Children and Young People’s Participation in Disaster Risk Reduction

Rodriguez-Giralt, Israel, Mort, Maggie

Published by Bristol University Press

Rodriguez-Giralt, Israel and Maggie Mort.
Children and Young People’s Participation in Disaster Risk Reduction: Agency and Resilience.

Project MUSE. muse.jhu.edu/book/80784.

For additional information about this book
https://muse.jhu.edu/book/80784

For content related to this chapter
https://muse.jhu.edu/related_content?type=book&id=2768472
## Index

References to figures and tables are in *italics*

<table>
<thead>
<tr>
<th>3D modelling</th>
<th>121, 124–5, 144</th>
</tr>
</thead>
</table>

### A

accessibility  
- of information 76–82  
- and language barriers 44, 79, 104, 122, 140–3  
- and migrant children 41, 44, 76, 132, 140–3  
  *see also* disabled children  
active listening 145–6  
adulthood 21, 34, 95–7, 153–4  
ageism 32–3, 34  
Albufeira, Portugal  
- background information 44  
- Dialogues with Children 49  
- Mutual Learning Exercises (MLEs) 53, 54, 86–8, 109  
- participatory tools 122–3, 127  
- risk reduction methods 86–8, 122–3  
Ancona, Italy  
- Dialogues with Children 83  
- earthquake 79–80  
- information, access to 77, 79–80  
- Mutual Learning Exercises (MLEs) 53, 54–5  
- National Policy Debate 8, 110  
- participatory tools 138–9  
- resilience 83  
- rights of children 69–70  
anonymity 146–7  
apps 78, 79  
Ariès, P. 96  
Arnstein, S.R. 5, 153  
art-based methods 120–4  
assessment methods and tools 125–9  
Athens, Greece  
- children’s conception of disasters 73, 74  
- children with disabilities 10, 65, 73, 74, 76, 143–4  
- Dialogues with Children 47, 65  
- information, access to 76, 77  
- Mutual Learning Exercises (MLEs) 53, 53  

### National Policy Debate  
56, 57, 58, 60, 69, 110  
- rights of children 65  
- seismic risk 24  
- Australia 105, 107, 109  
- awareness campaigns 27–8

### B

Bangladesh 19  
Baraldi, C. 156  
Barcelona, Spain  
- COVID-19 pandemic 3  
- Dialogues with Children 44, 46  
- managing emotions 112  
- Mutual Learning Exercises (MLEs) 51, 52, 53, 88  
- National Policy Debate 56, 58, 59, 60, 146  
- participatory tools 122, 132–4  
- sensitisation 66  
- barriers to participation  
  - awareness of children’s rights 55  
  - children’s access to information 76–82  
  - language barriers 44, 79, 104, 122, 140–3  
  *see also* disabled children  
Bartlett, S. 18, 21  
Belfast, UK 53, 69, 77  
Blaikie, P. 70, 156–7  
Bogen, R. 18  
books/booklets 26, 29, 141, 142  
British Red Cross 69, 77, 78  
Brockie, L. 105  
Buncefield industrial accident, UK 29  
bushfires 107  
  *see also* fires

### C

Canada 129, 134, 137  
Canterbury, New Zealand 18, 19  
- care-based approach 10, 157–8  
- chemical risk/accidents 29, 43, 45, 75, 81–2  
Chernobyl 159  
Child-Centred Disaster Risk Reduction Toolkit 66  
childhood/children
adult imaginaries 95–7
agency of 96
as a cultural group 2, 8–9
as experts 69–70, 88, 104–5, 106, 118, 148, 154
as passive recipients 66
as pure and naive 88–9
as social construction 96
vulnerability of 10, 16, 18, 21, 32, 33, 34, 37, 66, 90–1, 95–6, 155
Children of Chernobyl 159
Children of Katrina 11
children’s rights see rights of children
citizenship 5–8, 64, 100–2, 156
Clark, A. 146–7
climatic change 1–2, 127, 129–30
co-production 31, 99, 148, 154
costal erosion 44
Cockburn, T. 156
cold waves 43, 84, 129–30
collective participation 154–5
comics 29, 121, 122
communication with children 76–82
best practice 105–8
children with disabilities 65, 124, 124, 144
exercises 102
language barriers 44, 79, 104, 122, 140–3
community mapping 98, 104, 131–4, 133, 138–9
Concordia, Italy 53, 84, 101, 104
confidentiality 146–8
cost 146–8
Convention on the Rights of the Child (UN) 7, 15, 37, 64, 67, 69, 100–2, 155
COVID-19 pandemic 3, 157
Cox, R.S. 113
creative methods 120–4
Crotone, Italy
Dialogues with Children 83
information, access to 80
Mutual Learning Exercises (MLEs) 53, 54
participatory tools 128, 128–9, 135, 135
resilience 83
Croydon, UK 53
CUIDAR (Cultures of Disaster Resilience Among Children and Young People) project
children as cultural group 2, 8–9
overview of approach xv–xvii, 1–12
participation and citizenship 5–8
project stages 2–4, 3
researchers 4–5
terminology used 5–12
CUIDAR Manifesto 59, 69, 80, 84, 85
cultural approach 8–9, 151–5
D
dance 135, 135, 136
Davidson, E. 145
diagrams 125
Dialogues with Children 38–9, 39–49
age groups 41, 44
building blocks approach 98–9
evaluation of 48–9
examples of groups 44–5
facilitators of 45, 48
flexibility, active listening and transparency 145–6
objectives of 39
recruitment of children 40–4, 42
risks prioritised 43
settings for 41, 44
Dias, Jorge 158
digital technologies 78–80, 137–9
disabled children
art-based methods 122, 124, 124–5
cost 65, 69
Dialogues with Children 40, 45, 46
educational programmes 32
inclusion issues 110, 143–4
information, access to 10, 76, 77, 84
Mutual Learning Exercises (MLEs) 51–2
National Policy Debates 58
and vulnerability 21, 83–4
see also Greece and Greek towns/cities
disaster risk education 25–33
disaster risk reduction (DDR), concept of 10
disaster wheels 127, 127
disasters
active involvement of children 82–90
children’s concepts and experiences of 70–5
concept of 9–10, 70–1, 156–8
Index

democratisation of 157
recent 2–3
slow disasters 3–4, 156–7
temporality of 103, 159
see also specific disasters
dissillusionment 99–100
diversity 32, 41, 44, 96, 98, 140–4
domestic animals 83–4
drama 27, 134–7
drawing 121–3

E
earthquakes
children’s conception and experience of 70, 71, 72–3, 74, 111, 113
Dialogues with Children 43, 45
digital emergency plan 138–9
educational programmes/campaigns 24, 27, 28–9, 30, 31, 32
and emotional trauma 19, 28–9, 111, 112, 113
information, access to 18, 76, 79–80, 106, 112
intergenerational exchanges 104
Mutual Learning Exercises (MLEs) 53
National Policy Debates 56
needs and actions of children 84
and people with disabilities 10, 32, 76
Edinburgh, UK 53, 69
educational programmes 25–33
El Salvador 82
emotions, managing 16, 19, 28–9, 29–30, 76, 111–16
Erikson, K. 103, 159
ethics of participation 139–48
inclusion 140–4
representation 146–8
symmetry and power 145–6
European Union
Horizon 2020 programme 2, 10
Public Empowerment Policies for Crisis Management (PEP) 32
Secure Societies programme 2, 8
evaluation process
Dialogues with Children 48–9
importance of 61
Mutual Learning Exercises (MLEs) 53–5
National Policy Debates 60
eviction 29, 44

F
families 11
intergenerational exchanges 73–4, 102–5, 126, 128–9
language barriers 140, 141
and preventive culture 30–1
fear 29, 80, 111–16
Finnegan, L. 83
fire service 47, 47, 51, 65, 82, 87, 88
fires
and children with disabilities 65, 77
children as experts 88,104–5
Dialogues with Children 43
education programmes 24
impact of 74, 84
information, access to 76, 77–8, 82, 107
intergenerational exchanges 104, 105
migrant children 141–3
Mutual Learning Exercises (MLEs) 51, 53
participatory tools 122, 122, 126, 129, 134, 141–4
fireworks 28
first responders 18, 26, 111
flash mobs 134–5, 135
flexibility 145–6
floods
Dialogues with Children 43, 44, 47
emotional trauma 98, 111–12
impact of 20, 73, 74, 83–4, 111–12
information, access to 108
intergenerational exchanges 103, 104, 105
Mutual Learning Exercises (MLEs) 53
and origins of CUIDAR project 4
participatory tools 121, 122, 135, 135, 137
risk reduction methods 84–5, 86–8
forest fires see fires
formalisation of participation 153–4
Fothergill, A. 11, 59, 104, 158–9
Framework for child-centred disaster risk management 93–116, 94
adult imaginaries about childhood 95–7
children’s rights 100–2
communication of risks 105–8
high-quality participation 97–100
intergenerational exchanges 102–5
managing emotions 111–14
Children and Young People’s Participation in Disaster Risk Reduction

networks of ‘allies’ 109–11
vulnerability in public spaces 114–16
Fridays For Future 1
Fukushima, Japan 135–7

G
Gandesa, Spain
and children’s rights 64
Dialogue with Children 44–5, 108
information, access to 78
intergenerational exchanges 102–3
Mutual Learning Exercises (MLEs) 53, 53
participatory tools 126, 126–7, 132–4
resilience 83
vulnerability 114
gender 21, 41, 42
Genoa, Italy 5, 53
Glasgow, UK
Dialogue with Children 44, 47, 79
information, access to 79
intergenerational exchanges 104
migrant children 141–3
Mutual Learning Exercises (MLEs) 53, 54, 141–3
participatory tools 132
Greece
children’s conception of disasters 71–2
CUIDAR researchers 4
Dialogue with Children 40, 42–3, 45, 46, 49
educational programmes 23, 24, 26, 32
Mutual Learning Exercises (MLEs) 51–2, 53
participatory tools 124, 124–5
see also Athens; Thessaloniki; Volos
gun violence 1

I
inclusion 140–4
Indian Ocean tsunami 18–19
individualistic approach 154–5
industrial accidents/risks 29, 43, 45, 53, 75, 81–2
information, children’s access to 76–82
accessibility of 77
CUIDAR Manifesto 80
digital technologies 78–80
importance of 76–7
peer-to-peer information sharing 77
reliability of 79–80, 106
instrumentalisation of children’s views 97
intergenerational exchanges 73–4, 102–5, 126, 128–9
Italy
children’s conception of disasters 74
CUIDAR researchers 4
Dialogue with Children 40, 41, 42–3, 49
educational programmes 23, 24, 25, 26, 27, 28, 29–30, 31, 110
emergency planning 90
Mutual Learning Exercises (MLEs) 52–3, 53
participatory tools 128–9
see also Ancona; Concordia; Crotone; Genoa; Rome

J
James, A. 156
Japan 135–7
jigsaw methodology 59
Johnson, V.A. 20–1
Journey of Hope programme, UK 29

K
Kendrick, M. 137
Kumar, S. 115

L
ladder of participation 5, 6, 29, 97, 152–3, 154, 155
Lancaster University 20
landslides 27, 43, 53
language barriers 44, 79, 104, 122, 140–3
L’Aquila earthquake, Italy 30
Larkins, C. 156
Index

learning process 99
Lego League 31
Lisbon, Portugal
  Dialogues with Children 44, 83
  educational programmes 27
  instrumentalisation of children’s views 97
  National Policy Debates 56, 58, 59, 60, 79, 80, 81, 100, 158
  participatory tools 122–3, 123
  vulnerability 83
Livingstone, S. 90–1
Local Resilience Forums (LRFs), UK 24, 26–7
Lorca, Spain
  children’s conception of disasters 73
  Dialogues with Children 145–6
  impact of participation 158
  information, access to 77, 79, 106
  managing emotions 111, 112, 113
  Mutual Learning Exercises (MLEs) 53, 53, 54, 77, 146
  National Policy Debates 146
  vulnerability 114, 115
Loures, Portugal
  children’s rights 102
  Dialogues with Children 44, 47, 47, 102
  effectiveness of participation 98
  information, access to 77
  Mutual Learning Exercises (MLEs) 53, 54, 77
  National Policy Debates 77
  participatory tools 127, 129–31, 130
  vulnerability 84–5
Lundy, L. 100

M
Manchester, UK 56, 57, 58, 60, 60
  mapping exercises 5, 31, 48, 49, 75, 104, 128, 131–4, 133, 138–9
Marlowe, J. 18
  matrix method 126
  mayors 3, 75, 84, 86, 136
Meaningful Maps project 131
mental health see emotions, managing migrant children 41, 44, 76, 132, 140–3
Miller, E. 105
Milne, B. 156
Mitchell, T. 18, 82
mobile phones 78, 79, 90, 130, 138–9
Montquímic project, Sant Celoni 81–2
museums 24, 47
music 27, 134, 135, 136, 136
Mutch, C. 20
Mutual Learning Exercises (MLEs) 39, 50–5
  children as co-organisers 67, 146
  disasters discussed 53, 53
  evaluation of 53–5
  facilitators of 51–2
  locations of 51, 53
  objectives of 50
  participants 51–2
  sensitisation 67–8
National Policy Debates 39, 55–60
  evaluation of 60
  methodologies 58–60
  objectives of 55–6
  participants 55, 56–6, 56, 58–60
  sensitisation 55–7
  natural disasters 9
  needs and actions of children 82–90
  needs in civil protection 85–6
  risk reduction methods 86–9
  networks of ‘allies’ 109–11
New Zealand, earthquakes 18, 19
NGOs 23, 24, 28, 31, 33, 58
  see also Save the Children
Nikku, B.R. 21
#NoNaturalDisasters 9
nuclear disaster 126, 135–7, 159

O
Ombudsman 90
Open University of Catalonia 55
ownership of data/material 147–8
P
pandemic 3, 157
  participation of children 15–36, 27–8, 152–5
  awareness campaigns 27–8
  challenges for increasing participation 33–5
  concept of participation 5–8
  current overview 16–21
  educational programmes 25–7, 28–33, 30
  effectiveness of 17–19, 152, 158–9
  European experience 22–33
  formalisation of 153–4
individualistic/collective approach 154–5
literature review 17–21
right to 64–70
participatory capital 118–19
participatory theatre 135–7
Pau Costa Foundation 24
Peek, L. 11, 15, 16, 83, 104, 158–9
peer groups 77, 113
performance-based methods 134–7, 135
personal data 147–8
pets 83–4
Philippines 82–3
photography 48, 49, 54, 129–31, 130, 132, 146–8
photovoice 129
podcasts 29–30
policy-makers see Mutual Learning Exercises (MLEs); National Policy Debates
Portugal
children’s conception of disasters 71–2
CUIDAR researchers 4
Dialogue with Children 40, 42–3, 48
educational programmes 23, 25, 26, 27, 28, 29
Mutual Learning Exercises (MLEs) 51, 53
see also Albufeira; Lisbon; Loures
power imbalance 145–6
preparedness 20–1, 86, 106, 107, 114–15
Prevention Web (UN) 10
preventive culture 30–1
Problem Tree technique 115
psychological support 19–20, 28–9, 30, 83, 112–13
Public Empowerment Policies for Crisis Management (PEP), EU 32
public spaces, vulnerability 114–16

Q
Qvortrup, J. 96

R
radio programmes 29–30
Radonmap, Italy 31
ranking exercises 125–7
Reed, M.S. 110
refugees 18, 24
representation, ethics of 146–8
resilience 10–11, 20, 69, 83, 113
rights of children 21, 35, 64–70, 100–2, 156
UN Convention on the Rights of the Child 7, 15, 37, 64, 67, 69, 100–2, 155
risk ranking 125–7
risk society 90–1
Rochdale, UK 53, 53, 73, 101
Rome, Italy 56, 56, 57, 58, 58–9, 60, 69, 85–6, 89
Romeu Pérez, Cristian 158

S
safeguarding issues 146–8
safety education 25–7, 114–16
Salford, UK 53, 53, 83, 89
Sant Celoni, Spain
children’s conception of disasters 74–5
Dialogue with Children 45
information, access to 77, 78, 81–2, 107
Mutual Learning Exercises (MLEs) 53, 53, 75, 77, 78
participatory tools 126–7, 132–4, 133
vulnerability 114–15
Save the Children 4, 10, 29, 37, 39, 45, 50, 60, 85, 90, 104, 147
School Strike for Climate 1
schools
challenges for increasing participation 34
climate strikes 1
educational programmes 24–8, 31–2
learning process 99
locations for Mutual Learning Exercises (MLEs) 51
risk reduction methods 86–8
role of 20–1, 34
vulnerability of buildings 84–5, 129–31, 130
see also teachers
Scoping Review 15, 22–34
Seballos, F. 119
Secure Societies programme (EU) 2, 8
securitisation 157
Sendai Framework (UN) 7, 15, 33, 34, 65–6, 71, 94–5, 155
sensitisation 55–7, 66–8, 109
slow disasters 3–4, 156–7
smartphones 78, 79, 90, 130, 138–9
Spain
children’s conception of disasters 71, 72, 72–3
Civil War 103
CUIDAR researchers 4
Dialogues with Children 40, 42–3, 44–5, 48–9, 145–6
educational programmes 23, 25, 26, 28–9, 31–2
Mutual Learning Exercises (MLEs) 51, 53, 54, 146
participatory tools 121–2, 126–7
sensitisation process 66–8
see also Barcelona; Gandesa; Lorca; Sant Celoni
spatial methods 131–4
St Michael’s on Wyre, UK 111–12
Staines Upon Thames, UK 111–12
stakeholders
attitude towards children 87, 88–9, 91, 99–100, 102, 134
changing policies and practices 158–9
and children’s conception of disasters 71, 75
and children’s rights 64–70
communication with children 76–82, 102, 105–11, 142–3
educational programmes 23, 24–33
Flood Manifestos 20
including children’s needs 85–6
instrumentalisation of children’s views 97
lessons learned 61
and managing emotions 112–13
Manifesto/Children’s Charter 69–70
and migrant community 142–3
Mutual Learning Exercises (MLEs) 50–5, 66–8, 75, 102, 109–10, 146
National Policy Debates 55–8, 58–60, 85–6, 100, 109–10
networks of ‘allies’ 109–11
and risk reduction methods 87–9
sensitisation process 55–7, 66–8, 109
storyboards 121, 122–3
storytelling 19, 121, 137, 159
Swansea, UK 53, 89–90

T
Tanner, T. 119
teachers
and children with disabilities 143
and children’s rights 65

Dialogues with Children 45, 46, 48
and educational programmes 26, 81, 82
empowerment of 34
managing emotions 113
and migrant children 141
Mutual Learning Exercises (MLEs) 51, 52, 54
National Policy Debates 58
and resilience 20, 113
and risk reduction methods 87
see also schools; stakeholders
textbooks 25–6
Thanet, UK 53
theatre 27, 135–7
Thessaloniki, Greece
children with disabilities 63, 77, 143–4, 144
children’s conception of disasters 74
Dialogues with Children 47
fires 74, 77, 78, 84
information, access to 76, 77, 78
Mutual Learning Exercises (MLEs) 53
National Policy Debates 57
vulnerability 84
Thomas–Hughes, H. 99
Thunberg, Greta 1
timelines 74, 104, 125, 126–7, 128–9
tokenism 5, 6, 21, 32, 33, 51, 153, 154
tools and methods 117–49
art-based methods 120–4
assessment methods 125–9
child-friendly 118–20
digital technologies 137–9
ethics of participation 139–48
performance-based methods 134–7
photo-based methods 129–31
spatial methods 131–4
Towers, B. 107, 109
toys 26–7, 31, 60
transect walks 129, 131
transparency 145–6
triangle of risk 147
tsunamis 18–19
Twitter 1, 108
typhoons 82–3

U
United Kingdom
CUIDAR researchers 4
Dialogues with Children 42–3, 44
educational programmes 23, 24, 26–7, 29
emotional trauma 111–12
Mutual Learning Exercises (MLEs) 53
see also Belfast; Edinburgh; Glasgow; Hull; Manchester; Rochdale; Salford; Swansea
United Nations
Convention on the Rights of the Child 7, 15, 37, 64, 67, 69, 100–2, 155
Hyogo Framework 33, 70–1, 94–5
International Strategy for Disaster Reduction 70–1
Office for Disaster Risk Reduction 7, 10, 15, 17, 24
Prevention Web 10
Sendai Framework 7, 15, 33, 34, 65–6, 71, 94–5, 155
UNICEF 24, 64, 97
Words into Action Guidelines 17
United States 1, 18

V
Veale, A. 119
videos 84, 98, 104, 129–31, 137–8
Volos, Greece 53, 74, 143–4
vulnerability
of buildings 84–5, 129–31, 130
of children 10, 16, 18, 21, 32, 33, 34, 37, 66, 90–1, 95–6, 155
children’s conception of 83–4, 133
of migrant children 41, 44, 76, 132, 140–3
in public spaces 114–16

W
wars 103
websites 26, 31, 138–9
wildfires see fires
Words into Action Guidelines (UNDRR) 17