



Building resilience: What are the experiences and perceptions of flood affected children in Vietnam?

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A warming climate is likely increasing the magnitude and frequency of flooding across many areas of the globe, placing a growing number of communities at higher flood risk. These elevated risks mean that governments, policy makers and societies are, and will continue to be, faced with new challenges concerning flood mitigation and resilience. Ultimately however, the adopted approaches and preparedness of communities will determine their overall resilience to flooding. Approaches will vary spatially and temporally and will be shaped by a complex mixture of culture, socio-economics, lived experiences and education. For appropriate support to be provided, and to allow the development of resilience within communities, the existing perceptions and practices of at risk societies need to be understood.

To date, the majority of studies that explore this area have focused on adult's perceptions and experiences of flooding and flood risk, along with the influence of local, regional and national governance. There is however, a growing body of evidence in favour of children as societal actors in their own right, thus providing motive to hearing their voices in such debates. The effect flooding has on children is significant and their contribution to flood mitigation and community resilience, both now and in the future, should not be underestimated.

This paper will present an exploration of the perceptions and experiences of flood effected children living in flood prone locations across cultural and socio-economic gradients. The methodologies to garner children's accounts of flooding, using participatory research methods to gain a critical and rich understanding. In doing so, future policy and practice can be adapted to take account of these additional actors and voices and lead to children, young people and communities at large to being better prepared for pre-, during- and post- flood.