Children and young people as partners for sustainable development and community risk management





Save the Children

Cuba

Background: Context



- Save the Children UK
- Cuban Context
 - Socialist system since 1959
 - IMR **7** per **1000** live births
 - Life expectancy: 75
 - Literacy rate: 97%
 - Model disasters preparedness system. Since 1996 7 hurricanes, 16 deaths
- Save the Children in Cuba
 - **1994**
 - Priority areas:

 Environmental education,
 social disadvantage,
 emergencies.

The environmental education programme

1997 - 2004

• Environmental Mission: Agenda 21 by children and young people. 97 - 99

• Umbrella Programme: Supporting National Strategy for Environmental Education. 2000 - 2003

- Environmental Education for Coastal communities: Research to Action in Local Communities 1997 2000 2005
- Participatory review, 2004
- Children consultation of National Environmental Strategy, 2005

Aim: Involving children and Young People in sustainable development actions



Locations: Havana, Guantanamo, Pinar del Rio, 11 protected areas, Varadero, Playa Giron, Cojimar, Jaruco Batabano. 15,000 children involved

The environmental education programme Main elements

- Research to action
- Advocacy
- Inclusion: Handicapped & vulnerable children.
- Formal and non-formal education
- Advocacy
- Partnership

Global environmental problems are our problems: Let's act.



The risk reduction programme

2000 - 2005

Let's be prepared:

including disasters preparedness issues in schools. Holguin 2000-2001

We are prepared, listening to the waters: flooding. Holguin 2002 2003

We are prepared, listening to the earth: multi-risk, gender and peer education. Holguin and Guantanamo 2003 2004

AIM: Involving children and young people in community risk management



Locations:

Yateras, Sagua de Tanamo and Mayari Municipalities in Holguin and Guantanamo provinces

Main programme activities

Forestation





Early warning system







Risk mapping

Entertainment brigades



First aid brigades



E&P

Gender

Multirisk

Peer education

Partnership

PRINCIPLES

- Transparency
- Sharing decisions
- Accountability
- Capacity building: All work hand in hand.

CHILDREN AND YP AS PARTNERS

- Right to be part of the decisions that affect them
- Education beyond theory: Actions are the best way to educate
- **Empowerment for the future and the present** in integrating environment and risk reduction
- Participation according to age in a capacity building process.
- New views for ongoing policies, strategies and activities.
- Children are great communicators for adults risk behavior change
- Young people capacity for influencing policies.
- Involved from research to action.



Ministry of Environment

•Civil Defence

Local Governments

•Centre for Research Information and environmental

management •National Aquarium

Protected Areas

Museums

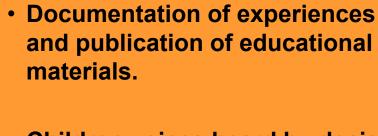
Ministry of Tourism

•International Donors: ECHO, DFID. UNDP

Children and Young People

ACHIEVEMENTS

- International agreements disseminated
- •Effective participation of children and young people in environmental and community risk management as a consequence of research



- Children voices heard by decision makers.
- Methodologies for inclusion, children participation, gender, peer education,
- Influencing and accompanying National Policies
- Risk behavior on earthquakes and flooding changed.
- Integration of environment and risk reduction approach.
- Contribution to the Cuba disasters preparedness system at the community level



Key factors

Supportive Cuban context

- Education system.
- Government commitment with environment and risk reduction
- High priority that society gives to children and young people
- Political structure is woven into grass-roots organisations

Capacity building approach for sustainability

- High level partners
- Partnership principles
- Documentation



Lessons Learnt



- Children as partners influence adults.
- •Projects built on the lessons and outcomes of former ones.
- •Support structures and processes already in place: political will of institutions
- Capacity building approach

- Not only theory but practice
- •From global to local problems.
- •Respectful relations & building of trust is critical
- •Establishing links between political decision makers and educational projects is critical to producing lasting changes.
- •Work of international NGOs is likely to be more sustainable if it enhances existing national structures and processes rather than creating new ones.
- •Documenting experiences and lessons is key to ensuring sustainability of processes and sharing learning.
- •The need to share tools rather than 'recipes' in different contexts.



Gracias

Thank you

Domo Arigato