

Ana Nunes de Almeida, Ana Sofia Ribeiro e Jussara Rowland (ICS-ULisboa) | *Children, citizenship and crises: towards a participatory agenda*

Introduction Children’s citizenship and participation are challenging themes in contemporary social policy and science debates. The rights of the children, their agency and “superior interest” have gradually emerged as benchmarks for many national, regional or local policy narratives, consistent with the UN Convention on the Rights of the Child (UNCRC). As well as the importance of considering them as active and competent actors in social relationships, or giving them a voice and introducing their own perspectives in research, irrespective of those of adults. Crises, caused by disasters, economic and social adversities are moments of disruption where the pre-existing unequal social ties between individuals or groups in society become more visible, evidencing different access to citizenship status. Children have been very often portrayed as passive and helpless victims or as vulnerable recipients of aid in crises situations, and little attention is given to their ability to perceive and to interpret these phenomena, or to how they can contribute to in the public policies that address these issues. T chapter approaches this question by examining two research projects that focus on the perspectives and roles of children in crises situations and management ("Portuguese Children and the Crisis" and "CUIDAR: Cultures of Disaster Resilience among Children and Young People"). It addresses the importance of including children perspectives in crises narratives (the right to be heard) and advocates for a participatory agenda that recognises children agency and competencies to be active participants in policy processes that concern not only their present, but also their future (the right to participate).