

CUIDAR

Cultures of Disaster Resilience
among children and young people

Report from Work Package 5 Policy Dialogues

Document information

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Lead Authors: Miriam Arenas, Israel Rodríguez, Daniel López and Elena Guim (Universitat Oberta de Catalunya, Spain).

Contributors: Maggie Mort (Lancaster University, UK); Anna Grisi and Flaminia Cordani (Save Italy); Laurie Gayle, Kelsey Smith (Save UK); Magda Nikolarazi, Vassilis Argyropoulos, Charikleia Kanari, Maria Papazafiri, Sophia Chamonikolaou (University of Thessaly, Greece); Ana Delicado, Sofia Ribeiro and Jussara Rowland (University of Lisbon, Portugal).

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1. High level policy dialogues: a tool for sensitising and communicating

The aim of WP5 was to organise high-level policy dialogues in each partner country to communicate the key findings from the previous work packages (Dialogues with Children and Mutual Learning Events), to policy makers involved in disaster management. As identified in WP2 (Scoping Exercise), there is no clear national risk-reduction strategy in the European countries analysed. Although practitioners and experts deem children and young people's (C&YP) participation to be crucial, our scoping revealed that several factors, including lack of policy support, institutional fragmentation, inadequate strategies for curriculum implementation and a poor knowledge of children's rights perspectives, were important obstacles to further and more significant implementation of children-centred approaches. Thus, this WP5 activity had to be designed not only to communicate, but also to raise awareness among those identified as key actors to induce these changes: policy makers along with practitioners.

As the leader of WP5, the UOC team designed a proposal for these national events, bearing these common objectives in mind but acknowledging the specificities of each the partner country where these events should be staged. The result was a framework and some general guidelines distributed in advance to each partner, so they could organise their events accordingly. Likewise, the UOC team sent a questionnaire to all partners to be returned after their event, in order to gather information about how it was organised, its final format and the results achieved. This report is based on those partner responses.

2. The WP5 framework

Broadly, the WP5 objective was to convey the key messages of CUIDAR project to a high national (and international) level in order to affect policy development towards increasing C&YP's participation in disaster management. This process had to involve staging a key event in each country in which children and young people, where possible,

could interact with policy makers to communicate their needs, priorities and capacities in disasters and influence policy and practice. In accordance with the participatory approach of CUIDAR, the event should also envisage as many as dialogical moments as possible: between C&YP and adults, but also among different stakeholders, to generate a cross-fertilising dynamic that could illuminate the best ways of materialising C&YP's participation in disaster management.

The framework also included these general comments and recommendations:

- Awareness raising and communication is a process: each country has to stage the event as part of a long-term strategy, where key actors, such as policy-makers or mass media, are gradually engaged before and after the event, and using different strategies.
- WP5 should be built upon WP3 and WP4 outputs and evidence. In this way these policy dialogues had to include and integrate the different outcomes of the dialogues (WP3) and mutual learning exercises (WP4) to ensure that C&YP's perceptions, priorities and ideas are heard at a national level. These outcomes could also be part of the engagement and sensitising process to attract policy-makers and practitioners to participate, and to generate media attention to the national event.
- As with other WPs, we strongly suggested that events be child-friendly and child-centred. Where possible, we encouraged partners to involve children and young people's meaningful participation and direct contribution to the events' design and development.

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2.1. Designing the event: contents and format

Attending to the specificities of each country, the UOC team proposed a flexible structure for the event, which could be adapted and adjusted to the needs and possibilities of each context. That structure included four possible event moments, considering only one of them as compulsory, with the others as interesting suggestions to be added to that central moment. The core moment should be a 'sensitising activity' that could be

complemented with an ‘inspiring’ one, an ‘engaging’ activity and/or an eventual ‘evaluation’.

1. **Sensitising:** With the main aim of the national event in mind, the design had to include at least one chance for the dissemination and communication of the work done by children and young people in WP3 & WP4. Ways of doing this could be short presentations by children themselves to exhibiting the work done in several ‘stations’. The UOC team recommended involving C&YP as far as possible in designing these presentations. Be it via these specific presentations or as a general framework, work-package leaders suggested that the event should disseminate wider statements such as:

- **C&YP’s participation is a right to be fulfilled:** it is recognised by the Convention on the Rights of the Child and implies that they have the right to participate and contribute to issues, policies and discussions that affect their lives.
- **C&YP’s participation is possible:** WP3 and WP4 outputs could be used to create understanding that C&YP’s participation is possible, feasible, practicable, and even rewarding for children and young people and the adults involved. Experts previously enrolled in WP4 could also be allies in advocating this.
- **C&YP’s participation is not only possible but useful, instrumental for emergency, risk and/or disaster management:** evidence gathered shows that apart from being possible, participation is useful and productive for disaster management: children have clever and innovative ideas and suggestions for disaster management (they envisage unanticipated needs, tools and improvements). Experts enrolled in WP4 can also be allies in advocating this point.

Thus, the sensitisation moment should be the core of the event, based on C&YP’s and involved experts’ contributions, and framed within this advocacy approach. For those partners who had the chance and/or will to conduct a bigger event, the framework recommended two additional (but not compulsory) moments that the event could embrace.

2. **Inspiring:** The suggestion was to identify and invite best practices in different fields (other than disaster management) where children and young people have developed and sustained meaningful participation. This would be a way to reinforce the message given in the core moment (sensitisation) about the rights, possibilities and benefits of participation; but also to inspire policy-makers and practitioners working in the field of disasters, as well as the C&YP participating in CUIDAR project, with successful practices and experiences coming from other fields.

3. **Engaging:** Finally, the event could also include a moment devoted to activating C&YP, policy-makers, experts, and practitioners at the national event. This would show that everyone could have a more active role. For example, instead of just talking and listening, it could imply participating in discussions in small groups or elaborating a tool developed collaboratively. The results of these groups could be briefly discussed and assessed collectively at the end of the event. As in WP4, these activities should be facilitated by someone with the ability to build safe and child-friendly relationships and exchanges between C&YP and participating adults.

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Some other general recommendations for event design included:

- **Timing.** As for WP4 mutual learning events, it was suggested keeping the national event to a maximum of four hours or half a day, to make this child-friendly. If necessary, there could be activities devoted only to adults so participating C&YP do not need to be present in the whole event.

- **Choosing the date.** Partners were encouraged to link the event to a significant date as it could help to attract the media attention and design strategies to publicise the event widely. Two possible dates were suggested: 1st June (Children's International Day) and 13th October (International Day for Disaster Reduction). However, each partner had to be free to choose the day considering local contexts.

- **Choosing the venue.** Like in WP4, partners were encouraged to choose child-friendly venues for the national event. Specific needs depending on the format chosen (plenaries, small groups, exhibitions, etc.) had to be borne in mind along with other practicalities (sound, video, Wi-Fi, refreshments, and so on).

- **Invitology.** Every partner had to elaborate their ‘invitology’, understood as the strategy to decide in every national context who should be invited to achieve the main goal of the event (to sensitize a high-level audience and affect policy development in this area), and how to reach them. Generally a relevant audience was considered to include: emergency planners and practitioners and policy-makers in education, childhood, participation, and civil protection. But any other relevant actor detected and/or involved in previous WP should also be included. It was also suggested to arrange a specific interview with key actors in the field, to check out names already identified, collect new ones and enlist their help in contacting harder to reach people.

- **Internationalisation.** If possible and feasible, it was recommended that despite being a national event, it should include an international dimension, such as: thinking of ways of including examples from other countries (showing short clips, posters or pictures from other workshops in different cultures and settings), or thinking of actions that could strengthen the message across partner countries and reach international policy-makers (European Commission, if possible).

- **Attendees' bag/kit.** Where possible, partners were also encouraged to think about an ‘attendee bag/kit’ with key messages and information from the project (flyers, examples of outputs from WP3 & 4, etc.) to be distributed during the event.

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2.2. Preparatory activities

It was considered important that all participants prepare their interventions in advance . Where possible, partners should to arrange up to three preparatory sessions with children, and at least one meeting with adult participants.

- **With children and young people:** Be it concentrated in just one session or distributed in three different days, C&YP should have the opportunity to be informed about the event beforehand and decide about the form and content of their intervention. As a guide to partners, UOC suggested these meetings cover:

- Their expectations and suggestions for the event, particularly about what they can do to communicate their ideas and messages and to sensitise policy-makers, and design the materials they will use to communicate them.
- The way they want to be represented in the event (particularly if some of them don't want to, or cannot attend the event) and their spokespersons (at least two).
- The key actors and stakeholders that, according to their work on WP3 and WP4, might be invited to the event.

As the event was to bring different groups from different cities and regions together, a session immediately before the event could be used to get know each other, to get familiar with the space and/or to organise some 'common' and very simple message/action/performance.

- **With policymakers and stakeholders:** a prior media campaign to raise awareness among civil protection actors, policy-makers and civil society in general was suggested. This could be done disseminating WP3 & 4 outputs via mass media and social media.

A specific meeting with relevant actors and/or participants involved in the event, could address different goals:

- Introduce the aim of the event/project, and share some findings (WP2 report) as a way to set the ground to talk about C&YP's (rare) participation in disaster management.
- Share ideas about the event and get some feedback and suggestions from them.
- Share some useful guides (as in WP4) to let adults know that it's important to create and sustain a safe, enabling and child-friendly environment.

Where such face to face meetings were not possible, it was suggested to provide as much information as possible about the event, especially to those people who were expected to have an active role, via e-mail and/or phone. All the participants should know

beforehand what the CUIDAR team expected from them, be it contributing with presentations during the day, or any other kind of collaboration such as helping in disseminating the event, providing key contacts, etc.

2.3. Evidence and evaluation

In order to have feedback from participants and gain key information to inform CUIDAR's next steps, all partners should gather evidence and do some evaluation activities.

- As evidence, we encouraged all partners to take photos and video recordings, and to collect any other material that captured the event, such as posters, minutes of meetings etc.
- We suggested evaluating the impact of the event on C&YP and adults (policy-makers, practitioners, experts and so on) separately. The assessment by the latter, could be done at the end of the event, with a focus group, or postponed and framed as an online questionnaire. For C&YP it was suggested, where possible, to organise a post-event evaluation session, share our conclusions and recommendations, and to talk about our next steps in the project.

3. The national events

Following the general recommendations provided in the UOC framework, below is an overall description of each partner's event and the results achieved.

① Dates, schedules and venues

The events took place around the two suggested dates: the International Children's Day (in Portugal and Greece) and the International Day for Disaster Reduction (in the UK, Spain and Italy). Situating the event before summer had the advantage of avoiding the summer break and its potential effect on the memory and engagement of different actors involved. However, this was not possible for all partners since many were just finishing their WP4 events so decided to postpone it until after summer holidays.

COUNTRY	DATE	VENUE
Greece	1st June (9.00h - 14.30h)	Earthquake Planning and Protection Organization (EPPO), Athens
Italy	10th November (9.30h - 14.30h)	Palazzo Chigi, Rome
Portugal	31st May (9.30h - 16.30h)	Instituto de Ciências Sociais da Universidade de Lisboa, Lisbon
Spain	19th October (9.00 - 14.00h)	CaixaFòrum Barcelona
UK	13th October (10.30h - 16.30h)	Etihad Stadium, Manchester

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Regarding the venue, each partner followed different criteria. Italy and the UK prioritised choosing an emblematic venue:

In the **UK** the venue, Manchester City Football Club is a well-known place which was also used as a support centre after the Manchester Arena bombing (the terror attack that occurred on 22 May 2017 in the foyer of the Manchester Arena after a music concert). The venue was relevant to the theme of the event, and it also meant the conference was able to reach stakeholders in Manchester who are particularly occupied at this time. Manchester was accessible for as many participating children as possible, the venue is child- friendly and the children were extremely excited to attend an event at the stadium, many having never visited it and not previously thought of it as accessible to them.

In **Italy**, the morning sessions took place in the Sala Monumentale of Palazzo Chigi, the palace or noble residence in Rome and the official residence of the Prime Minister of the Italian Republic, while the second part took place at Con I Bambini foundation, the head offices of an Italian social enterprise dedicated to combat children's educational poverty. The morning venue was not a child-friendly one, but it was chosen to raise children's voice to the 'government' level, even figuratively. Children and adolescents were very motivated to participate in such an important venue; they felt that their views would be taken in consideration since they had the chance to express them in the government building.

In Greece, Spain and Portugal, the priority was to choose locations easy to reach for their potential invited participants and attendees to the event.



Posters of the events:
Greece (left) and Portugal (right).

In **Greece**, the venue was EPPO (Earthquake Planning and Protection Organisation) in Athens was chosen because most of the invited policy makers and authorities' representatives, as well as most stakeholders, work in Athens and it was convenient for them to participate since they all appeared to have very heavy timetables. Also, EPPO is relevant to the theme of the event since it develops and runs projects in relation to earthquakes (e.g. training activities for children, developing educational material for children and adults.) EPPO was also identified as a key stakeholder interviewed during WP2.

In **Portugal**, the partner's university facilities were chosen as they are situated in Lisbon, easy to reach for all participants and attendees. They arranged a formal large auditorium for presentations, a large room for interactive activities, and an exhibition area.



Spanish venue and children arriving

In **Spain**, Barcelona was the city chosen to hold the event since it was an accessible location to all C&YP's groups, all of them were invited to come, and to most of our key stakeholders and allies.

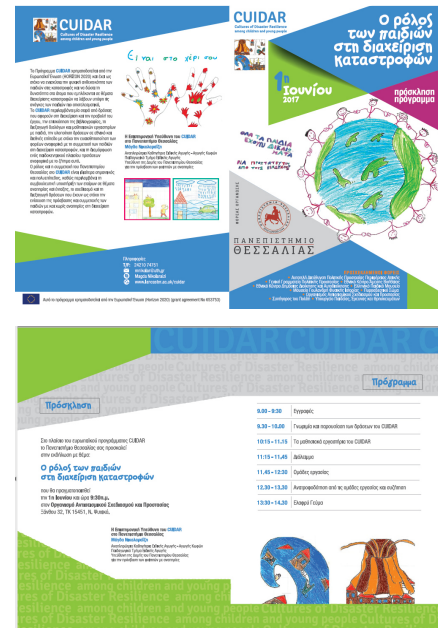
After looking for many different options, the final choice was the Caixafòrum: a popular cultural institution in Barcelona that organises many child-oriented activities, which is easy to reach by road and public transportation. Moreover, apart from having at their disposal different rooms with all the facilities needed to hold this kind of event, it also holds exhibitions: to have a child-friendly guided tour to one of the exhibitions, added attraction for children and their teachers to attend the event.

2 Framing the events

The titles that partners gave to their events are highly indicative of how they were framed. However, each partner decided to emphasise different aspects: risk reduction, disaster management, emergencies, Disaster Risk Reduction (DRR), resilience or participation.

Greece and Portugal, for instance, focused their event on the general topic of C&YP's role/participation in DRR.

During their research for WP2, Greece found very few actions about DRR and children, so the main goal of WP5 was to raise awareness among policy-makers and other stakeholders about children's right to participate in these topics. Furthermore, as Greece was the only partner running workshops with children with disabilities there was an emphasis on the needs of children with disabilities (children with visual impairments, deaf and hard of hearing children and children with multiple disabilities and visual impairment).



Greek programme

Therefore, they presented the differentiated practices they had used in the CUIDAR project to enhance children's participation in the educational process and potential ways to empower their voice and role in DRR. A further aim of the WP5 event was to bridge the gap between the different organisations that could play a role in children's participation and involvement in DRR activities. Therefore, during the second part of the event, representatives from different organisations reflected and discussed their role and their contribution in enhancing children's participation in DRR activities.

- **Greece:** *Children's role in risk reduction and disaster management*
- **Italy:** *Children and Emergencies in Italy*
- **Portugal:** *Children's and Young People's Participation in Disaster Risk Reduction*
- **Spain:** *How to promote children's and young people's resilience? Participation and Disaster Management*
- **UK:** *Take Care: Building children's resilience in emergencies*

In **Portugal**, during WP2 interviews it was realised that C&YP’s participation in DRR was mostly absent from civil protection initiatives, but that there were initiatives in other fields led by NGOs and municipalities aimed at promoting C&YP’s participation in the public sphere, making decisions and becoming agents in topics that were relevant to them. The aim of their event was twofold: to build bridges between these participatory initiatives and civil protection stakeholders, and to bring together young people and adults to discuss the opportunities and challenges of participation. So, the event aimed to convey the message that children and young people’s participation in DRR is important and feasible, giving some examples about how it can be implemented.

Spain and the UK choose instead to put the emphasis on the topic of C&YP resilience in disaster/emergency situations.



Spanish invitation

In **Spain**, the event was framed as an invitation to think about C&YP’s resilience from a participatory stance. Involving children and young people, it was claimed, is an effective way to encourage them to play a much more active role, supporting their rights as citizens and helping them combine their voice and social and political visibility. This not only impacts on our societies’ democratic quality but also has a positive effect on the quality of civil protection services and systems, and on the creation and quality of the resilience that our societies can construct.

This message was conveyed by (i) sharing the CUIDAR results in Spain, with children and experts involved in WP4; (ii) organising a roundtable with experts with a wide experience in Civil Protection, Security and Children’s Rights, to explore the potentialities and limitations of C&YP’s participation in DRR actions.; and (iii) having a keynote presentation from Dr. Alice Fotherhill, who put forward the relevance of children’s participation in coping, individually but also collectively, with the effects of Hurricane Katrina.

And in the [UK](#), the main goal was to encourage policy makers and practitioners to increase the amount of child participation in their work, by engaging and inspiring them, but also by providing tools, examples, and some first-hand experience of participative work. C&YP and Save staff demonstrated the themes and learning from each of their sites of the CUIDAR project (8 sites), as well as inviting speakers, panellists, exhibitors and delegates to share their input. They did this via a key note speech from a leading DRR figure in Government, an interactive exhibition session, an expert panel discussion and two interactive workshops with C&YP.

Finally, [Italy](#) had a more general frame because of specific needs. Due to the Central Italy earthquake in 2016, Save the Children Italy had to postpone some of the events/publications that they had in pipeline and that involved the same stakeholders of the CUIDAR national event. In order to reach these stakeholders, they decided to merge all these activities in one single event. It was conceived as a debate among different actors about the roles and responsibilities of Italian administrations in protecting and promoting children's participation before, during and after emergencies. So, in the morning they launched two publications related to CUIDAR: *Child-friendly guidelines to protect children in emergencies for Municipal and Regional Emergency Planning*¹ and a *Report Card on the situation of children in emergency in Italy*². And C&YP were the ones in charge of doing the CUIDAR presentation, built upon WP3 and WP4 outputs and evidence, to ensure that children and young people's perceptions, priorities and ideas were heard at a national level.

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③ The structure of the events: sensitising, inspiring and engaging

All the events lasted between 5 and 7 hours (including breaks and/or lunch), some of them concentrated in just one morning (Greece and Spain) while the other (Italy, Portugal and UK), left some activities for the afternoon. All events had welcome and

¹ This was developed along with the National Department of Civil Protection and an advisory board composed by experts in different fields: pediatrics, pedagogues, representatives of the Ministry of Education and the Ministry of Health, a geologist, etc. This document is a set of guidelines for the Municipalities and Regions with practical tips on how to reach and promote children protection and participation before, during and after emergencies.

² A snapshot of the current situation about Italian funding for school safety, figures about children affected by the last severe disasters (L'Aquila, Emilia Romagna and Central Italy earthquakes) and an analysis made by the University of Florence about the existence of child-friendly measures adopted by the Italian municipalities for emergency planning. It includes a paragraph about the CUIDAR project and the Ancona youth group final product, the mobile friendly web site PIANO ALLA MANO, as an evidence base of children's active participation.

closure moments. The opening usually was to welcome the audience and participants and introduce the event and the CUIDAR project by the partner coordinator (Greece, Portugal and Spain), or by a Save the Children representative (Italy and UK).

For **sensitising**, the key strategy was to provide as much information about the project findings results as possible, in an accessible language, and supported by visual aids (e.g. short and long reports, oral presentations supported with PPT, projecting the videos, holding exhibitions about materials produced during the projects, a cardboard game). In all cases, there was an effort to unify the different experiences achieved in each of the locations, while at the same time, pointing out the most relevant specificities; and to disseminate and communicate children's key messages. All this information was encapsulated in a discourse that highlighted, depending on each context:

- The relevance of increasing C&YP's participation in DRR, especially of those who may be hit hardest in an emergency or disaster situation, such as poorest children (UK) or children with disabilities (Greece).
- The C&YP's right to participate, be listened to and be informed about issues that affect their lives, according to the Convention on the Rights of the Child.
- Children's ideas, perceptions, suggestions and needs that emerged during the CUIDAR project and their feasibility according to the stakeholders involved in the process.
- Tools for how to increase C&YP's participation in DRR using the example of the CUIDAR methodology, or providing specific materials (infographics, toolkits, etc.).

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Welcome by the Director of UK Programmes, Save the Children

All that information was presented by the CUIDAR team members in each country, and where possible involving C&YP who helped CUIDAR teams to sensitise policy-makers and stakeholders by sharing in first-person their experiences and/or the messages they had developed during the project. They did this mostly via oral presentations, and in some cases accompanied by an interactive exhibition and/or stall (Italy and UK).

ITALY: at the end of the morning session, the participants presented their workshop outputs to the audience, showing their final products in four different stalls, one for each city involved in the project.

◆**Ancona:** they produced a mobile-friendly website with a child-friendly version of the Municipal Emergency Plan (www.pianoallamano.it). They had worked on this Plan during the Dialogues workshops; it is a document that is meant to be useful to protect the population during emergency situations but appeared to be almost completely invisible to the local population and difficult to understand for children and young people.

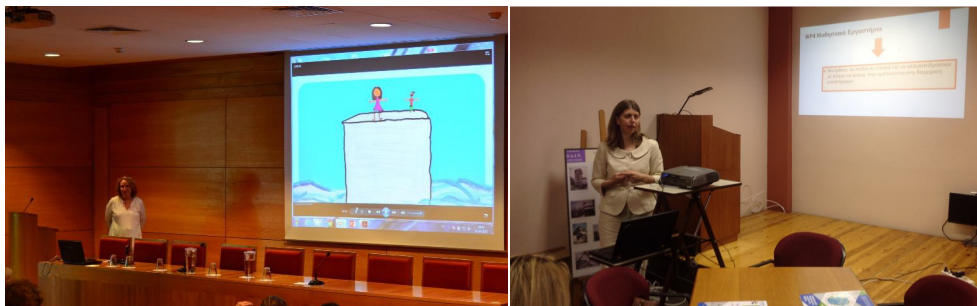
◆**Crotone:** they produced a video clip about a 'flash mob' they performed to sensitise the local community and their peers about this issue along with a leaflet to distribute during the flash mob to reinforce their messages.

◆**Genova:** they created a foldable paper map (like a tourist map) showing the risk zones, resources, strengths and vulnerabilities of their neighbourhood. They distributed the map to the community members and their peers, to help them recognise the safe places in their local areas, know where the emergency services (civil protection, hospital, fire fighters, etc.) are located and to enhance their resilience.

◆**Concordia:** they produced a video showing the ruins left by the 2012 Emilia Romagna earthquake, especially the old school, the former theatre and the main church. In the video, they tell the audience about their memories of these places and ask policymakers what plans they had for these buildings. They wanted to know if the local administration was planning to reconstruct them (especially, they wanted the policymakers to restore their old school which they prefer to the current temporary one), or what other options they have, since the population and the young people strongly felt they were still not informed about these decisions that strongly affect their lives.

The attendees were very interested in discovering the communication tools that children indicated during their speech to the panel, so the attendees were very curious and waited until the end of the event so they could to visit the stalls.

Some stakeholders and teachers involved were also invited to share their experience of CUIDAR with the audience (UK and Spain), especially to reinforce the message that C&YP's participation, apart from being a right that must be enforced, is a very useful way to improve actual services and plans with C&YP's insights. In Spain and Portugal, dissemination of the WP2 scoping findings were included in the event: with an oral presentation by UOC team member in the case of Spain; and making some WP2 report copies available to the delegates in the case of Portugal. Portugal, Italy and Spain also showed early versions of their CUIDAR video, and Portugal distributed printed versions of WP3 and WP4 local reports.



Portuguese team leader introducing the video (left) and Greek team leader presenting the project (right)

In **Greece**, the teachers who collaborated with the researchers in running the four workshops in three cities (two workshops in Athens, one in Thessaloniki and one in Volos) participated in the WP5 event and presented all the activities that were developed during the workshops. The teachers had a dynamic role in the workshops in Greece because they knew the diverse needs of the children very well. The children themselves could not participate in the national event for ethical and legal reasons: some were very young (6 years old) and others had very complex needs (children with visual impairments, deaf and hard of hearing children and children with multiple disabilities and visual impairment).

In **Spain**, the first slot was devoted to sharing the CUIDAR findings by making visible all the agents involved: the UOC team, C&YP's and some of the stakeholders that had participated in the MLE.

- ◆The UOC members presented a short overview of the project, the methodology used in WP3 and WP4, and the main results of the project.

- ◆C&YP introduced themselves and made a short review of the risk they had chosen to focus on and why, and the ideas and solutions agreed in WP3 & WP4.



Spanish team leader welcome, accompanied by the C&YP's representatives

- ◆The stakeholders shared their experience of working with C&YP during WP4. They were selected taking into account the location of their Mutual Learning Event (MLE) and their professional background: Maria Antonia Soto who coordinated the psychological intervention after the Lorca earthquake; Paco Martínez, promoter of the Lorca Resiliente programme in Lorca; Jofre Céspedes a fire-fighter that works at the Prevention Space in Barcelona; and Santi Fuster, a fire-fighter from Gandesa, who promoted the creation of the Pau Costa Foundation. The press officer of the Catalan Civil Protection authority, Marc Homedes, was also invited to share his experience in the MLE with the Sant Celoni group, but he could not attend the event.

During the event, these stakeholders shared their thoughts about their experiences in the MLE in relation to their professional activity.

Soto framed her intervention with *The Little Prince* story, highlighting that the MLE made her realise that 'What is essential is invisible to the eye'. She was referring to the fact that all young people from Lorca had claimed in WP4 the relevance of having psychological attention after an earthquake. Paradoxically, none of them received this kind of support back in 2011, when the earthquake took place, as only those 'directly affected' were deemed eligible. She learnt that this emotional dimension has to be integrated in preventive practices, so C&YP feel more prepared in case of emergency. Quoting again Saint-Exupéry's story, 'Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them', she ended by expressing the desire that CUIDAR will change C&YP's situation regarding DRR policies, so they do not have constantly to repeat that they want to participate.

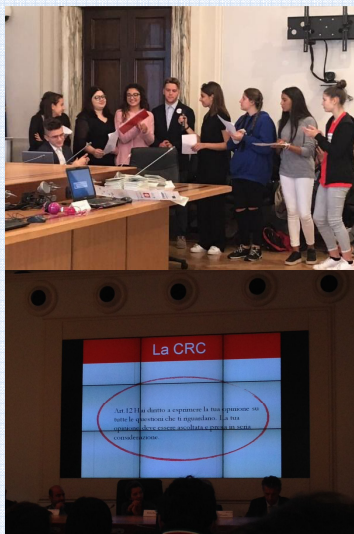
Martínez stated that the MLE showed him that C&YP did all they could after the Lorca earthquake, not just to help themselves but also their families and communities. He also remarked that they can contribute very interesting and fresh ideas in improving the protocols and the communication systems in such emergencies.

For Céspedes, the interesting novelty that CUIDAR adds to their work in prevention is the inclusion of forest fires as a topic of interest for Barcelona (for the entire neighbourhoods that border the surrounding mountains). He also underlined the need to work in recovery as much as in prevention and response to help people, particularly vulnerable groups, become more resilient.

Fuster challenged the whole audience to think about the *Three Little Pigs* story and ask themselves *which pig do they think they are in the event of a disaster? Which pig would they like to be? Which pig do they think they will become?* He also challenged the children from Gandesa: *'You have great ideas but your work does not end here. It has just begun. You have to implement them'*. He ended by recalling that in the MLE in which he participated, children worked on ideas about how to make their environment more resilient. Now, he invited them to go to the next step, and think about how to make their society more resilient.



Stakeholders sharing their experience in the MLEs in Spain



Italian youth groups: presenting the project, and the Art. 12 of the Convention on the Rights of the Child.

In **Italy** groups of children and young people were in charge of presenting most of the information: one presentation explored the Convention, another focused on Article 12 to sensitise the attendees about their right to participate and contribute to issues, policies and discussions that affect their lives. The other two groups showed that C&YP's participation is possible by describing their experience in CUIDAR: in the WP3 workshops (methodologies, activities, resources, what they learned) and during the MLEs trying to engage the attendees and let them understand that participation is possible, feasible, practicable, and even rewarding for children and young people and the adults involved.

All these presentations and exhibitions contributed to demonstrating that C&YP's participation is not only possible but also useful, instrumental for emergency, risk and/or disaster management. In general, C&YPs ideas and/or products developed through CUIDAR have been considered in all countries as innovative and feasible by the involved stakeholders and attendees to the national events. So, the sensitisation worked in all cases despite using different strategies in each country.

For **inspiring**, all partners enrolled other projects and experiences related to DRR and/or C&P's participation: projects that enhanced C&YP's participation in other areas, other national/regional or municipal initiatives by civil protection and emergency planners involving C&YP, or other international research examples about children's experiences in disasters. In most cases, they were included in the programme as short presentations to be shared with the audience (as keynote speakers or as panels with a moderator that helped to frame the debate). In the UK, the conference aimed to inspire delegates through interactive stalls, workshops, and panel debates. They provided opportunities for delegates to learn from their experience in this project and learn from the C&YP attending, as well as debate key issues, hear from experts, and gain practical experience of interacting with young people that could be replicated in their own work setting. And in Spain, a selection of best practices had been made but could not be included because of time constrictions. Rather, the choice was to interview them and disseminate the results via the Spanish CUIDAR weblog³. The inspiring section included Alice Fothergill's presentation about children's recovery from Hurricane Katrina.

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In **Greece**, most of the participants had experience either from past projects and activities related to disaster management or from activities with children but not necessarily disaster management/risk reduction. For example, the representatives from the Earthquake Planning and Protection Organization (EPPO), have carried out many activities and projects in relation to earthquake prevention and preparedness, involving children and young people.



Working group in Greece

³ The chosen experiences were: a children's council in a Science Museum; a Municipality children's council; and a Scout organisation that developed an emergency plan for C&YP when doing activities in the mountain.

A partner from the sister EU EDUCEN project, a sister Collaboration and Support Action, participated in the Greek WP5 event.

In [Italy](#), there was a panel with eight short presentations by national or regional level representatives of civil protection or children's rights, along with some Mayors. C&YP's presentations took place in the middle of these presentations. The panel was facilitated by a high representative of Save the Children Italy, who was a former Councillor for Social Policies in Rome Municipality, experienced in how to facilitate dialogues among children and institutions, as well as the overall efforts made to promote children's protection and participation into Italian practices and policies.

ITALY

Panel with national and regional institution representatives and Save the Children publications' presentation

Facilitated by: **Raffaella Milano**, StC It Head of Italy and EU programmes

- **Luigi D'Angelo**, Emergency Coordination Operations Director, National Civil Protection Department
- **Elvezio Galanti**, Geologist from the University of Florence
- **Paolo Masetti**, Mayor of Montelupo Fiorentino, national subdelegate of Civil Protection
- **Susanna Balducci**, Engineer at the Civil Protection Service, Marche Region
- **Andrea Nobili**, Child and adolescent guarantor, Marche Region
- **Enrico Piergallini**, Mayor of Grottammare Municipality
- **Carmelo Tulumello**, Director of the Regional Civil Protection Agency of Lazio Region
- **Luca Prandini**, Mayor of Comune Concordia della Secchia

26

The National Civil Protection Director of Operations underlined that years ago the civil protection system was mainly concerned with fulfilling the basic needs of the population affected by disasters providing mostly food and shelter rather than considering the specific needs of children and young people (e.g. such as education, child friendly spaces, specific services etc.).

He explained how in recent years, also through the collaboration with SC Italy, the civil protection system was changing and being more sensitive and inclusive to these needs. Then, the Lazio Region civil protection director, started speaking to the C&YP present in the room, using a child-friendly vocabulary and a more informal way of talking about serious issues.



Speakers and audience in Italy

He reinforced the importance of having child protection and participation measures in the civil protection system and talked about the Memorandum of Understanding signed with Save the Children in 2016, an agreement which allows the NGO to support regional Civil Protection organisations within the displaced people camps, installing child-friendly spaces in these areas for example after the 2016 Central Italy earthquake. He explained how this agreement allows the regional agency to start specific training for Civil Protection personnel and volunteers about children’s needs in emergencies.

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Speakers and audience in Italy

Then, the delegate of the National Municipality Association (ANCI) talked about the role of the municipalities and what mayors can do to include children’s protection and participation measures within Municipal Emergency Plans. The Marche Region civil protection official talked about an emergency drill project realised with Save the Children Italy and how the Marche region made specific measures, such as the inclusion of Child Friendly Spaces’ modules within their assets to respond to emergencies.

The two Mayors talked about the experiences they had working with Save Italy. Piergallini explained how they included and adapted Save the Children Italy guidelines for the protection and participation of children during emergencies within their Municipal Emergency Plan. The Concordia Mayor spoke about the importance of involving children and their perspectives in the reconstruction process (Concordia was hit by the 2012 Emilia Romagna earthquake). He explained what the municipality did immediately after the earthquake to protect children and to bring back some normality as soon as they could, finishing the school year in tents, starting summer camps for children, but he also explained how they involved C&YP in a reconstruction process. In fact, together with StC and an engineer, the municipality allowed a group of children affected by the disaster to design the external area of a recreational centre. The final project will this include children's points of views and desires and the centre will be probably finalised by mid 2018.

"Including these guidelines it's possible, those mayors who don't do it it's because they don't want to do it, not because it's not possible."
Mayor of Grottammare (Italy)

The Marche Region Children Rights Ombudsman, talked about the importance of children's participation in policy making and endorsed the CUIDAR project results: the Ancona CUIDAR group met him last September and they presented "Piano alla mano" (the website map with the child friendly version of the Municipal Emergency Plan) to the Regional Consultancy. During his talk, the Ombudsman talked about this experience and how impressed he was by the Ancona group's work. He concluded by committing his institution to sign a MoU with the Regional Association of National Municipalities in order to promote the inclusion of StC Italy guidelines within the March Municipal Emergency Plans.

PORTUGAL

Risk Education: projects from local Civil Protection Services

Moderated by: **Ana Nunes de Almeida**

- **Maria João Telhado**, CP Lisbon
- **Luís Carvalho**, CP Amadora
- **Leonor Teixeira**, CP Albufeira
- **Margarida Baptista**, CP Loures



Panel 1 in Portugal

Most of the projects and experiences included in the [Portuguese event had been](#) identified during the WP2 scoping exercise. The first panel aimed to showcase some of the best DRR education practices in Portugal: four municipal civil protection offices with educational programmes (Lisbon, Amadora, Loures and Albufeira, three of which had worked in previous WPs). All are very active in developing risk education activities, either in the school context or outside of it. Loures and Lisbon have two educational infrastructures dedicated to risk education: Casa Tinoni and School of Prevention and Security.

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The presentations showcased the diversity and range of education activities carried out by local civil protection services and the importance given to interactive, experiential learning, although importantly the participatory dimension is mostly absent.

Participatory initiatives with Children and Youth in Portugal

Moderated by: **Alexandra Figueira**
(CP CML)

- **Rosa Maria Coutinho**, UNICEF- PT
- **Ana Sotto-Mayor** - Project T.A.L.E
- **Isabel Silva**, Association Learning in Joy - Gouveia
- **Cristina Correia** - Palmela Municipality

The second panel was aimed to show that children’s participation is possible and relevant, with projects already underway in several parts of the country with positive results: the UNICEF programme Child Friendly Cities⁴, a European project on training of legal experts to make justice child-friendly⁵, a local NGO project on children’s participation in the community and a plan for children’s participation developed and implemented by a local authority.

These presentations focused on their work with children and young people of different ages, from kindergarten to teenage, stressing positive results achieved, including the implementation of some of the children’s ideas in their communities.



Panel 2 in Portugal



Keynote speaker in Spain

In **Spain**, the inspiring experience took form of a keynote speech by Dr. Alice Fothergill, researcher at the University of Vermont (USA) and co-author of the book *Children of Katrina*, who shared the main finding of their seven-year research with children affected by the Katrina hurricane in 2005.

She situated their work as an example on how to include C&YP’s voices in disaster research. After introducing some key facts about Katrina’s impact, she presented a general description of their methods and sampling, and discussed their main conclusions: the identification of three major trajectories that children followed after the Katrina experience.

"Children need opportunities to contribute in meaningful ways"
 Alice Fothergill (Spain)

⁴ <http://childfriendlycities.org>
⁵ <http://www.project-tale.org/>

There were children that had a declining experience; those who were able to find an equilibrium; and in between, those who passed through fluctuating moments. The key learning was that those who had more favourable conditions before Katrina, i.e. more resources within their families and communities, as well as some anchorage (a referent adult to support them, who in many cases were grandmothers) were the ones that became more resilient children. Fothergill's presentation also confirmed that children have many capabilities that they can and want to put into practice during disaster situations, most significantly those related with care. Care about other children, support for adults but also in looking after themselves. So, by helping their communities they also helped themselves, becoming more resilient.

In the **UK**, the key note speaker was Helen Braithwaite the Assistant Director, Training, Standards and Assurance, Civil Contingencies Secretariat of the Cabinet Office who presented on 'Emergencies in the UK and the Government's disaster risk response'. She focused on the importance of emergency planning/response and placed that in the context of emergencies that happened in 2017.



Keynote speaker in the UK

She discussed the key long-term actions the Government has taken, including recently publishing the National Risk Register in a more accessible format as well as creating a shared learning space which facilitates discussion and collaboration on future potential improvements. She highlighted the importance of listening to communities and listening to children, and her commitment to this work.

UK

Benefits and barriers to more effective child participation in planning, response and recovery

Moderated by: **Jane Lewis** - Head of Programme Development and Quality, UK Programmes, Save the Children

- **Dr Kathryn Oldham** OBE - Chief Resilience Officer for Greater Manchester
- **Geoff Harris** – Director of Prevention and Protection, Greater Manchester Fire and Rescue Service
- **Katharine Evans** - National Flood & Coastal Risk Manager, Environment Agency
- **Owen Thomas** – Deputy Headteacher, Trallwn Primary School, City and County of Swansea

In the afternoon, there was a panel discussion moderated by Save the Children, with the participation of the Chief Resilience Officer for Greater Manchester; the Director of Prevention and Protection of the Greater Manchester Fire and Rescue Service; the National Flood and Coastal Risk Manager in the Environment Agency; and the Deputy Headteacher of one of the schools involved in the CUIDAR project. The Chief Resilience Officer emphasised the topic of resilience: how chronic stressors (i.e. poverty) make it harder to bounce back and how early engagement and preparation is key to resilient children and a resilient society. He spoke about some of the barriers this approach encounters: such as organisations competing for young people's time; staff willingness to engage in a preventative agenda; or different agencies going into schools with different messages (i.e. the Fire Service, Environment Agency etc.). The Fire and Rescue Service representative also highlighted that children are viewed as educators to their parents and adults, and that forms of technology could help further spread key messages.

"We need partnerships; we're not experts in working with children"

Chief Resilience Officer
for Greater Manchester (UK)

Other practices that include children's participation were mentioned too, such as the review commissioned by the Mayor about the Manchester bombing, where 14,000 people had the opportunity to have their views heard, including children, who were invited and encouraged to take part in this.



Panel discussion in the UK

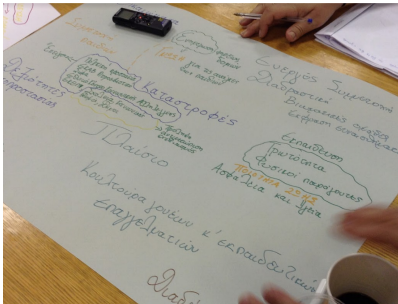
Other interventions pointed to some of the strengths of the CUIDAR project approach:

- CUIDAR has helped overcome a barrier that practitioners often avoid: talking about disasters in an informative, frank way. Usually, adults worry about worrying children and discount their ability to have opinions on matters; this leads to a lack of information and consequently resilience. In contrast, when CUIDAR children had the opportunity to choose, they prioritised those scary topics and tackled them 'head on'.
- CUIDAR has generated empowerment for children especially following the Grenfell Tower fire which had showed great need for the children to find and use their voice. Children were innovators during their MLE presentations (for example, using Minecraft to demonstrate what things would be like in a disaster).
- The Chief Resilience Officer told the audience that she included CUIDAR participating children's words and ideas in her intervention at the recent UN Conference on DRR in Mexico and in the 'Resilience for Life Strategy' being developed.

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However, according to the Environment Agency representative a gap remains: how to interact with older children and youth groups (in the UK) and engage them on the agenda put forward by the CUIDAR project.

Finally, all partners included some kind of **engaging** activity, involving just stakeholders (Greece and Spain), or C&YP and stakeholders (Italy, Portugal and UK); framed as a discussion in small groups (Greece and Portugal), in plenary (Spain) or as a co-creation activity (Italy and UK).



Working groups in Greece

In **Greece**, policy makers and stakeholders were divided in four groups, to discuss and share their ideas based on the following key question: *‘How the authorities, organisations and services can enhance children’s role and participation in policy making and the planning of programmes and activities related to disasters?’* To promote interdisciplinarity each group included members of different organizations.

This allowed the participants to reflect on their own role separately but also in collaboration with other authorities. For example, in one working group, there was a special education teacher, a psychologist from the General Secretariat of Civil Protection, a lawyer from the Greek Ombudsman for children’s rights, a researcher from CUIDAR team, and a representative from the Health Emergency Unit and a representative from the Hellenic Children’s Museum of Athens.

The goal was to share their experiences and ideas, suggestions or concerns regarding the ways in which children’s role - including those with disabilities- may be enhanced in DRR decision-making processes in Greece. All their ideas and proposals were captured in keywords, making diagrams or even drawing their messages. After this, a representative of each group presented the main ideas, suggestions, concerns, needs to the rest, followed by a plenary discussion. All the participants agreed that there is a need for further activities and projects regarding the enhancement of children’ and future adults’ role in disaster risk reduction. They also stressed the importance of awareness and training in disability issues in order to support children and adults with disabilities in case of disasters and in actions related to disaster risk reduction.

The objective in [Italy](#) was to actively engage the policy-makers, experts, practitioners and parents invited to the national event to build a CUIDAR Manifesto/Children’s Charter along with the youth groups that had participated in the project. The Manifesto/Charter had to promote protection and participation for C&YP and be based on WP3 and WP4 main responses. It was structured around five major topics:

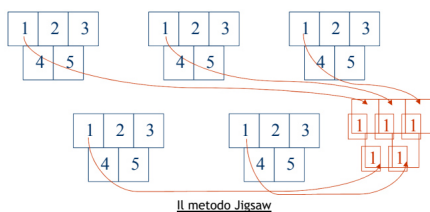


Working groups in Italy

(i) the school has to be a safe place and education should not be interrupted in case of an emergency; (ii) C&YP should receive appropriate training about natural and human-made hazards and about self-protection measures; (iii) C&YP’s protection has to be a priority before, during and after a disaster; (iv) C&YP have the right to participate in all phases of emergencies, with special attention to reconstruction actions; (v) Risk reduction has to take into account those who are more vulnerable.

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Some adults were invited to respect proportionality among children and adults to promote a balanced participation process: priority was given to those policy makers and adults that had no experience in children’s participation and had not been involved either in WP3 or WP4.



The methodology used was the Jigsaw, characterized by the emphasis on structuring the interaction between heterogeneous groups: each student is assigned a part of the task on which they can prepare and then compare responses in a parallel group.

As in a puzzle, the work done by each group is essential for the full understanding and completion of the final product. It was seen as a participatory method to share knowledge, experiences and new ideas to draft the CUIDAR Manifesto: the participants were divided into five groups of 9/10 people (‘experts’, children, policy makers, parents, and different stakeholders) and each member was provided with a piece of paper with a

statement. Each group had the same statements, so everybody could discuss about the same issues and then prepare for the plenary to express their responses, and as each group presents its work, the full picture starts taking shape as in a Jigsaw.

The work done during this session was then socialised in plenary among the participants. This final moment had the participation of the former Head of the National Civil Protection Department and currently official for the Council of Ministers now in charge of drafting the new Civil Protection System law. His participation was very meaningful since in his new role it will be strategic to include C&YP's needs and perspectives into the new CP law.



Working groups in Italy



Working groups in Portugal

In [Portugal](#), a discussion table was organised as an adaptation of the 'world café' model, in which young people and stakeholders discussed a specific aspect of how C&YP's participation could be advanced, identifying challenges and strengths associated with it, and proposing solutions that favour their inclusion.

The topics discussed emerged from the discussions and pledges with children and young people during WP3 and WP4: (i) participatory risk education; (ii) children and young people as active participants in disaster management in their communities; (iii) children and young people as active participants in disaster management in their schools. During registration, stakeholders had to indicate which topic they were most interested. Based on this, they set up five tables of 4 stakeholders / 4 students/ 1 facilitator (two on the first topic, one on the second and two on the third). The group discussions started with a short ice-breaker and a brief explanation of how and why the topic was chosen, by connecting it with the work done in a previous WP. Each table had three rounds of discussion (20 minutes each) about what challenges participation, what facilitates participation and ideas and solutions for enhancing children's participation. To ensure

that everyone could contribute to the discussion at the same level during each round each participant was asked to write down one or more ideas related to that topic.

The table discussed all the ideas and chose the three that they considered more important. At the end of the discussions, there was a general presentation of the results achieved, in which young people from each table fixed the sheets of paper on the wall and presented the ideas to the audience.



Working groups in Portugal



Roundtable in Spain

In [Spain](#), the engaging activity was framed as a roundtable/conversation with experts that could share a reflection about why there are so few participatory practices with C&YP in DRR in Spain, and how this situation can be transformed. It was an attempt to find an answer to the gaps identified by the CUIDAR project in WP2, previously presented by a UOC team member.

The roundtable included the current Deputy Director of the Catalan Civil Protection Service, and two newly retired experts: one in the field of C&YP's rights who had long experience in different institutions and organisations at a regional and national level in (such as Save the Children Spain or the Catalan Ombudsman); and the current delegate of the Spanish Forum for Urban Prevention and Safety, who was in charge of Security policies in the Barcelona City Council for more than 30 years. The roundtable was moderated by a journalist specialising in emergencies who participated in the Lorca ML. He posed the questions so that they could be answered in an interactive way: why is there an increasing interest in participatory approaches in many political and administrative areas? Where are there good practices about C&YP's participation? In what ways can C&YP's autonomy in risk and disaster situations be increased? How can channels for better communication with C&YP about emergency topics be adapted/generated? And how can we reach the younger children and the adolescents, usually ignored by the Civil Protection programmes?

SPAIN

How to encourage children's and young people's participation in disaster management?

Moderated by: **Andrés López**, emergencies' journalist

- **Sergi Delgado**, Deputy Director of Emergency Coordination and Management of the General Directorate of Civil Protection of the Generalitat of Catalonia.
- **Montserrat Cusó**, Expert in Children's and Adolescents' Rights
- **Josep M. Lahosa**, Delegate of the Spanish Forum for Urban Prevention and Safety.

Sergi Delgado, from civil protection said there was greater in participation because citizens are claiming it, as exemplified by C&YP in the CUIDAR project. One of the main barriers, according to Delgado, is a widespread view of public administration that implies a passive positioning and thinking that it's the State responsibility to rescue all citizens in case of an emergency. So, to increase C&YP's participation the first thing to do is to change that patronising approach by increasing adult participation as well in Civil Protection. All the same, there are still many challenges ahead for Civil Protection, such as generating stable channels that could work to effectively communicate with C&YP. With CUIDAR, he acknowledged, they have confirmed that children claim more information (about the risks they are exposed to, self-protection measures or alerts in case of emergency) and that they are not being enabled to access them all.

"Today we have seen it. These children have asked to be first-category citizens: participating, being active, and collaborating. They understand the problems and have solutions to contribute.

This is a change"

*Deputy Director of Civil Protection
in Catalonia (Spain)*

Montserrat Cusó linked the increasing interest in participation with the consequences of democratising processes: we need to include C&YP's voices because it is a misrepresented group, and the UNCRC recognises their right to participate, as well as national and regional legislations. Some examples about how to implement this right are: school councils, leisure clubs, assemblies of children under the public administration guardianship, childhood and youth councils at municipal level or at the regional Ombudsman level. However, what is relevant about these spaces is the level of

"We [adults] have been observers and evaluators of their needs, but their direct voice is still missing"

Expert in Children's Rights (Spain)

C&YP's participation (according to Hart's ladder) they allow, and to make them effective: with concrete assignments and goals, and with a permanent status. For this to happen, adults must change the way approach children, understanding

their equal status as citizens and that their participation is feasible and useful for all of us. And enough information must be provided to children about their right to participate and the spaces, channels and tools they have to make this right effective. She also remarked that adolescents are in many cases forgotten by public policies, but that they will participate as long as we link it with topics that interest them (their neighbourhood, leisure, music, etc.), and frame it as an open participation where they have the option to choose, at any time, their level of involvement.

Finally, Josep Maria Lahosa shared his experience working with young groups about their uses of public spaces in Barcelona (mostly in the security field: children, police and violence). He highlighted that C&YP consider they are already effectively participating and have their own spaces for that; so, rather than creating new participatory mechanisms what adults need is to acknowledge the ones that C&YP already have. This implies moving from the 'extractive' participatory model frequently used by administrations towards a policy co-production model, which he considers is endorsed by CUIDAR's messages. As C&YP made clear during their presentations, they do not claim (just) to be consulted but to have an active role in policy-making and its implementation. So, there needs to be a paradigm shift that implies overcoming many cultural barriers, mostly related to public administrations' and practitioners' relationship to citizens and adults' expectations and imaginaries about C&YP. Adults must stop trying to convince children about their needs, and start asking and listening about what they need, and work on how to make it possible. Moreover, in relation to building more resilient cities, Lahosa also stressed the need to incorporate a wider definition of disaster in urban areas, which not only includes natural risks, but also new challenges like terrorist attacks.

"If we want to work with C&YP we have to accept their rhythms and their approaches. (...) we adults have to accept our own limitations and the capacity of young people to build, to be full citizens."

Delegate of the Spanish Forum for Urban Prevention and Safety

In the [UK](#), the engaging activity was two workshops envisaged as a co-creation activity aimed to give adult delegates an experience of working collaboratively with children to generate ideas and make decisions similar to those they would need to make in their work, as a strategy to inspire them to do more to create with, not only for, children.



Working groups in the UK

In workshop 1, they were provided with some simple information about preparing for winter and facilitators asked adults and children to work in small groups to think about how this info could be communicated effectively with children. In the second workshop, they were engaged with what child friendly spaces are and used internationally, and then adults and children worked together to do a body mapping activity in small groups, thinking about what CFSs should look, feel, sound like etc. Through these collaborative activities, adults practiced engaging with C&YP on relevant topics to DRR, and were able to experience hearing the unique perspectives and expertise of C&YP. The C&YP had completed similar activities in WP4 and showed increased confidence and awareness of their agency to influence change.

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④ Facilitation

All the events were facilitated by the CUIDAR team members, in some cases with the support of other members of their institutions or previous allies (understood as all those stakeholders, practitioners and teachers that had been collaborating with the project since earliest stages). Some partners also gave them the role of moderating their panels, roundtables or discussions.

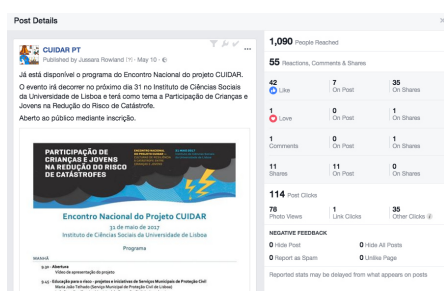
5 Invitology, preparatory activities with stakeholders and dissemination strategies

What we mean by *invitology* is the strategy created by every partner to decide the potential audience of the event. As a rule of thumb, the priority was to focus on: emergency planners, practitioners and policy-makers from fields such as education, childhood, participation, and civil protection. But any other relevant actor detected and/or involved in previous WP might also be included. In most cases, this has been a gradual process taking advantage of the development of the project itself. However, partners also conducted specific and timely actions and dissemination campaigns to get to new potential audiences.

Partners have used a wide variety of means and strategies to disseminate information about the project: e-mail, phone calls, virtual and/or personal meetings, etc. adapting to every context and participant. Apart from sharing information about the project, some of these communications have also served to collect expectations from stakeholders and, in some cases, to clarify their role in the event.

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To create the list of potential participants, partners mostly relied on the list of contacts created throughout the project, especially in WP2 and WP4. Additionally, some partners tried to be sensitive the children's priorities (Greece, Italy). Some partners decided to extend invitations to all their contacts (Portugal, Spain), while for others, as in Greece and Italy, there was a prioritisation (mostly due to place constrictions or adjusting the audience to particular dynamics).



Facebook post with program in Portugal

Predominantly, the guests list included stakeholders previously involved in CUIDAR project (WP2, WP3 and/or WP4) as well as contacts from other projects and other national, influential stakeholders engaged specifically for WP5 (UK and Italy).

In all cases, partners worked hard to reach to key policy-makers, practitioners and stakeholders from different regions, different levels of the administration (local, regional and national) and from different domains: civil protection (including both public and NGO representatives), emergency responders (fire-fighters, psychologists, journalists.) children’s rights institutions, education policy-makers and/or teachers, local resilience forums and/or environmental agencies. Also, in the case of Greece representatives from two museums were invited recognising the important role of non-formal education in DRR.

Partners used email and social media, such as Facebook and Twitter, to distribute invitations and information or flyers about the event. Portugal and Spain also made available their registration forms, and asked some of their allies (key stakeholders) to help them in distributing the invitation to their institutional mailing lists. As a follow-up, most partners made phone-calls or sent reminder e-mails to guarantee the presence of the key stakeholders and guests with a prominent role in the event.

6 Welcome packs

All partners gave a welcome pack to the attendees, each of them in a different format (cloth bag, folder, cardboard box, etc.) and including different materials. In all cases the welcome pack included the event programme, accompanied by other materials related with the CUIDAR project, and in some cases, other additional resources provided by their institutions (leaflets, reports, notebooks, etc.).



Spanish programme sent via e-mail

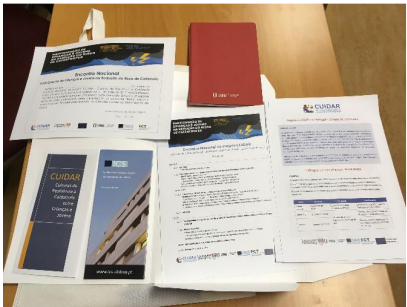


Greek leaflet

All participating children received a CUIDAR T-shirt as a gift⁶.



Italian welcome pack



Portuguese welcome pack

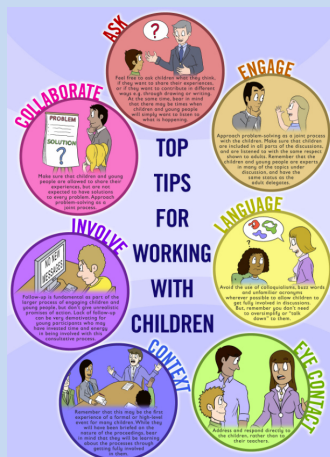
	CUIDAR general info	CUIDAR materials for/about the event	CUIDAR results
Greece	Leaflet	Programme & poster	children's drawings, comments, activities and ideas about DRR and children with sensory disabilities
Italy	Leaflet	Programme	C&YP final products ⁷
Portugal	Leaflet	Programme & attendance certificate	Printed report summaries
Spain	-	Programme & poster	Game
UK	-	Programme, speaker bios, safeguarding information, venue information and the document 'how to work with children', which set out some top tips	Toolkit

⁶ In Italy, they received this for the WP4 Mutual Learning Events, and some of them decided to wear them for the WP5 event. In they UK, those who could not receive it for the WP4 MLE, had it for the WP5 event.
⁷ The bag also included the printed versions of the two Save the Children's publications presented during the event.

UK: The CUIDAR team created a toolkit that outlines the format of the work done in WP3, 4 and 5, and contains resources and guidance that would allow third parties, such as schools and local authorities, to run similar projects themselves. It also contains detailed session plans and links that would be helpful to teachers or youth workers. This resource was shown at the event, and it is envisaged this will be posted online.



The UK welcome pack included a document, *How to work with children*, which includes seven top tips: asking children if they want to contribute and how, bearing in mind that sometimes they only want to listen; engaging children as much as possible throughout the discussion, taking into account that they are also experts in the topic; using comprehensible language, but avoiding oversimplifications or a patronising attitude; keeping eye contact and asking and answering directly to children; bearing in mind that it can be the first time that children participate in this kind of activity, and they might need some time to feel comfortable in that context; recognising their involvement and return them some feedback or follow-up of the results of the participatory process, without giving them unrealistic promises of action; and collaborating with them in the problem-solving process: not expecting that children may have solutions for everything.





Spain: The printed version of the programme was also a poster that included the event's image with a sentence inspired by a girl evaluation the MLE:

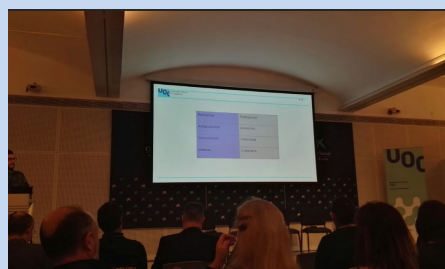
***We can all contribute with ideas and proposals.
We want to be heard.***

The programme given out in a cardboard box that also included eight cards containing a different concept, to be paired as in the Memory game.

The eight concepts refer to key ideas identified through the project, divided in two colours, each one making reference to Civil Protection wording (blue) and concepts that encapsulate C&YP's approach to that same idea (white). Pairs have to be created with a card of each colour. The proposed pairs are the following (although this also leaves room for thought about other possible combinations):

- **Resilience** can be fostered with **participation**.
- **Self-protection** as an empowerment tool to create personal **autonomy**.
- **Communication** as a privileged area where C&YP can have an active role within their **community**.
- **Childhood** understood as active **citizenship** so they can also participate in issues that affect their lives.

The game was presented during the event so it could work as an engaging activity that each of the attendees could then put in practice with their colleagues.



7 Evidence collected and evaluation tools

All partners took pictures of the event, and in Spain and Portugal it was also recorded on video: the whole event in the case of Spain, and the morning session in Portugal. In Spain, an edited version of the recordings will be shared via the Spanish project website. In Portugal, this has already been shared with all the participants via Padlet⁸, including the powerpoint presentations, photos and documents related to the event.

Most interactive activities were captured in hand-written posters. There were also other specific materials created for the event such as power-point presentations and the posters/exhibitions/stations created to present WP3 & WP4 materials.

The assessment strategy was different in each partner country. Greece and UK asked delegates about their expectations just before the event, via a short open interview and a survey, respectively. In Greece, they completed the interview and the survey on site, just at the end of the event. In the UK, C&YP surveyed delegates on their way in to the event before it began, and then all delegates (including C&YP) completed an exit-survey. Portugal and Spain sent a survey to the participants. So far, only Portugal and UK have collected evaluations from C&YP (the Spanish team is to do this when returning to schools to show the final version of the local CUIDAR film). And in Italy, StC Italy children's radio 'Underadio', recorded the participants' feedback⁹, and C&YP and CUIDAR staff also had informal conversations in the event room.

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Speciale progetto Cuidar. A cura di Giorgia e Beatrice

Data di pubblicazione: 17/11/2017

Intervengono:
Luigi D'Angelo, Direttore Operativo Dipartimento Nazionale Protezione Civile
Anna Girelli, Coordinatrice Dipartimento Emergenza Save the Children

Nome

speciale CUIDAR intervista azione crocione beatrice giorgia anna girelli luigi d'angelo protezione civile save the children

Podcast of the StC Italy radio
with the participants' feedback

⁸ <https://padlet.com/CUIDARPT/encontronacional>

⁹ <http://www.underadio.it/podcast/ven-11172017-0000/speciale-progetto-cuidar-cura-di-giorgia-e-beatrice>

3.1. Children's and young people's involvement in WP5

Children and young people were active participants in the WP5 events. It has been explained that in Greece C&YP's participation was not possible. First, the participating schools were located in different cities of Greece and there were many safety, administrative and ethical obstacles impeding the children's transportation to another city. In Greece the workshops took place in primary schools and therefore children but not YP were included. This was quite challenging because rarely workshops include such young children. Also, some children had sensory disabilities and in some cases additional multiple disabilities creating ethical and legal obstacles to participation in this part of CUIDAR.

All other partners involved children in their event and arranged specific preparatory activities with them; but in the case of Greece, the preparation was with their teachers, who were in charge of representing children's voices in their event.

Country	Number	Ages
Italy	30	11-18
Portugal	21	14-15
Spain	73	9 -18
UK	23	10-12

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UK: 23 children from three different schools participated in the event. To choose the delegation, one school drew straws as to which children attended, while the other two schools selected the children.



Partners followed different strategies to invite children. In Spain and Italy, all children who had participated in CUIDAR were invited to the event, while in Portugal and the UK, partners had to choose some delegations. Overall, 147 children and young people attended the national events. For some, it was a reward for the work done throughout the project. For many, it was also seen as an opportunity to raise their voice and convey their messages, needs and ideas. Additionally, almost everyone was thrilled to visit highly touristic cities (Lisbon, Rome and Barcelona), or iconic facilities such as the

Manchester City Football Club, or the official residence of the Prime Minister of the Italian Republic.



Picture of the #flashmob "Non può piovere per sempre", presented at the

Italy: 30 among children and adolescents from the four locations involved in the project (14 from Ancona, six from Crotone, two from Concordia and eight from Genova). Moreover, six parents joined in at the event (three from Concordia and three from Ancona).

Portugal: Partners prioritised the participation of the eldest groups (two out of four). 21 ninth grade young people (10 from Albufeira and 11 from Loures). At certain point, they also considered inviting the 4th grade students involved in CUIDAR, but it was considered unfeasible because it was a normal school day for them.

Nevertheless, they were represented in the event: their work displayed at the hallway of the venue (the posters, drawings and flyers) and there was a computer with the film created by the 4th grade children of Loures. The CUIDAR video projected at the beginning of the event also showed their participation in the workshops and mutual learning exercises, and their opinions about the project. The results and pledges of the 4th grade groups during WP3 & WP4 were also taken into account for choosing the roundtable discussions.



Coffee-break hall where the children drawings and materials were exhibited

Spain invited the entire C&YP involved in WP3 and WP4, and most of them and their teachers/educators agreed to participate in the event. There were 73 children: 19 children from Barcelona (with two teachers), 29 children from Gandesa (three teachers), 15 young people from Sant Celoni (two teachers), and 10 young people from Lorca (with one educator). Each group had to choose two representatives to make their presentations and all had the opportunity to listen to their project-mates, as well as some of the stakeholders who had participated in the MLE. Moreover, they all had the chance to watch the 'premiere' of the CUIDAR video.



◆ Preparatory activities

Before the event all C&YP had preparatory activities, consisting of up to three face-to-face activities or, in some specific cases, via Skype (in Italy and Spain). These activities were addressed, in the first place, to recall the work done in WP3 and WP4, reflect together upon what they wanted to do at the final event and prepare the necessary material. In all cases they chose their spokespersons and prepared a short oral presentation. The topic of each presentation was agreed between the CUIDAR staff and the C&YP involved, to make sure that they shared relevant information for the stakeholders.

To better articulate their message, in the case of Italy, they used a 'stepladder' so that each group was aware of which part of the whole message they were in charge of: the Genova group was made up of younger participants and they were in charge of presenting the part related to the UNCRC.



Preparatory session in Crotona

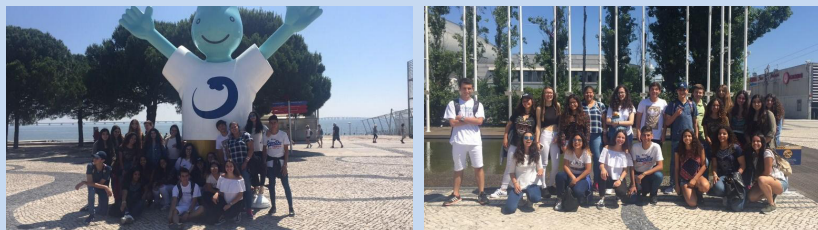
The Ancona and Crotona groups presented the part related to the consultation workshops and MLEs, since they were older than the others groups and able to explain it

better and also because they were more actively involved in designing the workshop activities along with CUIDAR staff.

Most of preparatory tasks were done in busy times for schools and/or in summer holidays, making it difficult for partners to involve C&YP in the practical organisation of the events: choosing the day or the venue. However, all of them received that information during the preparatory sessions, and in some cases (Italy), C&YP could also see some pictures of the venues in advance and co plan how to set up the room and the materials they would use to present.

In all cases C&YP met before the event and had the chance to rehearse their presentations with their teachers/educators (Spain), CUIDAR facilitators (UK), or with the other CUIDAR C&YP groups (Portugal and Italy¹⁰).

Portugal: Young people met during the morning -when the event was only addressed to adults- at Parque das Nações, a tourist hotspot in Lisbon, with ample public gardens, restaurants and cultural facilities.



Portuguese participants at Parque das Nações

In Italy, they met the night before in the hostel, where they could rehearse and share their expectations and worries: for instance, they were concerned about the dress code for the event since it was something new for them to attend an event in the Government building and all four groups asked specific questions about the protocol in this venue.

¹⁰ In Italy, the youth groups had the chance to ‘virtually meet’ before the WP5 event. During the WP3 workshops the sent each other videos, using the Flying Pigeon methodology (a video made by each group to send to another one to present themselves and tell what they were doing in the project.)

◆ Role during the events

In Italy and the UK children were present during the whole event. In Spain, Portugal, and UK, they stayed only part of it (Spain, during the first part in the morning; Portugal, only in the afternoon).

In [Italy](#), their intervention was planned in the middle of the agenda, around 11.30am, so they could be very visible and avoid ‘early leavers’ from important policy-makers. So, their intervention took place in between slots of stakeholder speakers. This helped to change the mood of the event but also it was important for adults to acknowledge children as peers and co-experts. In [Portugal](#), they did their presentations in the first hour in the afternoon, just before the working groups, since they were not present in the event during the morning. Morning time for them was devoted to meet each other and rehearse their interventions. At the presentation they described their experience of participating in the CUIDAR Project and answered questions from the audience. In [Spain](#), children made their presentations in the first hour of the morning, so they had the time to do a recreational activity after breakfast and yet be back at school in the afternoon. The only exception was Lorca. Due to the difficulties to commute, they had no other option than to sleep over in Barcelona. In [UK](#), children helped introduce the day during the welcome speeches, where two spokesmen helped give a short outline of what the project was and their experience of taking part. They also attended the closing speeches but did not attend the panel discussion, as they had a longer lunch break and focused their attention on the more interactive sessions.

In some cases, C&YP also took part in small working groups including stakeholders (Portugal, Italy, UK) and in the subsequent plenary sharing and/or discussion activity.

And in Italy and UK, they also had an active role in sharing the materials they had created through the project in an exhibition/stall format, as well as helping with some tasks during the event (welcoming the guests, conducting evaluation surveys, distributing the delegates’ welcome bag).



Child doing support tasks in the UK event



Italian group during the
Treasure Hunt

In [Italy](#), since almost all the participants never travelled to Rome before and they didn't know the city, Save the Children organised a surprise activity for them at the end of the engaging session in the afternoon, and before the final dinner that C&YP, CUIDAR staff, parents and group coordinators had in the evening. It was a Treasure Hunt around the city centre to allow them to visit the city in an amusing way, to work again in group to reach an objective and stay together with the other CUIDAR groups, not only for project purposes but also as youngsters.

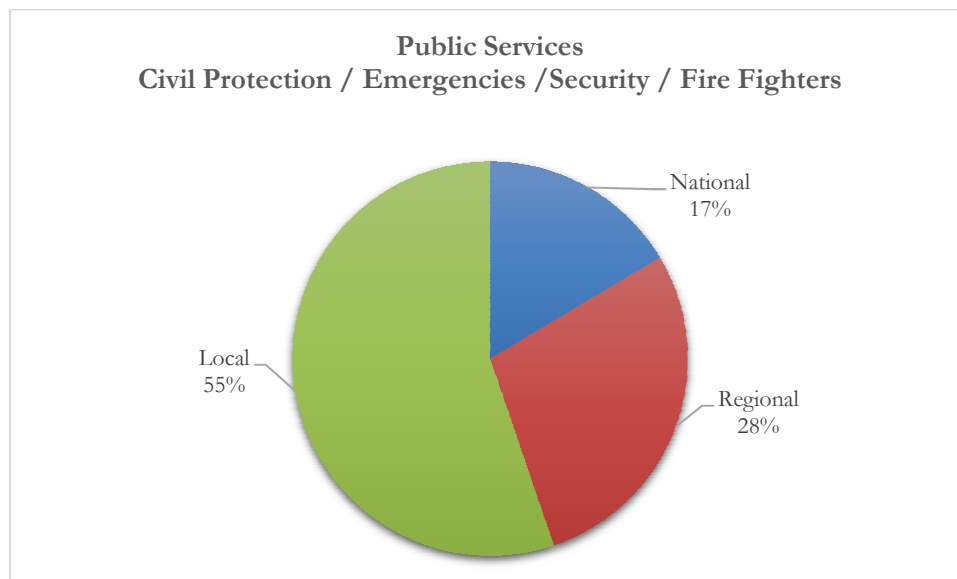
In [Spain](#), the oldest young people that came from Lorca had an extra day to visit Barcelona with their educator, while C&YP from Gandesa, Sant Celoni and Barcelona had a child-friendly guided tour of an art exhibition (about Andy Warhol's work) situated in the same venue where the event took place.

In [UK](#), before the conference began in the morning, the children had a tour of the stadium. This helped quell their curiosity about their surroundings, set them up for the day, and was a fun activity that they found exciting.

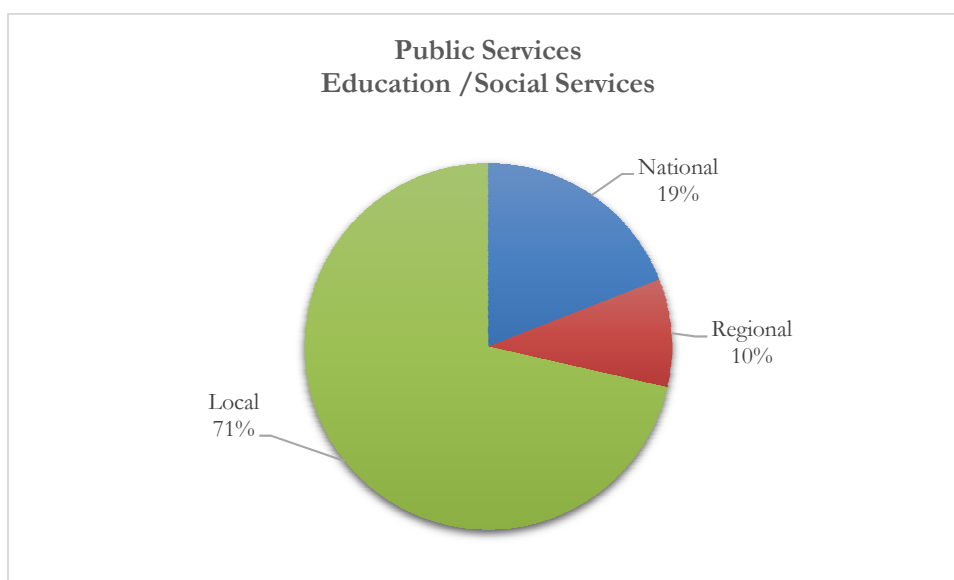
3.2. Results

◆ Attendees

Most of the stakeholder participants were public representatives from the areas of civil protection, emergencies, risk and resilience and security, from local, regional and/or national level. Others were first responders (fire-fighters, lifeboats, police, etc.), and other experts involved in DRR (earthquake experts, emergency psychologists and journalists). There was a significant participation of organisations devoted to risk education (environment agency, associations and NGOs, etc.). The events also attracted a significant number of representatives of educational and social services (at national, regional and local levels): teachers, associations and NGOs addressed to C&YP, as well as experts in C&YPs rights (ombudsman). Other researchers and students were also interested in attending the events.



In total 67 representatives from public services (civil protection, emergencies, fire fighters) areas participated in the events, most from local/municipal administrations. In Italy, they also had the participation of three Mayors from different Municipalities.



In total, 21 representatives from public educational and/or social services participated in the event, most of them from local administrations. Moreover, 20 teachers also participated: three in Greece, nine in Spain, one in Portugal and five in the UK. And in Italy, there were six parents.

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Finally, there were also 88 participants from other sectors related to DRR or C&YP areas:

OTHER						
	Greece	Italy	Spain	Portugal	UK	TOTAL
NGO and associations	-	12 ¹¹	2	4	23 ¹²	41
Researchers and university students	-	2	5	3	2	12
Earthquake experts	3	4	2	-	-	9
Police	-	-	4	-	1	5
Environment Agency	-	-	-	-	4	4
Ombudsman	1	1	-	-	-	2
Lifeboats Association (RNLI)	-	-	-	-	3	3
Psychologists	-	-	3	2	-	5

¹¹ 10 of them, Save the Children Italy staff from different departments, as Italy-EU programmes and the National Advocacy department.

¹² Including all Save the Children UK staff.

Museums	2	-	-	-	-	2
Expert in children's rights	-	1	1	-	-	2
Insurance sector	-	-	-	1	-	1
National Centre for Public Administration and Local Government	1	-	-	-	-	1
Sign language interpreters	-	-	-	1	-	1
Journalist	-	-	1	-	-	1
Juvenile Prosecutor	-	-	1	-	-	1

◆ Debates, discussions and proposals

In [Greece](#), participants discussed the need to increase communities' awareness in DRR and the role of legislation and media in this area. More projects and activities are needed to increase C&YP's participation in DRR strategies and educational programmes, which could also involve families. The proposals were: to increase the dissemination of good practices, include more DRR activities in the school curriculum, to generate more stable and sustainable collaborations between formal educational settings and the existing informal learning environments that lead initiatives in disaster risk education (such as Centres of Environmental Education) and generating networks between different stakeholders (authorities, organisations, universities, schools, etc.). In relation to the situation of children with disabilities, being aware of the scarcity of programs and activities and research regarding their involvement in DRR activities, suggestions were made for in-service training of employees of the different sectors involved in DRR, and awareness raising not only about disability issues but about the accessibility needs of children with disabilities. As a way to make more visible the needs of children with disabilities in disaster situation, there were also suggestions for involving associations of people with disabilities in networks about these topics and creating more accessible materials about DRR.

In [Spain](#) there was a debate about information and communication technologies and social media as relevant communication tools: the need (or not) to adapt them and the language used to reach C&YP and if there is also a need to foster their connection with the physical reality surrounding them, instead of virtual tools and realities. There was

also a debate about how to work for 'effective participation' models for C&YP (those that are able to generate real changes) and how to increase knowledge production about C&YP's needs on these topics, especially to learn more about their fears, since management of emotions emerged as a key topic to be introduced in preventive actions.



Roundtable in Spain

There were then some reflections promoting DRR activities with C&YP in spaces other than schools (already overloaded with demands), such as leisure associations, youth councils and associations; to replace the current reactive framework of intervention for a preventive one, and to move from a passive approach (where people seek information) to a proactive attitude (reaching people to ask them about their needs); and to explore new ways of guaranteeing C&YP's protection in emergency and disaster situations without undermining their autonomy.

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After Forthergill's presentation, in Spain there was also some debate dimensions of resilience based on the Katrina experience. This included children's resilience having an impact in their adulthood; if more resilient cities are more successful in hosting populations displaced by a disaster; and about the impact of differentiating between 'directly' and 'indirectly' affected persons in a disaster, in relation to the attention they receive and, in the long-term, in their resilience.

In the [UK](#), during the event they discussed the challenges and opportunities of working with children in emergency preparedness and response. The challenges included a skills gap for adults in doing participative work, a lack of confidence around what is age-appropriate information for children at different stages and a lack of substantial action happening in this area at the moment. Children explained the knowledge and skills they gained, and discussed their willingness to get involved in learning and teaching others

(including peers, adults, and community members). They discussed the value of increased collaboration for emergency planners in terms of the potential increase the quality of services for children, but the difficulty in putting the time/capacity/money behind doing this well. It was argued that people working regularly with children should also be included in partnerships with civil protection and emergency planners and policy-makers. Finally, the topic of resilience also raised interest and generated a discussion about how to measure it, taking into account that there is no agreed definition of the concept, but that there are different metrics such as the UNP Resilience Standard, or the promotion of a resilience 'card' via the Rockefeller Foundation and locally small sets of measures. Despite this, it was considered that though the narrative and experience of an emergency is hard to demonstrate or to translate into 'hard data', understanding what resilience is has great value.



Working group in the UK

In [Portugal](#), there was some discussion about the lack of harmonisation and articulation between civil protection and the educational system in risk education; the difficulties of weighing risks in the management of local environments and the indicators used so far; the difficulties for Civil Protection to reach inside schools to convey their message; and the lack of inclusion of deaf people in the Civil Protection awareness actions. Then, in the afternoon discussion (involving youngsters with stakeholders) solutions proposed were:

Participatory Risk Education (two tables)

- to have more actions that foster a better knowledge of the environment
- further contact with youngsters with experience of disasters
- the creation of summer camps and awareness initiatives targeted at specific groups
- a better articulation between civil society and academics
- the creation of specific discussion groups in neighbourhoods
- to create slots dedicated to the topic in school curricula, and to integrate the topic of DRR in the school project, in order to foster a security culture



Working groups' results in Portugal

How can youngsters participate more in the community? (one table)

- to create volunteering programmes for young people in DRR
- to create a digital platform of communication about DRR targeted at young people
- to produce more sensitisation ads broadcasted through different means
- to create joint working groups between children and adults

How can children be active in DRR in school safety (2 tables)

- a reduction of school time, so that children can have time to participate in project-based extracurricular activities
- to create youth clubs dedicated to DRR
- to create a specific timeslot or discipline to debate this topic
- to create more projects where children can participate
- to create youth assemblies where youngsters can discuss improvements and implement good practices

In **Italy**, proposals emerged during the working groups in the afternoon, through the Manifesto activity. Some of the recommendations put forward as a result of this process were:

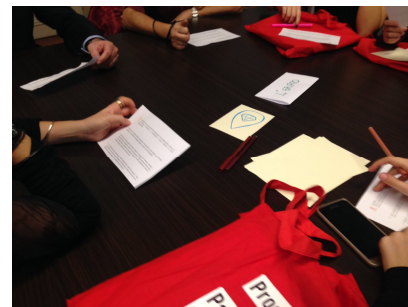
Schools

- Our schools need more maintenance, old and / or damaged buildings must be rebuilt with suitable materials and in safe areas.
- During the rainy season, schools should not be closed in advance for the fear of the rain getting in. We have the right to go to school and not to miss the lessons.
- Our schools must be safe, must have the certifications required by the law and above all schools should have a School Emergency Plan. The Plan must be known by all students, teachers and all those attending school including our parents.
- We propose to use our teaching hours as a tool for education / information to disseminate what is written in the School Emergency Plan.
- The school must provide information materials.
- We would like to learn at school the topics on disaster risk reduction and emergencies together with geography, science and other subjects. It is too important not to know these things; not to know how to behave in an emergency and not to know the risks, vulnerabilities and resources of our environment. These things save our lives.

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C&YP's rights

- The UN Convention on the Rights of the Child and Adolescents should be attached on the walls in schools and spread in the places where people gather and socialise.



Working on the Manifesto in Italy

People with disabilities and DRR

- Training should be provided for people with disabilities and for all those who could assist them.
- The information to be followed during an emergency and the safe places should be highlighted in different ways (colours, with sounds, different languages).
- It is necessary to foresee the presence of a guardian who can assist people with disabilities even during emergencies.
- Architectural barriers should be eliminated.

C&YP's participation in DRR

- There should be public meetings with experts on issues related to emergencies and citizenship.
- We would like to organize municipal events with correct information on how to behave during an emergency.
- For us, it is important to know the Mayor, the institutions responsible for planning and managing emergencies, because they can teach us many things and listen to our points of view and needs.
- If each of us is informed and knows how to behave in case of emergency we will be less afraid of what is happening.
- I can tell my parents, my brothers and sisters, and even my friends, what I've learned so they will know what to do during an emergency.
- The information we provide must be understandable, and our kits, videos, brochures, and sites where there are risk information campaigns must take account of our capabilities and needs. For example, interactive games for children could be developed to teach about the risks and how to deal with them.
- You should share social information only from official websites and trusted sources.

◆ C&YP's and stakeholders' responses

As indicated in their evaluations, in general, C&YP felt that MLE had prepared them to participate in the national events. Throughout the project, C&YP have learned how to up-scale their views from a local level (peers and families) to a higher level (local institutional and stakeholders to the national ones). They have learned how to get prepared for an important event, how to manage the stress and emotions and be focused on their objective of being heard by adults. They have also learned and proved their communication skills in order to sensitise the audience. They clearly mention that they were expecting to be listened to by adults (Italy), and that thanks to the project they were less intimidated about giving their opinions (UK). They also speak of their excitement about participating in the event and meeting young people from other schools (Portugal).

"During the meeting, I became aware that there are adults who still care about what the teenagers say." Portugal

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

Portugal

After the event, most C&YP stated that it matched their expectations or even surpassed them. Like in the MLEs, they clearly remark on the feeling that they have been heard by significant people in an important venue/event. In Italy, they also appreciated that policymakers and speakers spoke directly to them during their intervention. This made them feel like 'experts' invited to the panel.

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In general, C&YP from CUIDAR believe that national policies in DRR do not seem to care about what young people think. They claim that they should have more opportunities to talk about these topics and express their ideas. They think that CUIDAR can be considered a project that promotes and raise awareness about their rights. They enjoyed the process of talking and

"I enjoyed this activity [Manifesto workshop] because the adults involved were very direct talking to us, they didn't treat us just as children, but also as experts".

Italy

exchanging ideas with the adults, and feeling that what they say is considered as something valuable.

"We, children and young people are clinging to small devices, where we know everything that goes on in the world. Why not use it as a means to reach us?" Portugal

When asked about what they learned during the event, most of them underline the possibilities of new technological tools. For instance, in the UK they were impressed with the British Red Cross's first aid app; and in Portugal, the idea suggested by one of the girl participants about creating an app with information about disasters targeted at young people was also of interest to their peers.

ITALY

The head of the Calabria Region Civil Protection Agency, who had already participated in the MLE hosted in Crotona, asked the Crotona youth group to take an active role in sharing and using Easy Alert: a mobile phone app, developed by the RCP Agency. The app enables citizens to report in real-time calamitous events happening in the region and to convey information to the operational regional structure, open 24 hours a day.



Dr. Carlo Tansi showing Easy Alert to the Crotona youth group

Fires, landslides, floods, earthquakes and tsunamis, or road accidents, snow, storms, strong winds will be immediately geo-located: users downloading the App will be able to call for help and report emergency situations by sending a photo and a text that tells the story or indicates the victims directly to the CP operating room.

This request implies recognising their capacity to understand the events and communicate them to the competent authorities, and their interest in communication technologies. It also implies a meaningful understanding of children's participation by adults and local authorities in preparedness and response activities and hopefully a way for cultural change in how society and policy makers see children participation in DRR.

Most attendees also stated that their expectations about the CUIDAR project had been fulfilled. They remarked on the impact of the event on their understanding of how the participation of children and young people can be framed and improved in the context of DRR (Portugal, Spain). They also highlighted learning about how to involve children with disabilities in DRR actions (Greece).

Listening to/ meeting with and talking to the children (UK, Spain), and other stakeholders (Greece, Spain), especially working in small groups, was also stressed by some participants. And even when C&YP did not participate in person, like in Greece, stakeholders highlighted

"It was dynamic and participative, and had the participation of young people, as well as technical experts in the area" Portugal

the opportunity given by the event to learn more about children's perceptions of disasters: their fears, needs and messages. For stakeholders, it was also relevant to hear C&YP's embodied experiences of disasters to learn from them (that was particularly the case of Lorca in Spain).

"Particularly hearing from the children themselves was very inspiring" UK

Thus, listening to C&YP's voices has been one of the key elements that has contributed to the stakeholders' sensitisation: for those who never had thought about it, it has been an opportunity to think about this participatory approach to DRR.

For those that already were somehow sensitised about the relevance of C&YPs participation, the event was an opportunity to reinforce their convictions and think about new ways of implementing participation. They have realised the relevance of taking C&YP's voices into account for creating regulations and preparedness strategies and involving them in this process from the beginning.

"It has made me see from another point of view how to tackle the planning of emergencies in our institution" Spain

"Somehow this project shows us the way. We have to reach C & YP in schools, in their recreational spaces, and find the ways on how to discuss with them about issues that sometimes are seen as far from their own knowledge. But we have seen that it's not like this because these issues have to deal with their territory, homes and schools and it's important to find ways of communication of these issues as the CUIDAR project did" Italy

Also, that C&YP can be a key asset for civil protection in all the phases (before, during and after the disaster). C&YP become powerful allies to improve their schools (participating in the school emergency plans) and homes (preparing emergency kits). But it has been also important for the stakeholders to realise that home and school are not the only relevant locations for C&YP's everyday experiences. There are other important spaces, such as non-formal education spaces or even the unregulated public space, where they can be central as well to build resilience.

Many stakeholders stated that they will change the way they work. For instance, trying to incorporate children in their approach and creating mechanisms to listen to their needs and proposals. This is particularly important when designing emergency plans. It is also crucial when adults have to speak to them about difficult situations (UK). Stakeholders also underlined the need to improve communication strategies with children and young people with the use of ICT and local youth councils (Spain). In some cases, stakeholders also state that they will implement some of the specific ideas developed during the event, such as those related to the school emergency plan (Portugal) or child-friendly spaces (UK).

"I think this has highlighted a hugely important aspect of community resilience work that I will take back and share with my colleagues and consider ways we could support such initiatives" UK

Stakeholders remarked that to implement these changes -adopting a participatory approach-, they also need to change the way they are used to working, stressing the relevance of finding new ways of collaborating, sharing knowledge, skills and good practices and making these kind of initiatives more sustainable. Some ideas to implement are creating new networks between different sectors and persons with different scientific background and expertise (Greece), as well as between all agents involved in DRR with C&YP: schools, public and private sector actors and research (Portugal). Italy represents an

"There is a need to facilitate the participation of children and young people in prevention, during and after catastrophe; work on risk with the younger audience through non-formal educational dynamics; create spaces so that the collaborative processes between children, young people and adults take place in an invested way"

Portugal

example about the relevance of the creation and development of these kinds of stable networks and collaborations between different stakeholders (in this case, Save the Children and the public administration) to generate a real and faster impact of this kind of events. For instance, only a few days later, the regional Ombudsman who had attended the event put into practice one of the commitments agreed that day: a regional agreement among her institution, the regional government, the municipalities (ANCI) and Save the Children, to promote a culture of child protection and participation in the

"The event was a great opportunity to learn and enrich our knowledge about children and children with disabilities and reflect on our own role in order to enhance their access and participation in activities related with issues of disaster risk reduction" Greece

emergency planning¹³, that could be escalated at a national level or replicated in other Italian regions. And in Spain, two of the invited stakeholders involved in the MLE shared some of the impacts of the CUIDAR project in their intervention areas: the firefighters of Barcelona are working on a new training session for their Prevention Room specifically about forest fires (until now they were only about urban fires); and in Gandesa, there has been an increase in forest management actions to prevent fires, since

children started to work on these topics there.

¹³ By promoting, monitoring and assessing the "Child-friendly guidelines to protect children in emergencies for Municipal and Regional Emergency Planning" developed by Save the Children.

"It had the effect of encouraging and motivating the implementation of projects in partnership with the Municipal Civil Protection Services of my district" Portugal

◆ **Media impact**

As an awareness-raising event, most partners designed strategies to attract the attention of the media, either to cover the event itself or to disseminate the main findings of the project. To this purpose, press releases were sent before and after the event by most of the partners. Although it was difficult to gain the attention of the media¹⁴, most partners managed to have some impact on press, radio, or social media.

ITALY

Apart from the interviews made by the Save the Children radio, later, two news items were published by two local newspapers from Crotona: *Il Crotonese* and *La Gazzetta del Sud*.



PORTUGAL

The event was covered by a web-radio channel for children (Radio Miúdos) that interviewed some of the participants during the event. Later, an online journal published a note about the event.



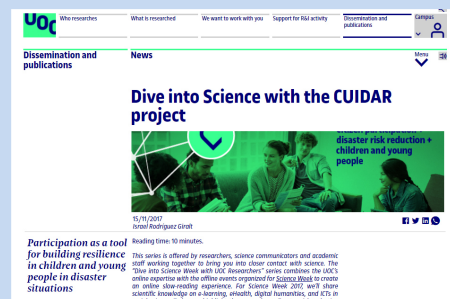
¹⁴ In Spain and Greece, despite the efforts, external events made difficult to gain the media attention the day of the event.

SPAIN

Several media outlets published texts about the event and/or the project: two local journals (*Diari de Girona* and *Diari de Tarragona*) two online journals about childhood, youth and education (*Educa.Barcelona* and *Criatures*), and an online journal about the third sector (*social.cat*). A regional radio station also interviewed one of the young girls from Lorca.



An article about the main findings presented during the WP5 event was also published in "Dive into Science Week with UOC Researchers", a series that combines the UOC's online expertise with the offline events organized for Science Week in November 2017.



Simultaneously, Portugal and Spain also did an active campaign via their social media not only to inform about the event, but to disseminate the results.

PORTUGAL

The Facebook Event reached 5,932 people and had 46 responses, and the Facebook post with the program reached 1,090 people, 55 comments shares, 114 post clicks and 11 shares. And the Facebook post with information after the event (with presentations, videos and reports shared via Padlet), reached 406 people, 18 comments, 22 post clicks and 5 shares.

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SPAIN

On the 19th of October, the day of the event, 63 tweets were published in Spanish Twitter profile, with 19.241 organic impressions, 138 retweets and 376 likes. Throughout October, 85 tweets were published, with 41.300 impressions, 135 clicks, 223 retweets and 519 likes. During this same month, the twitter profile had 2.304 visits, 74 mentions and 50 new followers. The tweet with a higher impact was the one disseminating the registration form:

The dissemination strategy will continue over the coming months, publishing new posts in the weblog with different contents i.e.: the 'inspirational cases' identified before the event or the videos recorded during the event (the roundtable and the keynote speech), for example. These contents will also be disseminated via the community gathered around the twitter profile with more than 200 followers.

In Greece and Italy, WP5 was not designed as an open event so the effort was not in attracting many participants but in reaching and involving the key stakeholders identified through the process.