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Education and social-emotional care for children and adolescents in situations of natural disasters

Educación y atención socioemocional a niños, niñas y adolescentes en situaciones de desastres naturales

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Bibliographic sheet

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naturales. La Habana: Sello Editor de la Educación Cubana, JP Impresores. ISBN: 978-959-181-227-8.

The book Education and socio-emotional care for children and adolescents in situations of natural disasters is a manual aimed at teachers of different educational levels ranging from education to Early Childhood, Primary, Basic Secondary, Pre-University, Technical and Professional, of Adults, pedagogical schools and universities where professionals of the pedagogical profile are trained.

It is based on the characteristics of Cuban Education that is based on the principles of mass character and equity approach to education, the democratic participation of the whole society in the tasks of the education of the people, the gender approach in Cuban Education and the gratuity for all Cuban citizens to attend all educational levels in line with the Constitution of the Republic of Cuba; as well as in the agreements, theses, resolutions and conferences of the congresses of the Communist Party of Cuba (PCC) and, in particular, in the VII Congress of the PCC, the Social Economic Guidelines 2016-2020 and the National Plan of Economic and Social Development until 2030.

The central idea of the book is to present some proposals for alternatives of curricular and non-curricular activities and contents for the treatment of socio-emotional support in educational institutions, according to the different educational levels.

Similarly, the methodology and activities, prior adaptation and contextualization, are equally valid in special education schools, taking into account the type of disability and its peculiarities.

The text is a recent publication (2018) in which the United Nations Educational, Scientific and Cultural Organization (Unesco), the United Nations Children's Fund (UNICEF) participated collaboratively, from its headquarters in La Havana Cuba; the University of Pinar del Río «Hermanos Saíz Montes de Oca», the Vocational Pre-University Institute of Exact Sciences of Santa Clara, the Cuban National Commission for Unesco, the Directorate of Science and Technology of the Ministry of Education of the Republic of Cuba and the Network of Associated Schools of Unesco in Cuba, as well as other Cuban educational institutions where the results of educational projects are generalized. The editorial process was in charge of the Cuban Education Publisher Seal and JP Impresores.

The book has been written taking into account the meritorious work of Education workers who in extreme situations, of crisis, leave their homes; they take care of the material basis of study and life of the educational institutions; they serve the population that is protected in schools as evacuation centers; They offer support to vulnerable families in their communities and constitute a fundamental pillar to resume the educational process as quickly as possible, as a premise and main condition for the socio-emotional care of children and adolescents, so it means for families that their children attend school, safe and protective institutions, so that stress is reduced, while the whole community engages in recovery tasks in an environment of trust.

Among its main features are:

- It is written in a pleasant and understandable language, in five chapters and 60 pages.

- It has a glossary of terms and a summary of the acronyms and acronyms used in the writing of the text.

- It presents illustrations that support the motivational work of teachers and the understanding of the message it conveys.

- It begins with an outline of the main environmental problems that afflict the world and its relationship with disaster risk reduction and education for sustainable development.

- It performs a detailed analysis of the expected reactions to disasters by educational levels at different stages, useful for post-disaster socio-emotional diagnosis.

- It maintains throughout the conception a gradual derivation of the objectives by levels of education, which highlights its differentiated character.

- It offers suggestions for complementary materials in the form of five infographics.

- It is conceived as an integrative alternative between school, family and community.

- It constitutes another alternative for the work with the curricular strategy of environmental training and sustainable development that includes the educational actions related to the Life Task.

- It can be used as complementary material for subjects of the base, own and optional / elective curriculum in the different careers of the Faculty of Infant Education, for example: Introduction to Infant Education, Psychology and Environmental Education, among others.

- It emphasizes preventive work based on socio-emotional diagnosis and

environmental risk according to the area where it is contextualized.

- It focuses on the most important methods and techniques that promote the active and inclusive participation of all students, with special emphasis on children and adolescents with disabilities.
- It achieves the unity of theory and pedagogical practice, encouraging readers to deepen each theme and find a solution to real problems in different contexts.

The work has the following chapters:

1. Global environmental problems: impacts on climate change, disaster risk reduction and education for sustainable development.
2. Methodological suggestions for socio-emotional care for children, adolescents and young people in situations of natural disasters.
3. Suggestions for actions for the socio-emotional care of children, adolescents and young people after natural disasters.
4. Proposals for activities for the socio-emotional care of children, adolescents and young people in situations of natural disasters.
5. Suggestions for the systematic monitoring of the planned strategy actions and the final evaluation.

The objective of the book is to facilitate alternatives of curricular and non-curricular activities, methodologies and contents for the treatment of socio-emotional support in educational institutions. It proposes a set of activities that reflect the Cuban identity and at the same time contribute to the socio-emotional attention of the children and

adolescents involved, where its humanistic, collaborative and inclusive value is appreciated.

The manual is a valuable reference material for teachers who are in charge of pedagogical professional training and for future teachers and current tutors who can apply suggestions in educational practice and contribute to the validation, enrichment and contextualization of the work. It is available in the 76 Associated Schools of Unesco. Se encuentra disponible en las 76 Escuelas Asociadas a la Unesco.

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