during the workshop sessions.

Figure 2: Workshop structure summary

CUIDAR workshops were facilitated in each partner country by a range of actors, depending on partner needs and the Framework suggestions. In many cases CUIDAR project staff needed to play both the role of educator and facilitator: educating the children on DRR concepts, building children's capacities in DRR skills and tools, and facilitating discussions among children to allow their opinions and perspectives to emerge clearly and freely and be prepared to learn from children. For this reason and as suggested in the Ethics and Safeguarding Checklist circulated among partners along with the Consultation Framework, any CUIDAR project staff running workshops who had no experience of DRR concepts and participatory methods should have received training or trained personnel should have been hired.

Across almost all sites in the project, a minimum of two educators who complemented each other in these areas of expertise (or that were properly trained in these areas), co-facilitated the workshops with children. Co-facilitation by two adults ensured that child

protection standards were met along the process. Where not possible, CUIDAR staff co-facilitated the workshops alongside schoolteachers. In some contexts, however, teachers are not used to participatory teaching models, preferring a teacher-centred model, and therefore we received different feedback and results between groups.

Country/City	Total children consulted	Girl	Boy	Age	Total workshop hours	Total n. of workshops x group
SPAIN						
Ciutat Meridiana	17	5	12	9-10	15	10
Gandesa	30	15	15	11-12	15	10
Saint Celoni	20	12	8	14	15	10
Lorca	18	50%	50%	14-18	15	2 week ends
Total Spain	**85**					
PORTUGAL						
Lisbon 1	49 (2 classes)	26	23	9-10	6	3
Lisbon 2	57 (2 classes)	23	34	14-15	4,5	3
Loures 1	26	11	15	9-10	8	4
Loures 2	11	8	3	14-15	11	4
Albufeira 1	24	13	11	9-12	8	4
Albufeira 2	10	8	2	14	8	4
Total Portugal	**177**					
GREECE						
Athens 1	8 (2 classes together)	2	6	10-12 13-14	24	12
Athens 2	10 (2 classes) 1) 5 2) 5	1) 50% 2) 50%	1) 50% 2) 50%	1) 10 2) 12	1) 20 2) 22	1) 10 2) 12
Thessaloniki	26	12	14	10	24	24
Volos	19	11	6-7	10	19	19
Total Greece	**63**					
UK						
Belfast	6	50%	50%	9-11	22	15
Edinburgh	10	50%	50%	7-10		8 + 2 full-day sessions, 1 half-day sessions
Glasgow	9	40%	60%	10-11	19,5	13
Newport	29	55%	45%	10-11	18	9
Swansea	23	58%	42%	10-11	18	6
Croydon	19	50%	50%	9-10	12	8
Thanet	13	50%	50%	9-10	24	12
Salford	26	45%	55%	9-10	18	12
Rochdale	33	59%	41%	9-10	28	14
Total UK	**168**					
ITALY						
Ancona	17	14	3	14-18	25	10
Concordia	9	6	3	13-14	16,5	11
Crotone	13	8	5	14-18	30	12
Genova	20	20	5	11-14	25	10
Total Italy	**59**					
Grand Total: 552 children						

Figure 3: Table of overall workshop data across the project

Workshop facilitation teams: some examples

CUIDAR PROJECT STAFF: In some cases CUIDAR project staff (including the coordinator and/or other members involved in the different work packages), ran the workshops as both educators and facilitators. The profiles involved were diverse but mainly staff were researchers that have a background in Sociology, Educational Sciences or related fields and were experienced in working with young people, through research activities, teaching classes or performing educational services in informal contexts. Consistent involvement of CUIDAR staff ensured the integration of the outputs between WP3, 4 and 5, keeping a strong line connecting the project, and ensuring that all feedback from children was collected. It also ensured that changes and mitigation actions could be taken quickly.

Qualified educators in children's participation are supposed to be able to establish a genuine trust with the children, to build good relationships with them, facilitate good relationships among the group, and build children's self-confidence and self-esteem to promote their active participation. The most suitable option is to train workshop leaders in DRR concepts and tools in order to have a specific team able both to train and to facilitate the process. Another option is to have a mix of staff, some experts in DRR concepts and tools and some experts in facilitation processes with children. This last option can be very helpful if monitoring, coordination and planning mechanisms are in place, while the main limitation is the time-consuming nature of this way of working.

TEACHER FACILITATION or CO-FACILITATION: Across the project we found that in some countries, especially within the school context, workshops were run or co-facilitated with the schoolteachers. This option can be helpful when children participating in the project have special needs and in this case teachers with specific expertise and knowledge of the group can effectively support in the workshop provision. This is the case for the workshops in Greece where CUIDAR project staff co-facilitated alongside special education teachers and other professionals, experts in education of deaf and hard of hearing students or students with visual impairments.

On the other hand, we found that where workshops with children with no special needs were co-facilitated with the teachers, children were more reluctant to give their opinions and to intervene actively. In some cases, the role of the teachers was mainly a secondary role, based on setting and maintaining limits for children (e.g. to quieten the class) and generally they didn't get involved in the participative dynamics. This option can be more effective if teachers are involved in the session planning and methodology design, and when they fully understand and agree on participative dynamics, but this is very difficult to achieve due to the limited time that teachers are often able to give to extra curricula projects.

OTHER ACTORS: Depending on the workshop plan, other actors took part in the workshop provision to share their knowledge to strengthen specific topics or to do specific activities with children. In some cases, 'local experts' were invited, such as older people or people with intimate knowledge of the locality. Such people helped the group recover collective memories about disasters and significant events that happened in the city or neighbourhood. Other actors that were invited in many partner countries were civil protection authorities/staff, firefighters, rescuers, etc. to educate children about DRR concepts or what to do in case of disasters. Non-profit environmental organisations and community led associations also shared their expertise about specific topics especially when children had to work on the prioritisation of risks.

Children met these actors either at school or in their place of work. Moreover, children got in touch with professionals who helped them design and build their communication tool such as graphic designers, professional storytellers, video makers, etc. It seems that the option to include a wide range of external actors in the workshop plans was very successful even though it is important to highlight that external actors must be made aware of the project aims and methodologies in order to adhere to the participative nature of the project. In addition, experts may find that their role in this project is demanding in terms of organisation, preparation, management and follow up.

CHILDREN CO-FACILITATION: Children and young people make great facilitators with the right support and preparation. Their participation as facilitators should be entirely voluntary, and they should have been properly briefed and prepared. Depending on how much experience and confidence they have, they could plan and run sessions themselves or they could simply work with the team as a co-facilitator. It is important to negotiate with each young person about what they feel comfortable doing and make

3.2 Grounded knowledge building and defining disaster

Child-led identification of risks, impacts and what different actors can do to mitigate risk was the core activity of the first section of the workshop Framework. The main objectives here were to engage children in a discussion about risks, giving definitions of DRR concepts based on what they consider hazards, risks and disasters, and then prioritise the risks based on the impact they could have on children, their family and

community. To be child-led a process, the process should be set in order that the children and young people themselves identify issues of concern, with adults serving as facilitators rather than leaders. At the beginning of the project CUIDAR partners shared participative standards among the consortium and the actors involved in the workshops, such as teachers, civil protection officers, etc, in order to promote children's participation and, where possible, child-led actions across the project. This participation was encouraged by utilising child-friendly methodology and activities to make the topic interesting and accessible to all ages and settings.

Participation as a key start activity: some examples

Across the project we found that teams had given a special focus to discussing with children the importance of their participation and why it's important their voices are heard. As a way into this topic, CUIDAR partners introduced the UN Convention on the Rights of the Child in the first meeting with the children, focusing on Article 12, the Participation Principle. We consider this as a crucial step in empowering children and strengthening their self-confidence to participate in the workshops and to better manage the whole process through the Mutual Learning Exercises and the National Events.

GREECE: one group consisted of children with severe visual impairments and multiple disabilities (MDVI) 10-12 years old attending the 4th and the 6th grade in a Special Primary School in Athens. The children were not particularly sensitised regarding their right to participate. Also, because of the visual impairments they have limited access to information and little chance to get involved in projects about their rights. In order to introduce the topic the CUIDAR staff used activities and educational tools that enhanced the access of the children. Some examples of such activities included: CUIDAR staff preparing two bags with tabs written in Braille code with rights and duties. Children chose one tab and then discussed in plenary if what they chose was a right or a duty and why. Another activity that worked well was The Tree of Rights, CUIDAR staff built a 3D tree form; children wrote one or more rights that they considered important on cards and stuck them on the tree.

Figure 4: The Tree of Rights – Workshop in Athens

UK: Many of the children in the UK schools had not studied, nor been introduced to, the topic of child rights. Some activities that worked really well to introduce the topic included the activity **'Picture My Rights'** – each child drew a picture to depict a particular right, some chose to portray what it would be like if the right wasn't honoured as well as what it would be like if the right is upheld. Other activities included the **'Body of rights', 'Talking feet'**, the '**Rights quiz'** and **'Rights Bingo'.**
Today I learnt that everyone has a right to have a right because I thought that we are too young to have a right. (Lilly, England).

SPAIN: When introduced in workshops, children closely linked participation to the concept of helping at home, or sharing ideas, to learn, to respect, to participate in leisure activities, volunteering, to have responsibilities to help younger students. They stated that there are spaces which enable participation such as with friends, and that there are more constrained spaces such as the house and the school. *With friends, it is easy to participate, at home, it is difficult to participate because we are more tired* (they associated it to 'helping' at home). Throughout the workshops and once they started experiencing participative methods, other ideas about participation emerged related more to: *expressing opinions, being people, having things to tell, having the same rights, Timid people find it harder to speak up, boys and girls express themselves differently and this difference has to be taken into account just as happens with shy people.* Other children related participation to the need to receive attention, to be noticed and their opinions sometimes show how they are not used to be consulted, to share and negotiate their point of views among them and with the adults, *I like to be listened to when I try to give my opinion, when we notice that someone does not feel good, we ignore it. Young people's opinion is always the best, my decision is the best and I will not give in to the group, I do not agree and I don't need to argue it.*

Creative thinking about disasters

After the workshops about children's participation, which created enthusiasm for the topic and curiosity for the project, all CUIDAR partners focused on exploring the main DRR concepts with participants, starting from their knowledge base in order to understand what children already knew about disasters and build with them definitions of hazard, risk and disaster. This was mainly done through creative thinking working with children's existing knowledge on emergencies and disasters that happened locally and internationally. The creative thinking was stimulated with different age appropriate tools, which helped children to better understand concepts and build their own definitions. To help the younger participants, facilitators showed them videos or pictures evoking natural and technological hazards.

In some workshop sites, such as Lorca in Spain and Concordia in Italy, which both experienced recent earthquakes, participants knew of the main concepts related to DRR, as well as the risks of the territory. This allowed for fluid work, in which they quickly made links with the concepts from personal and community experiences. In other cases, especially in countries or areas which had not experienced disasters or hazards, children often considered these as something exotic and not related to one's own experience.

What disasters mean for children: some examples

PORTUGAL: To introduce the topic and define disasters with children, CUIDAR staff used the Individual Personal Meaning Map activity, where children were asked to write or draw anything they could think or remember about this topic and then share their ideas in plenary for discussion. The debate started more discussion about large scale and international events. These children and young people mostly did not know very much about disasters, as what they knew came from TV programmes and films or from drills at school. When asked to give examples, they referred mostly to so-called 'natural hazard' events, such as volcano eruptions or tsunamis, earthquakes. But there were also other general definitions such as *something bad we were not expecting*, *an event that causes destruction*, but also *a problem a country has, such as terrorist attacks*.

SPAIN: In some groups of children consulted, their first ideas of disasters were

associated with ‘a thing that damages the environment’, ‘something dangerous’, ‘something negative’. Through several resources, small group work or plenary discussions, drawings and murals, participants discussed whether all disasters were caused by ‘natural hazards’, arguing mostly that they were, but that in many of them humans also had a prominent role (e.g. car accidents that causes a fire, wildfires cause by fireworks). Participants also mentioned earthquakes, tsunamis, plane crashes, tornadoes, a clash of planets, a black hole, a landslide, terrorism, a hurricane, a train accident, a plague of mosquitoes, wild boars, flood, snow, and windstorms.

A risk for them was associated with being in danger, going to the mountain and falling, someone entering a shop with a mask and wanting to kill you. One specific group showed a greater awareness of threats and violence between people, to the extent that they repeatedly spoke of fights, violent dogs, pistols and robberies. They knew most of the cases from the television, although some knew of them from parents or grandparents. In some cases, such disasters had occurred in their country of origin (one child mentioned huge floods in Paraguay). To clarify the concept, some groups of children discussed the difference between a risk ‘in your control’ compared to a risk ‘out of your control’ for example by differentiating between a ‘natural hazard’ and choosing to do something ‘risky’.

“We have linked these three concepts, and we have said that the hazards/threat leads to risk and risk to disaster. Disaster is the event that causes damage. The risk is that we live in a seismic zone”. “*Disasters negatively affect society, for example an earthquake”. “We have drawn a house that is falling, the trees are falling”.*

Figure 5: Photos from workshops in Spain – Disaster creative thinking post it

UK: This activity prompted different feedback depending on the group consulted. In some sites, children were very aware of different types of disasters, as they had been exploring these already in previous lessons at school. In other sites, there were a lot of changes over the course of the project. Initially, disasters were something exotic and not understood or related to one’s own experience.

Talking about hazards, facilitators used examples in the house, the classroom and the community, helping children reframe their understanding of hazards. In general, children talking about hazards gave examples such as earthquakes, thunder, fire, and lightning. Talking about the risks they could experience during the winter, they identified snow storms or freezing to death. The facilitator asked what risks might there be at home and on the way to school, and children identified: falling down the stairs, choking on small objects, sharp objects such as scissors and knives, fast cars, electric shocks, crossing the road, crime, scary people with knives and guns, fatal electric shocks, food poisoning, bullying, hitting, being attacked at school, getting lost and leaving the school without telling someone.

GREECE: To facilitate the discussion about disasters, the tools, activities and methodologies were adapted to the needs of children with visual impairments as well as those of children who were deaf or hard of hearing so that the whole learning procedure and all the information was accessible to them, For example, in the case of children with visual impairments creative thinking was stimulated with games with sounds of 'natural' hazards, with the **use of models that children could touch and explore** (e.g. a volcano model), tactile and enlarged materials or with texts in Braille. The definition of the main concepts around the topic was also done choosing from words pre-selected by the facilitators and, after a discussion in-group, participants gradually selected the words connected to the definition of disasters, and also found others in order to build a vocabulary bank. Through the discussions, children showed some knowledge about disasters mainly influenced by TV news or movies but also because earthquake drills take place in all schools under to the Greek educational system. Some children interpreted the notion of disaster as related to a localized context – such as family or work environment – whereas others had linked the notion of disaster to a broader context, more open and abstract such as a country or a continent. Mostly, they considered disaster as a situation during which people could not go to work, to the supermarket, and children could not play. Due to the current social situation in the country, children also identified disaster to the economic and the refugee crisis.

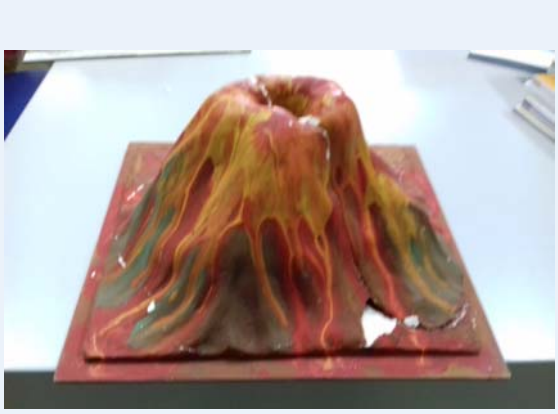


Figure 6: Models and tactile materials from workshops with visually impaired children in Greece

ITALY: Through a conceptual map participants were invited to build their definition of main concepts such as 'risk', 'emergency', 'disaster', and 'hazard' - choosing from terms pre-selected by the facilitators. After a group discussion, participants gradually selected the words connected to those terms and found others in order to create the definition of each concept and build a vocabulary bank. With the younger participants to help them, facilitators showed pictures of what they termed 'natural' and 'human-made' hazards. The 'groupthink' around the topic was helpful in engaging the group in discussion, questions and storytelling in order to deepen the concepts. To clarify the notions and enhance knowledge on risk and emergencies all CUIDAR groups enjoyed playing 'Risk land', the UNICEF DRR game. Using this game, especially the adolescent group could use the terminology learned and develop it in an engaging and recreational way, such as adapting the 'questions and answers' to the specifics of their city and the Italian context. Moreover, two youth groups used the game as a peer to peer education tool in their schools to celebrate the National Day of Safety in School, 22nd November 2016, playing the game with their class mates and sharing what they had found out so far with the CUIDAR project.

Figure 7: Photos from workshops in Italy – Participants playing Riskland

3.3 Risk impacts and prioritisation: what matters for children

After broadly exploring the topic with a more general overview of disasters, the second part of the process focused on the classification of risks based on the impact they could have for the group, families, the community and for local authorities and the measures children and adults can take to reduce risks.

With this aim, participants were encouraged to deepen knowledge of their local context, ask questions and to do some research at home about risks in the places where they lived and asking questions of families and peers about their perception and prioritisation of risks. Furthermore, children and young people identified local key actors involved in emergency management and DRR and invited them to participate in the workshop sessions. This helped children to meet the adults, pose questions, express their views and interact with them as an empowerment process prior to the Mutual Learning Exercises.

Children and young people in some cases had no knowledge about the risk management phases and about self-protection rules to use except risks that they learned about during preparedness activities at school, for example the fire and/or earthquake drills that are mandatory in schools for all CUIDAR partner countries.

Prioritisation of risks

Fig. 8: Historical Calendar created by young people in Crotone, Italy

Different types of activities and methodologies prompted participants to move their thinking from the general knowledge of disasters to a more locally oriented discussion; to look at the possible disasters that could happen in their community, giving them a ranking, and to reflect on the impact the disasters could have on them. As a home activity, some children asked parents, relatives and friends about their risk perception and prioritisation, they asked questions about the disasters that occurred within the community in the past and also carried out internet searches. From the groups' experience in the different countries, it

emerges that children and young people tended to prioritise risks related to disasters they had experienced in the recent past or that they felt were more likely to happen.

To promote a better historical understanding of the most relevant events in the development of the community and to reconstruct the past to better understand the present with regards to the factors related to disasters, the main activity proposed by CUIDAR partners was the Historical/Seasonal Calendar or 'Chronology of Disasters'.

These activities were an opportunity to explore local changes in recent years and to focus on social, economic, environmental, industrial aspects and to visualize the different events, experiences, and conditions. The effectiveness of this activity was amplified when representatives from the community participated in the workshops to share their knowledge with children: many groups discovered events that had happened in their community which they had never known of. As an example, during this chronology exercise a group in Italy discovered how the city structure was re-designed after a major flood in the 1960s. Because of this event, some of the neighbourhood disappeared while other parts were built to host the displaced population, and many of the young people found that they were living in this 'new' neighbourhood. As a result they decided to put together all the information and created an infographic about the frequency and impact of the events. They shared these information with their peers at school, their families and their community, throughout different local events (see section 3.4).

Fig. 9: Workshops in Greece

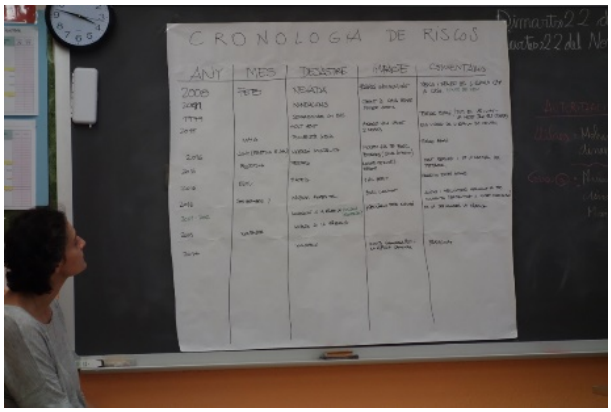


Fig. 10: Historical Calendar, Spain

A similar activity has been completed in Spain where facilitators shared a collection of pre-printed news about past events related to local risks in order to feed the chronology. Participants then discussed what they found with a local expert who gave them other input and details about their community. Or they hosted the captain of a local police station to support children in placing and giving context to some of the episodes they found in the news or they had discussed at home with relatives. The chronology of events activity was the basis for prioritising local risks, and figuring out which risk the participants wanted to focus on and learn more about.

The risks chosen in the different countries sometimes were the result of a long negotiation within the group, see one example in the box below.

Reaching consensus about risk prioritisation: an example from Spain

SPAIN: In some cases, the historical chronology of disaster activity, and the consultation at home, brought up some interesting results. For instance, in Gandesa, Spain children identified two events particularly noteworthy to them: forest fires and the Spanish Civil War (1936-1939). The attraction of these two themes was strong, generating an interesting and long discussion between workshop participants. On one hand, they recalled that a few years ago there had been some important forest fires near the town but also, they found the topic of the Civil War to be very important since they found out that the topic was (still) very sensitive when they asked their relatives about disasters. Older people talked of it as the worst thing happened in Gandesa. They told us that Gandesa has the museum of the Battle of the Ebro, one of the most famous and bloody episodes of the final stages of the war. For them, thus, it was also connected to their cultural heritage and to what they are known for. People have memories of migrations, war episodes and there is still much war material buried in the fields (such as weapons, vehicles, etc), shelters and graves. The discussion between them was intense: on one side, it was argued that the fires were more likely, more frequent, and that the voice of children could contribute more clearly to prevent them. In addition, they mentioned that the fires could affect the agricultural fields, an important part of the economy of the region. They also affirmed that the war belonged to the past, the fires not, and that in the war the politicians decide and therefore they would never listen to a child. On the other hand, they argued that the Civil War was the worst thing that ever happened to Gandesa. Also, that it was an episode from which they could gather more and better information, especially from their grandparents. They also wanted to work to prevent more wars. Some children also added other disasters that they believed were of interest: floods, droughts, air crashes, technological hazards, nuclear accidents (it was recalled that there is a nuclear power station at about 20 km from Gandesa) and plagues. Finally, the disaster that gathered the most support was the fires. The children believed by a narrow margin that in fires they could develop a clearer and more real influence. Although this was a firm decision, the Civil War continued to appear as a topic of

In the infographic below we report the risks chosen by children in the different countries:

Risk impacts

For children and young people that had never experienced disasters, thinking about the impacts that disasters can have on their lives was quite a difficult activity. To facilitate this process across the project, partners found experimenting with different tools useful, such as showing videos or pictures, group thinking, focusing on personal, family and community impacts, and identifying the range of possibilities arising from emergency situations.

These discussions prompted the groups to explore other concepts including 'vulnerability', 'capacities' and 'resilience'. When talking about vulnerability, in many groups children showed a strong level of empathy for vulnerable groups e.g. elderly people, babies and toddlers, who might be impacted seriously in emergency situations. Participants discussed other kinds of vulnerability, such as people living far from the village, town or city, people with mental health problems, foreigners who do not know territory or language, tourists, wheelchair users and children who would not know who to call or what to do. The children also suggested psychological support for those affected by disasters and for people rendered homeless.

We should do more about disabled people and how children can take care of them, and help them escape in a flood. (Kasen, England)

In Portugal, these discussions were held during a very cold period, similar to a cold wave and the classroom wasn't properly heated. When asked about who was the most affected during a cold wave, the class readily stated: '*Us!*'

Children in Italy and the UK that experienced disasters in recent years, earthquakes and floods respectively, could identify quickly some of the major impacts they and their families suffered. They discussed the impact on housing, schools, teachers, parks and businesses. Some of the children spoke about how the disasters had affected their grandparents' graves and the impact of losing personal memories and possessions. In the UK when asked what would happen if a flood was to happen in their community, children gave the following suggestions: *The school would be closed! Food wouldn't be able to get in! The doors would be blocked. You'd have to stay in your house until you starved. Your house would need to be fixed. You would have no money, the council has to pay for it.* One impact that the group were positive about was how the floods had brought the community together and it gave them a sense of pride in their community. Other main impacts children identified as affecting their lives were:

- being evacuated from your home
- loss of access to services
- getting injured or sick, possibly people dying
- confusion or panic
- disruption to daily life

- disease
- being afraid
- separated from family
- economic loss
- loss of access to clean water and fresh foods
- farms and crops destroyed
- animals and pets die
- damage to your home/unsafe housing (not having anywhere to stay, losing one's belongings)

In Greece, although children had not experienced disasters in recent years and despite the fact that some children were particularly young (e.g. 6 years old) and also many children had disabilities, through a variety of activities they identified some of the major impacts of various disasters (e.g. flood, forest fires, fires, earthquake) or for specific disasters as for example the forest fires and the earthquake which the children choose to investigate. Specifically the children identified the following impacts:

- Environmental impact
- Economic loss/material damage
- Victims (dead/injured)
- Being evacuated from home
- Animals and pets die
- Confusion/panic/being afraid, unhappy feelings
- Lack of food, clothes and services
- Nonchalance
- Health impact
- Destruction of the forest
- Loss of access to services

The children in all schools in Greece interacted with the head teacher, the teachers and their peers who did not participate in the CUIDAR project and discussed the school emergency plan (e.g. in case of a fire or an earthquake) and the evacuation process. Finally they were invited to develop a sense of belonging to a community, which extended to their family, their school, their relatives and their friends.

Community mapping: strengthening children's knowledge

To strengthen participants' knowledge about their local contexts, CUIDAR partners found the Community Mapping activity very useful. The aim of this tool was to make children aware of and understand better the relation between the environment and the existing risks, then plan measures to prevent or reduce the identified risks.

To carry out this activity participants were asked to portray their community or neighbourhood from their perspective and in the way they preferred, identifying important locations and landmarks, human and material resources but also the risks, vulnerabilities, and local capacities available. Children and young people enjoyed this activity, which gave them the chance to express themselves creatively and at the same time raising awareness of the vulnerabilities and capacities of their context. Using drawings, aerial photos and 3D shapes, participants identified residential areas, schools, hospitals, government and public buildings but also infrastructures and places important for them in their everyday life, such as their sport and recreational areas, shops they used, theatres and cinemas. Children identified these as safe places in case of emergency. This activity also help children to prioritise the risk and the topics they wanted to explore more in detail during the following workshops.

Fig. 11: Maps from workshops in Italy and Spain

Fig. 12: Mapping activity in Portugal

Another useful way to do the mapping was through external walks or field visits. In some cases, participants walked around their community, neighbourhood or to a specific place to discover more details and complete the map. During the walk, children took cameras, paper, pencils and stickers with them to note their observations, and what they wanted to add in the community map. In some cases, photos were laminated and then used to create the community map.

In some cases, these maps were revisited several times throughout the workshops, adding new details discovered during the workshop sessions and from subsequent meetings with experts.

Fig. 13: External walk with civil protection officers in Genova, Italy

What children and adults can do to reduce risks

After the identification of the impacts caused by the prioritised risk/s, each group discussed measures to reduce risks that children and adults can take before, during and after a disaster.

After some creative thinking about the main management and preparedness actions that different actors within the community could take to prepare for and respond to a disaster, CUIDAR facilitators used different approaches to support identification of relevant people and measures. The aim was to design collectively a communal plan for disaster preparedness that would diminish the impact of disasters in children's lives. The plan would help by identifying who will do what and how, before, during and after

the event. Along with the Community Map facilitators used the 'Actors Map', the 'Emergency Bag', the 'Personal Safety Plan' and the 'Family Preparedness Plan' among others.

It was interesting that while children were not given any specific information on official civil protection recommendations for addressing the risks identified beforehand, yet many measures they proposed were logical and reflected official advice. Though some measures were similar to Civil Protection advice, children were usually more ambitious, particularly in the recovery phase, coming up with ideas such as organising donation campaigns for those in need or creating more green areas to absorb excess water in case of floods.

Fig. 14: Playmobil figurine from workshops in Portugal

To help younger children to identify the relevant actors [4] involved in emergency situations in some cases facilitators used pictures or Playmobil dolls (see Fig 14 from workshops in Albufeira, Portugal) to show the different bodies and institutions involved and to define their roles. Children could identify a range of actors including the civil protection authorities, police officers, firefighters, doctors/paramedics, mountain rescue, coast guard, and the military. However, the children also looked beyond this, identifying their family and friends as people who would keep them safe and provide shelter and highlighting that the school could provide shelter too. Through the project, they learned about resilience forums, community wardens, local community groups and housing associations that could be involved, if needed. The Map of Actors was carried out differently in the case of younger participants: in some groups, participants decided to draw a comic representing the actors involved before, during and after an emergency, or in other cases the discussion was stimulated using examples of disaster that happened locally. In addition to the most common authorities involved, children also identified scientists as key stakeholders to inspect the disaster area and psychologist to give support to affected people. Many children expressed how they would like to be involved in supporting others in the

[4] These professions involved in emergency management and response have different names and are organised differently depending on each CUIDAR country. In general we will define Civil Protection officers and authorities as those actors involved, at different level (local and national), in emergency planning and response.

community in the future. At this stage of the project participants were encouraged to invite the local key actors identified to participate in the following workshop sessions or to plan a visit to some places of interest.

What children think adults can do for them in Portugal

'Giving food to those in need' (welfare worker)

'Saving people in risk of death' (emergency health service)

'Helping people to remain calm' (adult woman from the community)

'Can alert people from the community, help people, call the police' (community member)

'Can take people who urgently need to go to hospital' (emergency health service)

'Can help and rescue people at sea' (marine authority)

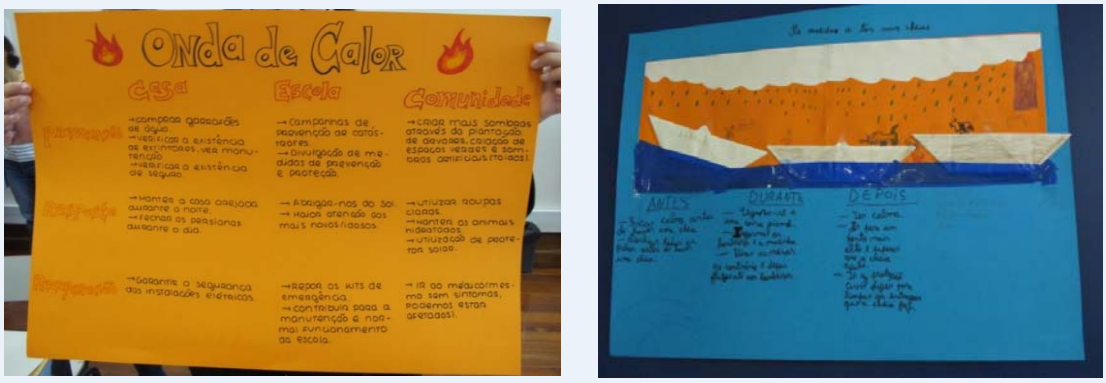


Fig. 15: Posters from workshops in Portugal – Mitigation measures for heat wave and flood

Children and young people were engaged and motivated to meet other external actors, emergency responders and professionals who might help them to prepare, and make their communication tools. Children prepared questions for stakeholders about specific risks and mitigation measures but also they were very interested in knowing how emergency responders manage fear and emotions during emergencies. The children found interacting with external stakeholders memorable, and their expertise very useful for either embedding specific and technical knowledge or building confidence/skills.

What children can do in Greece

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 of their school, child in Greece.

At individual level, the children reported the responsibility of each person for the prevention of forest fires (e.g. not throwing cigarettes or other rubbish, avoiding the use of flammable toys or material, etc.). In addition, children understood that their families should prepare an emergency survival kit and an emergency plan.

Fig. 16: Posters from workshops in Greece

What children want to know in Spain

Children do not know how to act when we are alone in case of emergency due to a forest fire

We know what to do in school due to the drills, but I would not know what to do if we were alone

I would be blocked. We would be scared and we would get nervous

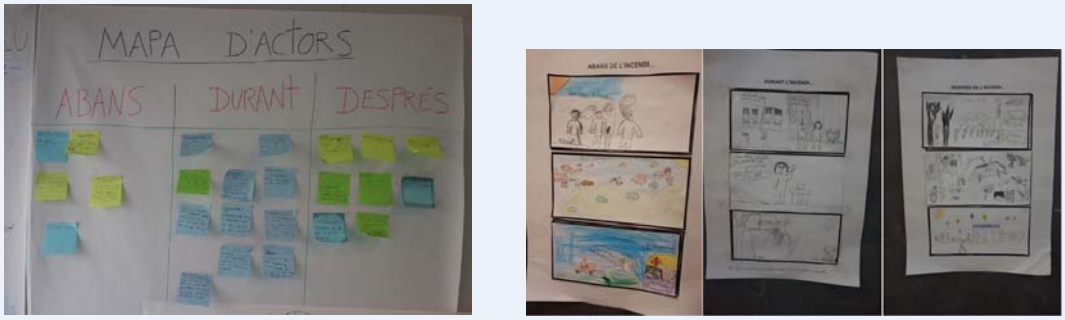


Fig. 17: Posters from workshops in Spain – Actors Map

Learning from the experts: some examples

UK: Children were engaged with a variety of local stakeholders depending on their requests and needs. Across the workshops they met the Risk Avoidance Danger Awareness Resource in Northern Ireland (an interactive and immersive educational programme), and the Glasgow Housing Association – Community Hub. Many had a visit to a Fire Station, and had a question and answer session with local authorities, a police member, an ambulance driver, and firefighters. Examples of questions posed by children were: *How hard is your job?, What would happen if you left your hose on in a flood?, How do you save people's lives?, Can you help us stop the flood & ambulance?, How do you keep pets safe?, How did you learn?, What would you do to stop this flood?, How can we help you (police)?, How do you rescue people?, If there was a flood, would you use a helicopter?, How do I become a police officer?, How do you put out fires if you have no water?, Are you good at your job?, Do you have the right equipment?.*

Once they had defined the key messages they wanted to communicate, and the communication tool to do it, children met professionals who could help them in this task. For instance, some children worked with a graphic designer for a leaflet design, or a professional Story Teller and drama company to prepare their final show.

Fig. 18: Visit to a fire station in UK

SPAIN: Following one group of young people's request to leave the classroom setting and do something more interactive, CUIDAR facilitators organised a visit to one of the important chemical companies operating in the Sant Celoni area and which was involved in a chemical accident 20 years before. This visit was very interesting and participants could see in situ the safety mechanisms that the industry uses to help prevent accidents. They also could experience what chemical risk means, for example, they had to turn off mobile phones and put on protective clothing in order to tour the facilities. Later, the group engaged in producing a map of actors involved in emergencies, addressing some doubts, and giving them ideas about important actors in case of chemical accident, (the risk prioritised for attention by the group).

GREECE: One group of children attended an educational programme about earthquakes at the Thessaloniki Science Centre and Technology Museum, NOESIS as part of CUIDAR workshop sessions. The schoolteachers involved contacted the museum staff in order to inform them about CUIDAR as well as to inform the museum about the characteristics of the school group composed of both hearing and hard of hearing students. During this visit the children participated in many activities which helped them to enhance their understanding of earthquakes. Inspired by the visit children expressed their ideas for further activities with the involvement of other associations and authorities in order to share with them their knowledge and their messages regarding the risk reduction, e.g. visiting the Seih Sou forest in collaboration with the Forestry of Thessaloniki to talk about forest fires and said they wanted to meet with the Hellenic Rescue Team. A group of children in Athens participated in a guided tour at the Fire Museum and also to the Emotions Museum of Childhood. During the visit to the Fire Museum the children had the opportunity to learn in an experiential way the different responsibilities of the fire brigade and the challenges of being a firefighter. The extent of and passion with which the children asked questions took the museum guide by surprise.

This was an exciting experience, which provided many stimuli to the children. The children were thrilled with the guide and the whole visit, since they learned many things. During their visit to the Emotions Museum of Childhood, the children had the opportunity to become acquainted with their fears. The whole agenda was directed by the animator of the museum, who guided the children and the educators to its exhibits, performed various plays and narrated fairy tales to encourage children to become acquainted with themselves and understand the world of emotions. Children stated they had a good time here, although said they would have liked more direct interaction and communication with the animator.

ITALY: A youth group from Crotone, participated in the annual national campaign 'IO NON RISCHIO' (I don't take risks!) promoted by the National Department of Civil Protection to prevent risks related to earthquake, floods and tsunami. The group visited information stalls in a nearby city, they listened to the civil protection volunteers who explained what to do in case of earthquake, flood and tsunami and the prevention and preparedness actions to take. The CUIDAR staff had previously contacted the organisers explaining the project objectives and activities. At the end of the session, the volunteers showed the group the Civil Protection warehouse where equipment and vehicles to assist the population in case of emergency were stored. Participants found this activity very exciting, learned many things and had the opportunity to take part in other DRR initiatives.

Fig. 19: Civil Protection warehouse visit in Italy

Fig. 20 Local Civil Protection officers during workshop session in Portugal

What resilience means for children

Activities described above were all important parts of a resilience-building process achieved through the CUIDAR project, based on awareness around the topic of risks. For this reason, children were also asked to define resilience and suggest some actions they could do to enhance preparedness at local level.

In many cases, the word 'resilience' was a new concept and when known it was defined as *'resistance to damage', 'resistance of societies'* and *'capacity of adaptation to go back the way things, people or places were'.* It is interesting to point out that this concept was also associated with *'the process of mourning and recovery after losing an important person'*.

Having practical information about what to do in an emergency and who to contact was seen by the children as very important. They also identified a range of things to help people to be resilient, including teamwork, education, emotional control, physical strength, independence, perspective, maturity and life experience and problem-solving skills. Across the project children pointed at the importance of having good and reliable information and communication sources as a way to be more resilient and avoid further stress and anxiety during emergency situations.

*I learnt when there is a flood and it has stopped, you can help clean up the environment and other people's homes. I want people to be happy and healthy, (*Isaac, England)

The project helped me to know better the risks of my territory, and I have to explain these to my parents and the rest of the village, (Sara, Italy)

We learned about school emergency plans and we know that our school doesn't have one, so we want to ask our school director to draft it and make it available to the school population, (Crotone youth group, Italy)

I know that I have to put the batteries for my hearing aids in the emergency bag, (children in Greece).

Children want to learn how to manage emotions: some examples

Managing emotions and feelings was a topic that arose in many groups across the project, both among children and young people that experienced disasters but also among those who want to be prepared. Recalling their experiences, a group in Lorca, Spain, remembered that after the earthquake they didn't receive the support they would have liked and how they handled the situation informally was mostly with friends. They highlighted the importance of working on the emotional dimension surrounding disasters both at the time of occurrence (control fear and take good decisions) and after the disaster (find spaces to talk and share the anguish, uncertainties and sadness left by the earthquake). They felt that this emotional work was important at an individual level, but also collectively, since it could enable them to help others. *'Even if the earthquake happens in school we will be scared. Because I think that the fear is always there inside. I know what to do and how to react, but at the same time I am scared'* (child in Spain).

During the CUIDAR workshop sessions in Ancona, Italy, the area experienced multiple earthquakes that hit the region and other parts of central Italy (Lazio, Marche, Umbria and Abruzzo regions were affected by the 24th August, 30th October and 18th January 2017 earthquakes). Due to these events, the youth group formally asked CUIDAR facilitators to hold a specific workshop to talk about this experience. During the workshop, participants analysed how they lived and reacted to the event, both in practical and emotional terms. The main emotions coming out of the session were related to 'anxiety', 'confusion', 'fear', 'anger', 'panic', 'fear to lose the house', 'sadness for the affected people', 'need to be calm and not always in alert', 'because if the earth shakes, also life does'. Participants reflected on how the event affected their everyday life 'nights asleep', 'school closed', 'everyday life interrupted', 'no experience to deal with the event', 'we received false information and we had no reliable source of information'. But they also found out how some issues they discussed and learned about during the workshops helped them in the aftermath and how this could help them in future, *'CUIDAR, knowledge and prevention', 'Facebook help us to be in contact with civil protection and the institutions', 'I wrote a post on the municipality Facebook page asking to share the local emergency plan and the safe areas, and they did it'*. The young people asked several questions and were particularly interested to know *'how elderly people have reacted to the events of losing everything?', 'why schools which should be safe places had so much damage?'*

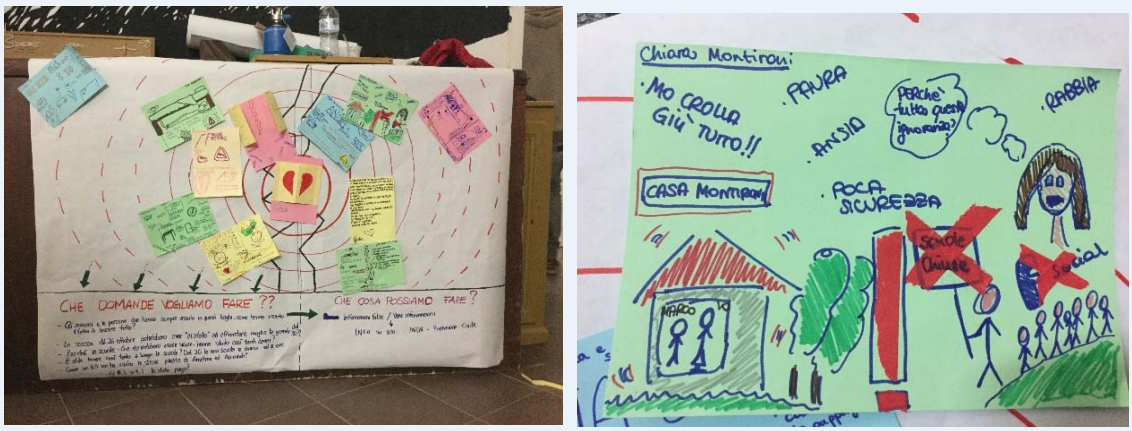


Fig. 21: Posters from workshops on emotions, Ancona group, Italy

As already mentioned above, it is interesting to note that consistently across the project in places were children and young people experienced disasters, one of their main concerns was about how to have true and reliable information just after a disaster. They told facilitators that they faced a lot of fake and unreliable information on the Internet and social media, which caused more anxiety and fear.

Similar feedback about the need to learn how to manage fear and emotions came from children in Portugal and Greece, where children expressed that they wished to learn how to keep calm and not to panic so that they can help their classmates and the others member of the community, including through the social media. Visiting the Museum of Emotions in Athens, students were very interested in this activity and expressed their great willingness to learn how to manage emotions and fear. Another group in Thessaloniki including children who were hard of hearing and hearing, discussed fear and disaster and agreed that it is natural to feel fear but the knowledge and action help us manage our fear.

3.4 Share ideas and advocate: child – led communication plans

The last section of the workshops addressed how to create a child-led communication plan in order to communicate and advocate to others (school fellows, teachers, parents, community members, institutions, etc.) and instil the key ideas, information and actions

to increase resilience within children's communities. At this point of the process, children had finished research, prioritised risks, and had to think and plan effective ways to share what they had learnt. To design the communication plan, children were asked to think, based on the risk prioritised, about the key messages and measures they wanted to share, the target audience they wanted to reach and the appropriate and more effective communication tool to use (e.g. posters, exhibition, drama) to advocate their messages (e.g. host an event or exercise in the community – school with key stakeholders, meetings with institutions).

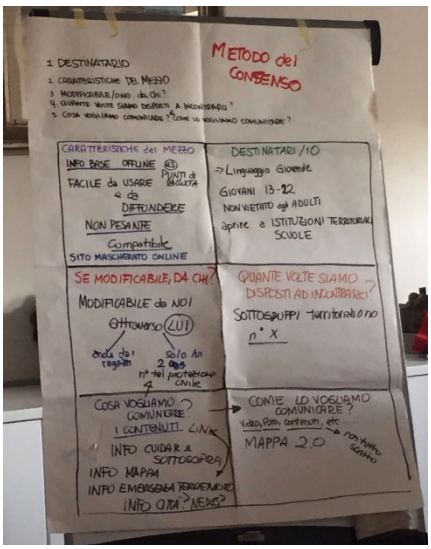
Key messages and proposals

The first step of the communication plan was to identify which key messages and proposals children wanted to explain to parents, peers, stakeholders and to emergency planners and decision makers. One of the main messages was the importance of children's participation. In many cases, children wanted to include Children's Rights in their key messages, e.g. *young people participate', 'young people can help'* and acknowledge that to them, asking questions and expressing their feelings is important. Another main concern for children was the importance of knowledge of risks and self-protection measures, thus helping to prevent damage and build resilience among the community. They wanted to inform their families and peers about risks and disasters, and share how they can be prepared. This would help to prevent fear during emergency. For instance, a group of children in UK felt very strongly that the General Household Emergency Life-Saving Plan (Belfast City Council) was not child-friendly and they felt it was important that other children benefit from knowing what to do in an emergency too. Furthermore, many groups expressed the need to share procedures on how to act in case of emergency outside of the school, since across many European countries school drills are mandatory so children experience these yearly without having other information about disaster management. *It scares me if I am alone or with friends or if I am going to go for a walk to the forest*. Children also pointed out the importance that emergency procedures and in general the knowledge of risks were accessible to all; people with language difficulties, people with disabilities which have the right to take part and be included in disaster educational programmes. Children also felt it would be important in emergencies to secure the places they see as safe community hubs, such as schools and historic buildings.

During these workshops, children proposed a number of actions that would contribute to meeting these goals. Examples include:

- Introduction of civil protection clubs at school
- Checking and maintenance for more resilient buildings in order to be prepared to face disasters
- Training for young people on how to act during a disaster
- Training on how to manage fear in an emergency
- Better and reliable communication during an emergency
- Access to pets and games during an emergency
- Dedicated spaces in emergency and to make them more comfortable

It is interesting to point out that the two groups in Spain and Italy which had previously experienced earthquakes shared their concern about the reliability of communications during an emergency. In Spain, the Lorca group stated that rumours after the earthquake produced further damage (e.g. people passed by with a van saying that another earthquake would come, that we had to leave, so they could steal from the houses). They also talked about the importance of creating reliable sources of information, centralised by the administrations, and to have spaces for debate and sharing experiences and knowledge among citizens. They recognized the importance of social networks (Facebook, Instagram) and mobile phones, but they were also aware that these may not work (in Lorca, in fact, the phones stopped working in the first hours after the earthquake). Also, the Ancona group in Italy, pointed out that after the earthquake, they faced a lot of fake and unreliable information on the Internet and Facebook, which caused more anxiety and fear about what happened or could happen. Both groups underlined the importance of access to true and official information during emergencies.



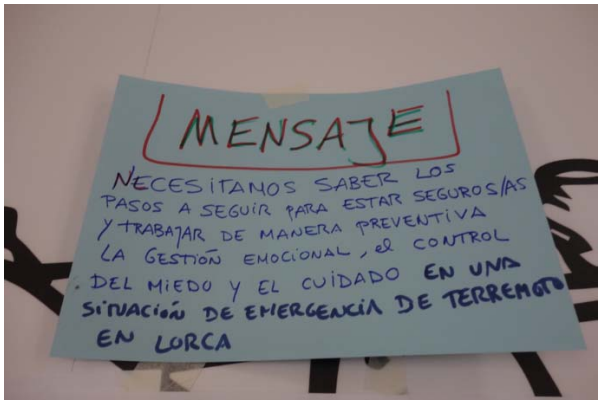


Fig. 22: Posters on key messages in Italy and Spain

Target Audience

To identify the relevant actors and institutions involved in disaster prevention and management children were asked to draw a stakeholder map and an advocacy plan. Children and young people mainly identified emergency practitioners and planners, school principals, teachers, peers, families, local authorities (municipalities), local communities, volunteers, media and psychologists. For the primary school children, the target audience of their communication plan was mainly emergency responders, the local council and community leaders, their peers, the rest of the school, their parents and family members. Teenage young people felt that their audience should be the Mayor, the city council, the emergency responders, the population in general but also other youth organisations or associations that could help them advocate for their needs. In many cases, the Mayor a crucial target since this institution was identified as the main policy maker with the power to make changes related to children's main requests and proposals at local level.

Communication Tools

Across the project, we found that younger children preferred to express themselves with the use of drama, theatre, storytelling, posters and comic formats while adolescents preferred to express their needs through video making, Power Point presentations and

in general using digital tools. The project created a high number of communication tools, and this activity was one of the most appreciated by participants as it supported them to express their views and needs in a creative and dynamic way. Each communication tool produced reflected the views and perceptions of children, their wishes and hopes, and were shaped by their age, capabilities and the available resources.

DRAWINGS – posters, picture books, leaflet and comics: One of the main communication tools produced by younger children across the project were made with drawings, in the form of posters or comics that collate important information that children wanted to share especially with their peers.

Fig. 23: Comic storyboard on heatwaves, Lisbon, Portugal

For instance in Albufeira, Portugal children made a series of drawings with DRR measures for flood risk. The drawings collected home, school and community measures before, during, after a flood, and afterwards the drawings were presented into a poster format at the MLE. This specific group of children had some linguistic barriers. Some children spoke little Portuguese and this communication tool helped them to express their views through drawings and overcome the linguistic and cognitive barriers.

Another group in Lisbon prepared a comic storyboard about specific measures to face heatwaves. It shows a girl watching TV news about the heat wave and then buying water at the supermarket, taking a cold shower, and telling a friend to avoid sugary drinks.

Fig. 24: Illustrated book made by children in Glasgow, UK

In Glasgow in the UK, the project worked with children who had low levels of literacy and did not speak English as a first language. They found printed and online materials difficult to understand, and even the online videos used during workshops were narrated by a girl with a local accent, which made this hard for the children to follow. Participants said they would not typically read any information presented in this way and neither would

their parents, so suggested creating a picture book conveying messages without text. Along with a graphic designer, this group produced an illustrated book addressing the issue of safety at home, with prevention measures.

The tools created by the children were in many cases designed and adapted for the target audience. For example, in Athens, children wanted to share information with the deaf community on children's rights and therefore they privileged visual methods of communications. They decided to stick a poster on the school wall in order to be effective and share the learned information with their peers.

In some cases, children decided to produce child-friendly leaflets as an effective way for a message to be mass-produced and to spread effectively across the community. In Crotone, Italy, participants wanted to sensitise the local community about the poor school infrastructure and the risks related to floods at school. With a graphic designer, children designed a leaflet with key questions related to the problem they face: that when there is a heavy rain alert, the municipality closes the schools as a preventive measure because of the poor infrastructure of the school buildings. Within the leaflet, the children asked that the community and the policy makers carry out more school maintenance, (so the school does not have to close) to check the safety installations, such as the fire extinguisher and the emergency exits, and to share the school emergency plan with students.

Fig. 25: Leaflet about flood risk and safety in school buildings, Crotone, Italy

STORY TELLING – theatre and drama performance and video making: Narrated videos and using drama were communication methods chosen amongst both children and young people. Videos were used in very creative ways for children to both share information on best practice in emergencies, and to sensitise adults to their needs and/or gather further information.

For instance in Italy, the group in Concordia sulla Secchia created a video about the places that have been destroyed and then abandoned after the 2012 earthquake; places which children identified as important for them and the community. Places such as the old school, the historic opera theatre and the church all located in the historic centre of the city that was severely damaged after five years were still closed or under construction but the community and the children had no information about the timings and the reconstruction plans that the municipality had for the area. With the video, they wanted to reach the Mayor and ask him for that information. At the end of the video, the Mayor released an interview answering the group and the video has since been shown at a school event for the other students.

Fig. 26: Video shooting in Spain

In Saint Celoni, Spain, the group reported that in the case of a chemical accident part of the population was not prepared to manage fear. They want to learn how to manage fear and to teach the rest of the population how to do it in the event of an emergency. To reach their goals the group produced three communication tools. One group made an article to be published in the newspapers. They wrote a brief explanatory text of the CUIDAR project and the message they wanted to send to people, they also selected photographs of the workshops sessions. Another group made a poster to help people realise, especially the experts, that young people also needed to manage fear. They shared the key messages: '*we are at risk, share it!*' Another group made a video of a news program, recording the news of an explosion that had happened to one of the town's chemical industries. In the video the journalist interviewed a couple and a father with a daughter to find out what had happened, how they had lived and how they felt.

In Thessaloniki, Greece, children created a theatre performance to show the life in the Seih Sou a local forest and the prevention and mitigation measures in case of forest fire.

They wanted to communicate to their peers, parents and local authorities the importance of knowledge about preparedness in order to be safe. They especially wanted to highlight the rights of people with disabilities to be involved in DRR education programmes. *All the children and persons with special educational needs have the right of protection and care in case of disaster*, (child in Greece).

DIGITAL TOOLS – power point presentations and web pages: Children also identified other creative communication methods to engage the community via digital tools and new technologies.

For instance in Loures, Portugal, the proposal was to address the poor conditions of the school infrastructure in facing disasters related to climate change, such as cold waves, storms and floods. The participants selected all members of the Civil Protection Committee, School Head teachers and the City Hall as their target audiences. The youngsters opted for a collective power point presentation that gathered photographs of critical zones in the school and interviews with school community members. They decided to make several requests at the end of their presentation followed by a proposal. They asked for central heating at the school and repair works that improve the school's infrastructural resilience, and suggested giving training to younger pupils about how to act in disaster situations, and to organise a cleaning competition.

Fig. 27: Power Point presentation, Portugal

A similar tool was produced by the youngsters in Albufeira, sensitising about the poor conditions of the school. At the end of their power point presentation they suggested creating Civil Protection Clubs at school, where other youngsters who had not had the opportunity to take part in the CUIDAR workshops could become more aware and could participate in disaster prevention, response and recovery activities.

Power point presentations were also used at the end of all workshops in Athens, Thessaloniki and Volos in Greece, because children presented in a final school event their CUIDAR project work, to children and teachers who did not participate in the workshops, parents, Civil Protection officers, firefighters and rescuers. In Volos the children's key messages mainly related to the importance of motivating citizens to become actively involved in volunteering and of the importance of sharing children's opinions and emotions. In many groups children decided to prepare multiple tools to express their views and to sensitise community members and peers, e.g. in Thessaloniki, along with the theatre performance, children showed a power point presentation about the different risks present in the area and an exhibition of the posters and models they had produced.

Fig. 28: Workshop in Thessaloniki, Greece

In Belfast, Northern Ireland, the children felt very strongly that the 'General Household Emergency Life-Saving Plan' was not child-friendly and they felt it was important that other children benefit from knowing what to do in an emergency situation. The children decided to use a PowerPoint to presentation to share their learning with their families and peers at school as well as children across Belfast and Northern Ireland including decision makers on the Belfast Resilience Forum. As happened in other contexts children decided to prepare multiple tools to share their views and needs. In Belfast children also prepared a short dramatic performance and a child-friendly leaflet to be mass-produced and shared throughout the city.

A similar approach was taken by participants from Crotone, Italy who decided to produce three communication tools to sensitise the community and policy makers. As mentioned above they produced a leaflet with key messages to distribute during a flash mob. The flash mob was then video recorded as a way to spread the message about children's participation and engagement in policy making during their Mutual Learning Exercise. The need to simplify the emergency information was also expressed by the group in Ancona in Italy. In the workshops, the youngsters decided that they wanted to simplify the Municipal Emergency Plan and make it available for the whole community. They then worked with a web designer to create a simplified and conceptual version of

their community map, and then translated this into a child-friendly version with emergency planning information and details pointing out specific safety areas to inform their peers and the community about how to behave and where to go in case of earthquakes. Since the youngsters mainly use smart phones, the group preferred to develop a mobile friendly website collecting the above information.

Other creative and engaging ways to spread children and young people views were found by the group in Ciutat Meridiana, Spain, where participants designed a party in their local area to sensitise the community about forest fire, their prioritised hazard. Their main concern in this regard was to communicate the message that the children in their school were in danger of forest fires because their school is near a forest. In this scenario, they thought that their contribution could be to set up a party in the neighbourhood to help raise awareness of the importance of caring for the forest and how to help recover it in the event of a fire. After considering several communicative options to make the party possible (a van with loudspeakers circulating around the neighbourhood, street signs in different languages, messages to the mailboxes, a door-to-door for those who do not leave the house), they decided to prioritise communicative tools aimed at convincing policy makers and experts, both considered as allies, to help them set up their party. These tools were a video clip and a poster.

Activities: what was effective with children

To promote meaningful and effective participation across the project, CUIDAR partners shared some basic activities with different aims at different stages of the process including:

- **Energisers or icebreaker activities:** Energisers are short activities or games that are intended to energise or warm up the group of young people. They can also help bring some light relief if the activity is quite serious or challenging in content.

- **Team-building activities:** When you are working with a group of young people for the first time, it is important to build their ability to work as a team. This will make the dynamic of the group more inclusive, collaborative and supportive and

will make it easier for them to make joint decisions and work towards a common goal. Team-building activities usually include working together to achieve a common goal that could not be achieved as individuals.

- **Gathering information and identifying issues:** Information-gathering activities are a good way of finding out a group's general opinion on a specific issue or topic. These activities are usually structured in a way that encourages the young people to share their views verbally or by using another approach such as drawing or drama.

- **Promoting discussion activities:** A discussion is a great way for young people to express their views and debate their opinions with others. Through positive and encouraging discussion, young people can consider things they may not have thought about before and reflect on their own views in light of other people's opinions. This is a great learning opportunity. However, some young people may feel inhibited to speak freely and may there is the need to structure the discussion preparing a scenario that the young people debate and reflect upon in smaller groups. Or begin the debate by reading out a series of statements and asking the young people whether they agree or disagree.

- **Prioritisation activities:** When young people are given the opportunity to voice their views, they are likely to come up with a multitude of ideas and suggestions. It may be useful to prioritise and rank these ideas in order to identify the most important issues. They should be given the opportunity to debate all the issues first in order to make a fully informed decision.

- **Action planning:** Once children and young people identified and prioritised the issues that are important to them, they will then want to plan what they can do about them. Some of the more creative approaches to planning can often be the most fun and motivate the children to express their views and needs in a practical way.

In general, children and young people were less interested in large discussions and debates, while they preferred to work in small groups and then share their work with the rest of the class/group and they liked the peer to peer learning.

As mentioned above, to be child-led a process should involve children and young people themselves identifying issues of concern, expressing what they like and what they don't, and driving the activity design based on their views and needs. In this context, adults serve as facilitators rather than leaders and children and young people control the process. Where possible at each stage of the workshops CUIDAR facilitators promoted child-led actions and activities that were shaped according to children's feedback.

At the beginning of the project children and young people were informed that as part of a participatory project they would be able to shape activities and topics to build their own project. Children did the prioritisation and choice process mainly through voting but also through group discussion as a way to reach consensus on specific topics. Promoting self-initiative, for example, facilitators let children research then drive the selection process of stakeholders and actors to invite to the workshops.

Monitoring and Evaluation: what children expected from the project

Our ethos of child-led, participative work also applied to the monitoring and evaluation of the workshops.

At the beginning of any session or project, it is important to give young people the opportunity to express their expectation about it, e.g. what they want to learn and to achieve from their participation. It's also important to give participants the opportunity to monitor and evaluate the process and outcomes. This helps them to recognise their own achievements and what they have learned. It also helps them to think about how they might use what they have learned in the future. It gives the project a sense of closure when the process ends but it is also important that the young people feel that their views are valued and taken on board. An evaluation helps trainers to know how well the project met the intended outcomes and aims. Monitoring the process helps to use what has been learned to better shape the following work. The young people's

feedback can also give trainers some useful pointers about how to improve their own practice as a facilitator, to discuss if the resources and tools were used in the best way, what went well and what went badly. In general participants expressed their need to share this experience and the results with their peers, their families and community, because it was very important for them that everyone knew what they have achieved and how other people can benefit from their efforts.

Across the CUIDAR project, facilitators found many interesting and different forms for children and young people to lead the evaluation process.

In UK, a group of children drew a giant river from spring to sea then placed the activities they did in order, discussing what they did and revising it in a second stage. This tool was also used as a learning journal in which children recorded what they had done, what they felt was significant about their learning and how they might use this learning in future. At the beginning of each session, participants could use the tool to recap the previous sessions and build up their knowledge gradually.

Amongst younger children, we noticed that they could better articulate what they wanted from the project after the first sessions; at the very start, understanding of the project was limited. Initially children were learning about their rights about emergencies and risks and what the impacts might be and it was after this foundation was in place that they could tell CUIDAR facilitators what they hoped to get out of the project.

*I would like to achieve that all children will be able to speak out, (*Jodell, England)

*The need to listen to children's advice. The emergency planners need to ask for children's opinions, (*John, England)

I want to achieve in the end becoming someone who can help the local area around me and my friends and my family, (Katie, England)

*I want to achieve telling younger children how to keep themselves safe in an emergency, (*Jack, England)

To record the workshop process in Italy and Spain, facilitators used a set of posters for each workshop, where they noted the main objectives of the workshop, children's expectation about it and also the photos of the previous workshop or materials created. At the beginning of each session, participants walked passed the photos as a way to recap the previous workshops, inform those who might be absent and build up their knowledge gradually. At the end of every session, the group was asked to write down their evaluation of it and say if their needs and expectations had been met. Participants said *'we have been very collaborative', 'the activities gave us the possibility to participate', 'having fun', 'we all participate', 'the group was engaged & listened', 'we influenced the community', 'free to speak', 'creativity', 'I have learned new things', 'interesting activities'.*

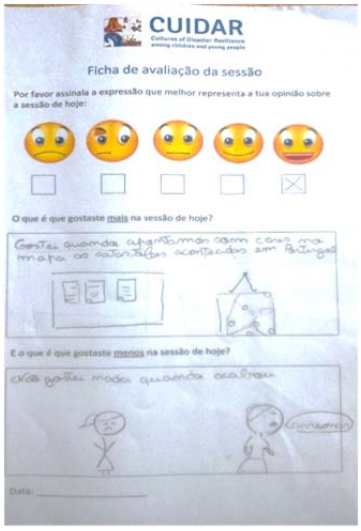
Fig. 29: Posters from the workshops in Italy

After receiving information about the project aims and opportunities, children in Albufeira, Portugal seemed very interested and motivated by the idea of sharing their work during the WP5 National Event: *It would be good to learn more things about disasters and have a new experience, go to Lisbon and talk to people from other countries. This workshop serves for us to prepare some well thought speeches and messages to deliver in Lisbon*, (children in Portugal)

Across the Portuguese workshops evaluation was carried out through forms and personal meaning maps, filled in by all children. Evaluation forms were also given to the teachers. The children's evaluation form comprised a general question on how much they enjoyed the workshop (the response scale contained five different 'smiley' faces), two close-ended questions around participation issues adapted from a children's survey on children's rights and capabilities (Biggeri, Ballet & Comim, 2011) and two open-ended questions on what they liked most and least about the workshop. Personal meaning maps consisted of a blank page with the word 'Disaster' at the centre, on which participants were asked to express their thoughts. The evaluation forms show that children strongly enjoyed the workshops. The majority rated the workshops with 5 and declared that they considered it very important to express their ideas and to be heard,

and that the CUIDAR workshops provided opportunities to do so. The participants highlighted being with new colleagues and carrying out group work as the most enjoyable feature of the workshop, but (in the school context) disliking the fact that it took place during their class-free afternoon.

Moreover, to share the work done during the pilot workshop sessions, photos, video and other materials produced by children some CUIDAR staff in Portugal set up Padlet pages to share with children and schools (tool available only with a protected password). In this way, the work done by different groups was recorded and children could have access to these materials in future. However, since the team realised that the children were not visiting the Padlet page, for the Albufeira and Loures workshops it was decided to prepare an illustrated summary report for the younger children and a more descriptive one for the older children. Printed copies were distributed, so that the children and their parents could keep the project materials. Parents were also informed, via a letter that they could always keep abreast of the project through the website and Facebook page of the project.



Please chose the symbol that best represents your opinion of the workshop.	21	3				
	Very important	Quite important	Important	Slightly important	Not at all important	No response/ I don't know
In your opinion, is it important for a child of your age to express ideas and to be heard in public?	16	7	1			
	Very much	Quite	Somewhat	A little	Not at all	No response/ I don't know
In what measure does project CUIDAR gives you an opportunity to express your opinions?	16	7	1			

Fig. 30: Evaluation forms in Portugal

In Greece, children firmly expressed their need to learn more about DRR measures and to be more prepared to face emergences and disasters. The hard of hearing students in Thessaloniki asked to learn more about warning systems and devices that are very important for them (e.g. smoke alarms with strobe/ flashing lights or vibration) or issues regarding the emergency survival kits (e.g. objects specific for the needs of every individual such as hearing aids, batteries, etc.).

Children in Greece reported that what they have learned about disasters was very important and useful and that they now felt more confident in confronting a risk or a disaster. Some children said that it was very important that their parents participated in the final school event and were proud to have taken part in the project.

4. PRODUCTION OF FILM CLIPS FROM WORKSHOPS

Part of WP3 involved the production of short film clips incorporating a range of children's views on how they have experienced emergencies and how authorities and governments can be invited to engage with the issues from children's perspectives and how disaster management policies can be informed. This has been carried out by each partner with the exception of Greece where the taking of film or any images of children by the CUIDAR project would have been unlawful.

A set of technical guidelines was sent to all partners by the CUIDAR film editor David Martin, (http://impactmediaspecialists.co.uk/about/) specifying particular requirements for the making and bringing together of key messages from each partner's set of workshops. A Visual and Social Media Policy (Work Package 8) was also developed by the CUIDAR Coordinator to guide partners in the taking of film material, so they could be sure to follow best practice and also adhere to the CUIDAR Ethics Policy (WP8), in particular over the proper acquisition and recording of consent.

Footage from all partners has now been collected and is being viewed and edited. It was decided that while film clips would be contributed by each partner for the making of a CUIDAR film in English (with subtitles), films would also be produced using those and additional footage captured by the partner teams so that native language films could be created. Both processes are ongoing.

5. CONCLUSIONS

Throughout the CUIDAR workshops, it became increasingly evident that children's participation in all phases of an emergency is indeed vitally important and wholly lacking in most, if not all, contexts. Successful risk reduction demands that adults actively reach out to children to ensure they are at the centre of plans, response and reconstruction. Children's perspectives about the emergency situations, the risks and

their impact often bring a dimension that adults may not see, feel or witness in the same way.

Children's participation needs to be well planned for and resourced in order to be meaningful. This requires commitment to a process within which adults learn to share power and information with children, and learn to work with them in new ways and children gain confidence to express themselves and to be involved in decision-making and action planning. Children's participation should not be 'tacked on' as an afterthought, or treated as a one-off initiative. The strength of these CUIDAR workshops lies in the participative approach throughout (treating participation as a continuing process), and the ability of our facilitators to successfully engage children in leading and learning, as well as to adapt our workshops effectively to different contexts and children.

One of the main challenges facing the project, especially within the school context, was the child-led approach itself, which in terms of logistics and programing was more demanding than other approaches. It requires facilitators to be responsive and flexible to children's demands and interests and this often entails adjustments in the schedule. Some sessions needed more time, especially those that involved taking decisions (e.g. on which disaster children wanted to focus; which problems they wanted to highlight). This can modify the schedule negotiated with the schools or demand CUIDAR staff to have prepared for multiple scenarios with resources and solutions ready to be adapted to the situation.

Child-led approaches can, in fact be most challenging for adults involved in the workshops. This is especially so for experts and teachers. In our experience, both teachers and experts had difficulties, and sometimes seemed reluctant to let children ask all their questions, initiate or command the dynamic. Adults sometimes were impatient e.g. in trying to correct or reorient some of the children's answers. It is difficult to change these dynamics based on adult-centred ideas of participation, because not only they are culturally well-established, but sometimes they seem to even be endorsed by children themselves. Our CUIDAR group faced this challenge also, as some staff mainly work in an educational setting, where certain norms, values and constraints constantly resonate which inadvertently recall divisions, hierarchies and asymmetries that work against 'alternative' ideas of participation.

On the other hand, children and young people found this methodology very exciting. They really felt that CUIDAR workshops enabled them to raise awareness of their right to

participate and why it's important their views and needs are respected, and their voices heard. Initially participants expressed themselves with caution. They needed time to understand the role expected from them and gain confidence. As the workshops developed, participant confidence grew and as a result of their involvement, their empowerment was greater.

When working with schools, our work indicated that it is important to take into consideration that children are often overloaded with extra-scholastic activities and this can make the planning of workshops difficult. While working within the youth club/groups, it is good to understand that the opt-in nature of the youth club meant that at times, children did not always participate within the workshops as planned and recap activities must be foreseen to update those who lost part of the sessions.

From children's feedback, it emerges that they want to receive more information and education about disaster risk reduction issues and that they want their voices to be heard by adults and decision makers. Despite the difficulties found at the beginning with the concepts, once they were familiarised with the topic they very much appreciated this, especially when learning what to do before, during and after disasters. They particularly engaged with thinking about what they can do as children, and how they can support their communities.

What emerges from the children consulted in the CUIDAR countries

They want schools to teach children about risks and emergencies, children's rights and emotional management.

They want emergency responders to ask children's opinions, to create child friendly emergency information such as a websites, adverts, booklets and videos with safety tips for children, and to visit schools to train students. Children want emergency responders to make all this information accessible for people with disabilities.

Children strongly express a wish and willingness to support their communities, their families and their peers, to help others and take action to reduce risks.

Particularly in the final part of the workshop process, consultations highlighted how children and young people have a unique ability to make tasks or information sharing more creative, and accessible to different audiences. Their ideas can inspire teachers, parents, policy makers and their peers; making difficult concepts and tools simpler, understandable and innovative. Through the process of these workshops, children built

knowledge and confidence that would be vital in holding successful WP4 Mutual Learning Events that could create real and lasting change in their communities. The Mutual Learning Events will be discussed in the Work Package 4 report.

TOP TIPS for CHILD-FRIENDLY WORKING with CHILDREN

Listed below are key elements for carrying out effective training for adults working with children:

Child protection: ensure the training environment is safe (physically and emotionally) A child-friendly environment is one where children feel safe and comfortable and are encouraged to express themselves freely; ensuring trainer(s) are trusted to work with children; parental consent for children's participation in training activities is obtained. Safeguarding planning and procedures need to be in place to protect children and young people from any potential harm or damage.

Child participation: ensure activities enable children's views to be shared; children's views are respected by the trainers and fellow participants; no child is excluded from participation in the group.

- Seek advice or work in partnership with specialist staff if you are unsure about how to support children who have differing needs (e.g., disability, alternative communication).

- Children's individual sharing of opinions must also be kept confidential.

- Time is factored into project planning – it takes time to do participation well! It shouldn't be a one-off event.

- Build up children's self-esteem and confidence through team-building activities and celebratory events.

- Involve children at all stages of the project, from the initial planning to the final debriefing and evaluation. Feed back the outcomes of children's involvement. Good participation is a process that leads to positive change.

- Think about when adults should take a leading role or a supportive role, or when they should allow children to take the lead. Adults need to be familiar with participation, and genuinely open to following the lead of the children, even if it goes down a route that is different to what was first expected.

- Staff specifically recruited to organise participative workshops and events are committed to participation and are trained and competent in participatory practices.

- Talk with adults involved in supporting the children or young people (including the children's own parents/guardians, school teachers, other actors involved in workshops) to ensure they understand the value of what the children and young people will be doing and know what they can do to help support them.

Child engagement: ensure training activities are fun, interactive, colourful and age-appropriate, in line with children's evolving capacities.

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Biggeri M, Ballet J & Comim F, (2011) *Children and the Capability Approach,* Basingstoke UK, Palgrave Macmillan.

Hart, R (1992), *Children's Participation: From Tokenism to Citizenship*, Florence, UNICEF International Child Development Centre.

Plan International (2011). *Child-centred DRR toolkit,* Plan International (2011). *Child-centred DRR toolkit*, https://plan-international.org/publications/child-centred-disaster-risk-reduction-toolkit (accessed 31.07.2017)

Save the Children UK (2010). *Putting children at the centre. A practical guide to children's participation,* London, Save the Children.

UN (1990) *Convention on the Rights of the Child*, Office of the High Commissioner for Human Rights; www.ohchr.org/en/professionalinterest/pages/crc.aspx (accessed 31.07.2017)

ANNEX I: CHILD-LED DISASTER RISK REDUCTION CONSULTATIONS FRAMEWORK

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.

SECTION 1: DISCOVER AND ASK QUESTIONS

Aim: *Create enthusiasm for the topic and build a knowledge base before focusing and prioritising research.*
Approach: *Support children to identify what they already know and what they want to find out. Children are encouraged to pose questions and identify and priorities key areas.*

Set Up:

Topic table/wall display
Start vocabulary bank/wall- to be added to throughout all sections
Set up needed will depend on specific workshop activities.

Section 1a: Introduction

-Explore the Convention on the Right of the Child, with a focus on the Art.12

SECTION 2: INVESTIGATE AND TAKE ACTION

Aim: *Investigate prioritised risk, identify and take action to reduce it.*
Approach: *Children are encouraged to direct the investigation and are supported to come up with actions. Children will be working in small groups. In this section adults may provide brief introductions to topics, but children are encouraged to research and come up with their own ideas and conclusions.*

Set Up:

Prepare method for capturing ideas and actions throughout section to support creation of action plan. Access emergency plans and if necessary translate into child friendly format/ pick out key areas to consult children on. Prepare key points from local/national guidance to consult children on. Set up needed will depend on specific workshop activities.

Section 2a: Research prioritised hazard

- Identify specific risks of prioritised hazard
- Identify causes and effects
- Investigate how people can be prepared

SECTION 3: SHARE IDEAS AND ADVOCATE

Aim: *Communicate and advocate to others the key ideas and actions identified in Section 2.*
Approach: *Children have now finished all research and have all information, ready to present. In this section they are designing, planning and preparing to share all the information and the action plan.*

Set Up:

Plan structure/framework of stakeholder events that children can work within.

Section 3a: Choose and create a Communication Plan to share ideas with others

-Decide who needs to know the key messages and actions

Key activities:

The tree metaphor; representation trough images or simulations

Section 1b: Immersion

-Investigate emergencies that have happened locally, nationally and internationally

-Investigate and explain the effect on communities and how people responded

-Investigate current resources and advice available

Key activities:

1)Explore what children already know and build on prior knowledge

2) Stimulate interest in topic using videos, photos, artefacts, drama e.g. role play, music, storytelling, modelling

3) Interactive simulation activities

4) Children explore online resources to get familiar with the topic

Section 1c: Hazard and Risk

-Explore definition of hazard and risk

-Identify and explain the difference between vulnerability and resilience

-Identify and locate hazards and risks in school, home, community

-

-Discuss impacts and effects on people - school, family, community

- Investigate how people can be prepared

Key activities:

-Finding information and organising thinking

Section 2b: Preparedness at home and in the community

Warning and Informing

-Understand the environment and access local emergency warnings e.g. weather maps, flood warnings and resources

Emergency survival kits

-Identify the emergency survival items needed to an emergency and explain why they have been selected.

Emergency plans – home, school and community– for all hazards

- Create a home emergency plan

-Analyze and improve the schools emergency response plan and suggests ways for it to be improved.

-Investigate the local community's emergency plan and suggest improvements

Key activities:

1)Emergency survival kits and grab bag checklist

2)Emergency plans – home, school, community

3) Simulation : role play of a community group meeting

4) collecting and analyzing data

Section 2c: Create a Child-Led Community Action Plan

-Investigate the local community's emergency plan and suggest improvements

-Identify actions that can be taken by children, family, school and others emergency responders in response to risks identified: before, during, after the incident

-Assess and choose an appropriate form(s) of communication e.g. posters, exhibition, drama, speeches

- Explain why the particular form of communication was chosen

- Create a presentation relating to the prioritised hazard

Optional Section 3b: Host an event or exercise to raise awareness

-Host an event or exercise in community – school with key stakeholders

-Present information relating to the prioritised hazard to a specific audience

Section 3c: Plenary/Reflection/ Feedback

-Interview key stakeholders, identify issues

-Follow up plans/ legacy?

-What else can we do here?

-Discuss effects and predict how they may affect the area in the future

-Prioritise risks in local community

Key activities:

1)Hazard and Risk Mapping

2) Assess hazards and risks-Home, school, community

3) Interviews – Skype, email, fax, telephone

4) Home based hazard mapping activity with parents

5) Create a risk register for local area

Section 1d: Pose Questions

-Choose and define questions for research of ONE prioritised hazard. This could be done in groups or as a whole class.

-Map key themes and questions

Section 1e: Monitoring activities

Monitor changes in children's understanding, ideas, conclusions

Key activities: Body map, Timeline, H assessment

Actors to involve:

Teachers, trainers, parents

Timing: 4- 6 hours

Key activities:

1) Identify actions that children, families, school and community can take to build resilience

Section 2d: Monitoring activities

Monitor changes in children's understanding, ideas, conclusions

Key activities: Body map, Timeline, H assessment

Actors to involve:

Teachers, trainers, local technical partners (municipal engineers, emergencies experts, etc), key stakeholder (fire fighters, civil protection, health services, etc)

Timing: 4- 6 hours

Section 3d: Monitoring and Evaluation Activities

Monitor and evaluate changes in children's understanding, ideas, conclusions

Key activities: Body map, Timeline, H assessment

Actors to involve:

Teachers, trainers, local technical partners (municipal engineers, emergencies experts, etc), key stakeholder (fire fighters, civil protection, health services, etc), students, school personnel, parents

Timing: 4- 6 hours

ANNEX II: ETHICAL AND CHILD SAFEGUARDING CHECKLIST FOR CHILDREN'S CONSULTATIONS

STANDARD	ACTIONS
1. Transparency, honesty and accountability	☐ Before recruitment, produce child-friendly information on the project based on the CUIDAR ethics approved participant information template including aims and objectives of workshops and events; the involvement, roles and responsibilities of those attending; timing, activities, methods, expected results and impacts. ☐ Before activities start, explain and discuss these project objectives, the timing and types of activities, methods, expected results and impacts with the children and young people ☐ Project activities apply the principles of "do no harm" and have considered whether children and young people's involvement will ultimately be in their best interests. ☐ Changes to realize, are established in accordance with children and young people ☐ Decision-making processes about activities before during and after workshops and events are transparent and participatory.
2. Children's participation is relevant, respectful and voluntary	☐ Recruitment procedures ensure that children and young people are given time to consider their involvement before they give their consent to participate in the project. ☐ Children and young people are involved at all key stages of the project, from the initial planning to the final debriefing and evaluation. ☐ Activities take into consideration the age range, background and abilities of the participating girls and boys and the approach and activities are tailored to their capacity, supporting them where necessary. ☐ Activities have to be flexible to changes where needed, with contingency plans in place that are sensitive to the needs of children and young people.

	☐ When planning the activities take into consideration and respect children and young people own time commitments (to study, work, play).
3. A child-friendly, enabling environment	☐ The venue for a workshop or event is child-friendly and accessible to any children and young people with a disability. The venue can be decorated with children and young people's help. ☐ Child-friendly methods are used – make it fun, interesting, engaging and in line with children and young people developing their skills, self-esteem and self-confidence. ☐ Set up a child-friendly environment where children and young people feel safe and comfortable and able to freely express themselves. ☐ Make sure that you have completed a risk assessment and that the physical space where you are meeting is safe and welcoming. ☐ Any written information on workshops and events should be age appropriate and accessible to children with disabilities. Provide professional interpreters, where needed, for non-native speaking children and young people so that all of them can take part fully in discussions. ☐ If children and young people are invited to participate as facilitators, this should be entirely voluntary, and they should have been properly briefed and prepared. ☐ Talk with adults involved in supporting the children or young people (including the children's own parents/guardians) to ensure they understand the value of what the children and young people will be doing and know what they can do to help support them.
4. Equality of opportunity	☐ Ensure that the selection process for participants, is fair and transparent and that children and young people are not discriminated against because of their age, gender, abilities, language, social origin, class, ethnicity, geographical location or any other reason. ☐ Children and young people should be given the same equal opportunities as the adult participants to make

	statements, presentations and voice their opinions at consultations. These contributions are reflected in any outcome documents from the consultation. ☐ Plan and tailor activities in workshops and events to be appropriate to the different ages, abilities and backgrounds of the children and young people involved, providing support where necessary. ☐ All workshops and events are free (no payment) for participants and this will guarantee equal opportunities for children and young people from different backgrounds and social class. ☐ Children and young people can select their own representatives from their workshop group if invited to represent the group at project events and feedback sessions. ☐ Activities enhance the participation of marginalised children and young people and promote their representation. ☐ Activities are based on an equal relationship between children, young people and adults, while maintaining appropriate roles and responsibilities.
5. Staff are effective and confident	☐ CUIDAR project staff and other supporting adults involved in workshops and events receive briefings on their specific roles and responsibilities. ☐ All CUIDAR project staff running workshops who have no experience of participatory methods must receive training before they begin their duties. Workshop plans and activities are discussed by all those involved to ensure roles and responsibilities are clear. ☐ Staff specifically recruited to organise CUIDAR workshops and events are committed to participation and are trained and competent in participatory practices. ☐ A monitoring mechanism is developed with the support of CUIDAR partners to ensure that all staff practice participatory and child-friendly processes and ensure that activities are flexible and appropriate in different workshop contexts.
6. Participation promotes the	☐ CUIDAR partners adopt a child safeguarding policy to minimize the risk of any potential harm or damage for

safety and protection of children	children and young people during participation activities. ☐ Ensure that all staff and people involved in activities have signed the ethics and safeguarding policy as a declaration of acceptance. Ideally, all staff should undertake Child Safeguarding training. ☐ One person is given responsibility for child-protection issues at every workshop and event (known as the child-protection lead person). ☐ A risk assessment of activities is undertaken before every workshop and event. ☐ CUIDAR partners have an action plan with procedures for emergencies or incidents (appropriate for different localities) that has been discussed and agreed by all CUIDAR project staff and people involved in activities. ☐ The Policy sets up a clear and confidential formal complaints procedure and children and young people are informed about it in a child-friendly format. ☐ Activities must be planned to avoid causing children and young people potential re-traumatization and distress by re-living the traumatic events. ☐ Ensure that children and young people's participation does not expose them to harmful situations. ☐ Where CUIDAR partner countries permit the recording of visual images of children ensure informed consent is obtained from children and young people, parents/guardians before the taking of photographs, videos or digital images. ☐ Where CUIDAR partner countries permit the recording of visual images of children, the children and young people must be comfortable with video, photos or audio recording; and if requested this process can be stopped and/or recorded images be anonymized. Unless filming etc for a specific reason (i.e. creating feedback about the project) avoid recording identifiable images of children. ☐ CUIDAR project partners have developed media and social media guidelines and all staff and people involved in project activities are informed. ☐ Photographs, videos or audio recordings produced in workshops or consultation events give children and young people the opportunity to express and share their points of view and opinions.

7. Ensuring follow-up and evaluation	☐ An evaluation plan of the workshops and consultation events for children, young people and adults, is implemented before the end of the project and adequate time is allocated for completing it. ☐ A plan to discuss short and long-term follow up activities is in place during the project. Follow-up activities include opportunities for children, young people and adults to review jointly any commitments, and assess progress. ☐ Partners provide support to children and young people so that they can be involved in follow-up activities from the project. ☐ A monitoring mechanism is developed to ensure that project activities continually evolve in terms of good practice, and can be re-tailored based on critical issues identified in response to discussions with children and young people. ☐ Children and young people are given opportunities to feedback and use their experience of participating in the project with their peers, local communities or organisations. ☐ CUIDAR partners produce and distribute child-friendly summaries of any final report documents to that are accessible to children and young people of different ages, ability, ethnicity and available in different languages. ☐ The CUIDAR partners ensure outcomes and consultation feedback actively involves talking and sharing with local authorities, stakeholders and organisations, and includes those stakeholders making pledges that address the recommended needs of children as stated and presented by the children and young people.

ANNEX III: RESOURCES PACK

1. Education Policy: Comprehensive School Safety

Towards a culture of prevention: disaster risk reduction begins at school, good practices and lessons learned, UNISDR, Geneva, 2007

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=3920

2. School Disaster Management

School disaster reduction and readiness checklist, RISK RED, 2010 (For Framework Section 2)

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15316

Disaster and emergency preparedness: guidance for schools, IFC, World Bank, 2010 (For Framework Section 2 – see Addenda section)

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=13989

School disaster response drills: models and templates, Risk Red, 2009 (For Framework Section 2)

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15319

An investigation of best practices for evacuating and sheltering individuals with special needs and disabilities, National Clearinghouse for Educational Facilities, 2005 (For Framework Section 2)

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15321

3. Climate-Smart Disaster Risk Reduction Education

Family disaster plan, Risk RED, Turkey, 2005 (For Framework Section 2)

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=6653

Adaptation and localization - Guidelines for development of disaster risk reduction public education materials, Risk RED, 2008

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15323

What's the plan Stan? A resource for teaching civil defence emergency management in schools, New Zealand Government, 2009 (For Workshop Planning - Framework Section 1 and 2)

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=4453

Disaster and emergency preparedness: activity guide for K-6th grade teachers, IFC, World Bank, 2010

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=13988

Ready for Emergencies? Resilient Education Resources, Foghlam Alba Education Scotland website (For Framework Section 1 and 2)

http://www.educationscotland.gov.uk/readyforemergencies/resources/index.asp

Prep Rally Kit, Save the Children USA: Get Ready, Get Safe Initiative website (For Framework Section 1 and 2)

http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.9085951/k.B899/Get_Ready_Get_Safe_Community.htm#PrepRally

RISKLAND GAME, UNISDR - UNICEF

http://www.unisdr.org/2004/campaign/pa-camp04-riskland-eng.htm

Sendai Framework for disaster risk reduction for children and Facilitator's note, Children in a Changing Climate (For Framework Section 2)

https://www.dropbox.com/sh/61rb0xjfs44lp8n/AAAQS-ZnYgQ0Vau5HQQM6tm-a?dl=0

4. Child-Centered and Child-Participatory Approaches

Children's Charter: An Action Plan for Disaster Risk Reduction for Children by Children, PLAN International, 2010 (For Framework Section 3)

https://plan-international.org/childrens-charter-disaster-risk-reduction

Children and disaster risk reduction: taking stock and moving forward, UNICEF, 2009 (For Framework Section 1 – Convention on the Right of the Child)

http://www.preventionweb.net/english/professional/publications/v.php?id=12085

Child Centered Disaster Risk Reduction Toolkit, PLAN INTERNATIONAL, 2010 (For Framework Section 1 and 2 – Examples of activities)

https://plan-international.org/child-centred-disaster-risk-reduction-toolkit

Child-led disaster risk reduction: a practical guide, Save the Children International, 2007

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=3820

Child-oriented participatory risk assessment and planning: a toolkit, Prevention – ADPC, 2007 (For Framework Section 2 – Examples of activities)

https://www.gdnonline.org/resources/ADPC_CDP_COPRAP_toolkit.pdf

Children in Disasters – Games and Guidelines to engage youth in risk reduction, International Federation of Red Cross and Red Crescent Societies, 2010 (Tool with examples of activities and games, for Framework section 1 and 2)

http://www.preventionweb.net/files/16726_16726childrenindisastersgamesandgui.pdf

Better be prepared, International Federation of Red Cross and Red Crescent Societies (IFRC); PreVention Consortium; United Nations Children's Fund (UNICEF) (Tool with examples of activities and games, for Framework section 1 and 2)

http://preparecenter.org/sites/default/files/modulo_1education_organisation_and_preparation_for_risk_reduction_eng.pdf

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=8410

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=8408

http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1056/Better_Be_Prepared.pdf

An Evidence-Based Practice Framework for Children's Disaster Education, Bushfire and Natural Hazards Cooperative Research Centre, 2015 (For Monitoring and Evaluation)

http://www.bnhcrc.com.au/resources/poster/1986

Child-Led Evaluation of the PPA programme in Cambodia, Plan International, UK Aid, 2015 (For Monitoring and Evaluation)

http://www.plan-uk.org/assets/documents/iati/plan_uk_-_acinonyx_cervidae_hircus_child-led_evaluation_of_the_ppa_programme_in_cambodia.pdf?utm_source=programmes&utm_medium=referral&utm_content=cam-promoting-right-child-eval&utm_campaign=iati-report

5. Additional Resources

Action for the rights of children - resource pack, ARC, 2010

This comprehensive package for children's rights contains seven foundation modules. Introductory slides provide an overview of the module. Each topic includes valuable training exercises and handouts. Particularly relevant are: Foundation Module 1,2,4,5,6 and Critical Issue 2 and 3.

http://www.preventionweb.net/english/professional/trainings-events/edu-materials/v.php?id=15329

http://resourcecentre.savethechildren.se/library/arc-resource-pack-actions-rights-children-english-version

For MONITORING and EVALUATION of PARTICIPATION ACTIVITIES see ARC Foundation Module 4 – Section 7

Comprehensive School Safety: A Toolkit for Development and Humanitarian Actors in the Education Sector, Save the Children – UNICEF, 2012

http://www.preventionweb.net/files/29491_29491comprehensiveschoolsafetytoolk.pdf

PreventionWeb's Educational Materials Collection (provided by the UN International Strategy for Disaster Reduction). The collection has more than 2000 items on disaster risk reduction and education

http://www.preventionweb.net/go/edu-materials/

InterAgency Network for Education in Emergencies (INEE), Key Thematic Issues Disaster Risk Reduction

http://toolkit.ineesite.org/inee_minimum_standards/implementation_tools/%3Ch3%3Ekey_thematic_issues%3Ch3%3E/disaster_risk_reduction

Coalition for Global School Safety and Disaster Prevention Education (COGSS&DPE)

http://www.cogssdpe.org

Edu4DRR Teachers' Network

http://www.edu4drr.org

An extensive collection of Spanish language materials is also available, through Centro Regional de Información sobre Desastres América Latina y El Caribe (CRID) - Educación y gestión del riesgo:

http://educacionygestiondelriesgo.cridlac.org/

6. TERMINOLOGY

http://www.unisdr.org/we/inform/terminology

http://www.preventionweb.net/english/professional/terminology/