

Contemporary Urban Issues

Web-Documentary - Climate Justice



Acknowledgements



Web-Doc tutor

Mr. Julien Tissier



Academic tutors

Ms. Mathilde Gralepois

Mr. Denis Martouzet

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SOLARIS
SOLIDARITY IN CLIMATE CHANGE

Research group

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01 Work request and appropriation

Context, appropriation and question on climate justice

Context: social science research on socio-spatial injustices in climate change adaptation policies



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Belgium England Finland France

Climate justice, vulnerability, and equity in the face of floods

Task and objectives: creating a web documentary



Work methodology

Distribution of tasks within the group

Phase	Détails des sous-phases	Groupes de travail	SEPTEMBRE					OCTOBRE					NOVEMBRE					DECEMBRE				JANVIER				
			26	27	28	29	30	40	41	42	43	44	45	46	47	48	49	50	51	52	1	2	3	4	5	
		Début du projet	13-17	18-24	15-1oct		2-8	9-15	16-22	23-29	30-5nov	6-12	13-19	20-26	27-3oct	4-10	11-17	18-24	25-31	1-7	8-14	15-21	22-28	29-4fev		
1. Compréhension du sujet	1.1. Organisation générale	Léna, Sophie																								
	1.2. Présentation des différents thèmes	Tout le monde																								
	1.3. Répartition des rôles	Tout le monde																								
	1.4. Création d'un calendrier de consultation + lecture https://www.trello.com/join/232540803396263294 https://www.trello.com/join/232540803396263294	Léna, Elia + Elia Elia Elia, DoDo, Léna, Elia																								
2. Sélection des fondations du projet	https://www.trello.com/join/232540803396263294 https://www.trello.com/join/232540803396263294 https://www.trello.com/join/232540803396263294	Léna, Elia																								
	2.2. Lecture des notes de lecture	Blanchine, Clément, Mathilde, Sophie et Sophie																								
	2.3. Point de vue des fondateurs	Daphné et Sophie (cas belge), Mathilde et Mélanie (cas Finlandais), Julia, Elia, Léna (cas anglais), Daphné et Sophie (cas belge), Léna (cas anglais), Mathilde et Mélanie (cas Finlandais)																								
	2.4. Présentation des notes de lecture	Léna, Pierre M																								
	2.5. Présentation des notes de lecture	Léna, DoDo																								
	2.6. Présentation des notes de lecture	Blanchine																								
2.7. Choix des différents supports pour chaque partie	Tout le monde, à programmer demain																									
2.8. Révision d'autonomie et de validation	Tout le monde, à programmer demain																									
3. Analyse relation	3.1. Analyse des données collectées les deux mois précédents dans les fichiers de recherche et de soutien en fonction des caractéristiques d'usage	Elia, Martin, Merveia																								
	3.2. Révision des supports de présentation (photos, articles...)	Léna, Elia, Pierre M., Elia, TOULUMENDE GN HAT																								
	3.3. Mise en lumière des éléments importants	Julia																								
	3.4. Révision des différentes parties en fonction	Mélanie																								
	3.5. Validation des notes, vidéos, etc.	Elia																								
4. Rédaction, recherche des éléments en page	4.1. Choix des supports d'écriture de la structure de l'ouvrage	Mathilde, Julia, Clément																								
	4.2. Création des structures de web documentaire pour chaque partie	Pierre A., Clément, Clément																								
	4.3. Modélisation des documents en fonction des réseaux	Blanchine, Elia																								
	4.4. Rédaction	Sophie, Daphné, Julia, Mathilde pour les réseaux sociaux																								
	4.5. Ajout des supports de web documentaire	Pierre A., Clément, Martin																								
4.6. Révision d'autonomie et de validation	Tout le monde																									
Validation et préparation du final	Préparation des notes de fin de	DoDo, Martin, Daphné,																								
	Mettre à jour les documents en fonction des réseaux	Elia, Clément, Pierre M																								
	Relecture et correction des pages	Tout le monde																								
	Validation des différents réseaux de web documentaire	Léna, Elia																								
Séances de travail	Préparation des supports power point pour la fin des présentations pour la fin de	DoDo, Daphné																								
	Revue du web documentaire	Blanchine																								
	Présentation finale	Sophie, Daphné, DoDo, Blanchine, Mathilde																								

Work in 6 phases :

Understanding
the subject

Laying the
foundations

Analysis and
writing

Correction
and layout

Final
reports

Preparation for
the presentation

Frequency of exchanges and collaboration within the group :



- Meetings twice a week
- Presentations



Appropriation of the subject, problematization and chosen structure

1. General topic : "The spatial dimension of environmental justice"

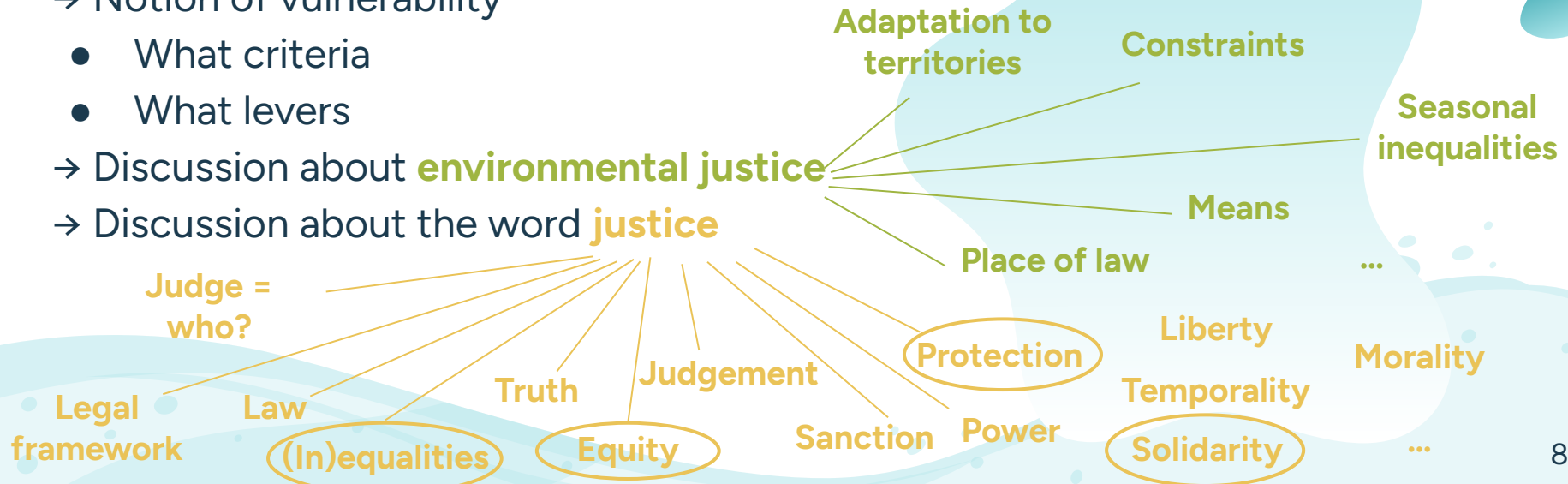
→ In the context of developing public policies for adapting to climate change

→ Notion of vulnerability

- What criteria
- What levers

→ Discussion about **environmental justice**

→ Discussion about the word **justice**



Appropriation of the subject, problematization and chosen structure

2. Getting to know the case studies

- Countries : Belgium, England, Finland, France
- Specific environmental justice theme: Flood risk
- Summary sheets and reports
- 4 groups of 3-4 people
- Presentation to the others:
 - Context / Description of the case study
 - Socio-demography
 - Vulnerability
 - Population involvement

Emergence of main themes:

- Communication
- Population involvement
- Taking risk into account
- Exchanges between local/national authorities and affected population
- Stakeholders
- **VULNERABILITY**

Appropriation of the subject, problematization and chosen structure

3. Choice of the problem


- Whole group discussion
- Individual reflection
- Analysis
- Vote

Does vulnerability to flood risks encompass an issue of equity?

Appropriation of the subject, problematization and chosen structure

4. Choice of themes

Keywords: case studies, methodology, glossary, resources (legal and technical tools, financial resources, human resources), climate change, actors, spatial scale, equity, flooding, vulnerability, environmental justice, population (place, integration, involvement)...



Search for links and group discussion

Final themes: Environment, Vulnerability, Stakeholders and communication, Resources

Appropriation of the subject, problematization and chosen structure

5. Work on the chosen themes

- By groups of 3-4
- Additional documents : videos, article, paper
- Constantly feedback : meeting in groups, mid-term oral, proofreading by Mathilde Gralepois
- Comparative table

Titre	Titre de l'ouvrage	Année	Langue	Genre	Thèmes	Autres
1.1. L'Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	
Égypte antique	Égypte antique Histoire et civilisation de l'Égypte antique	2010	Français	Documentaire	Égypte antique, Histoire, Civilisation	

The result is what we're going to present to you today!

02 User experience

Discovery of our web documentary



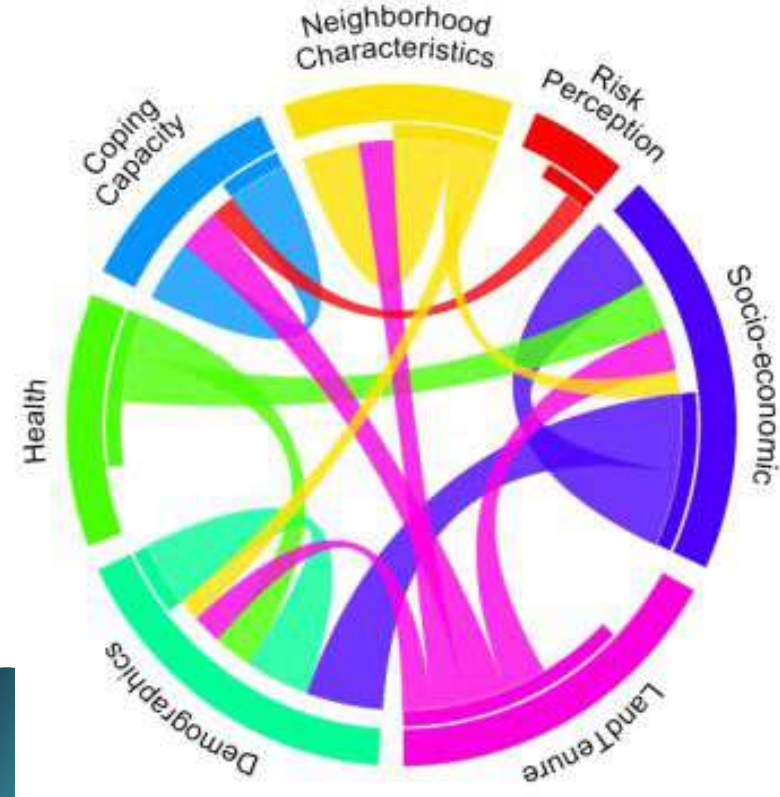
03 Web documentary

Choice, pros and cons, structure and content

Environment



Vulnerability



4 main social vulnerability drivers identified

DEMOGRAPHICS CHARACTERISTICS

Age
Cultural diversity
Family structure
Gender
Functional and care needs

NEIGHBORHOOD

Transportation
Population density
Housing

SOCIO-ECONOMIC STATUS

Educational level
Professional activity
Financial capital
Social network coping capacities
Individual coping capacity

LAND TENURE

Property owners, tenants
Precarious housing and homelessness

Potential prevailing social vulnerabilities in the case studies

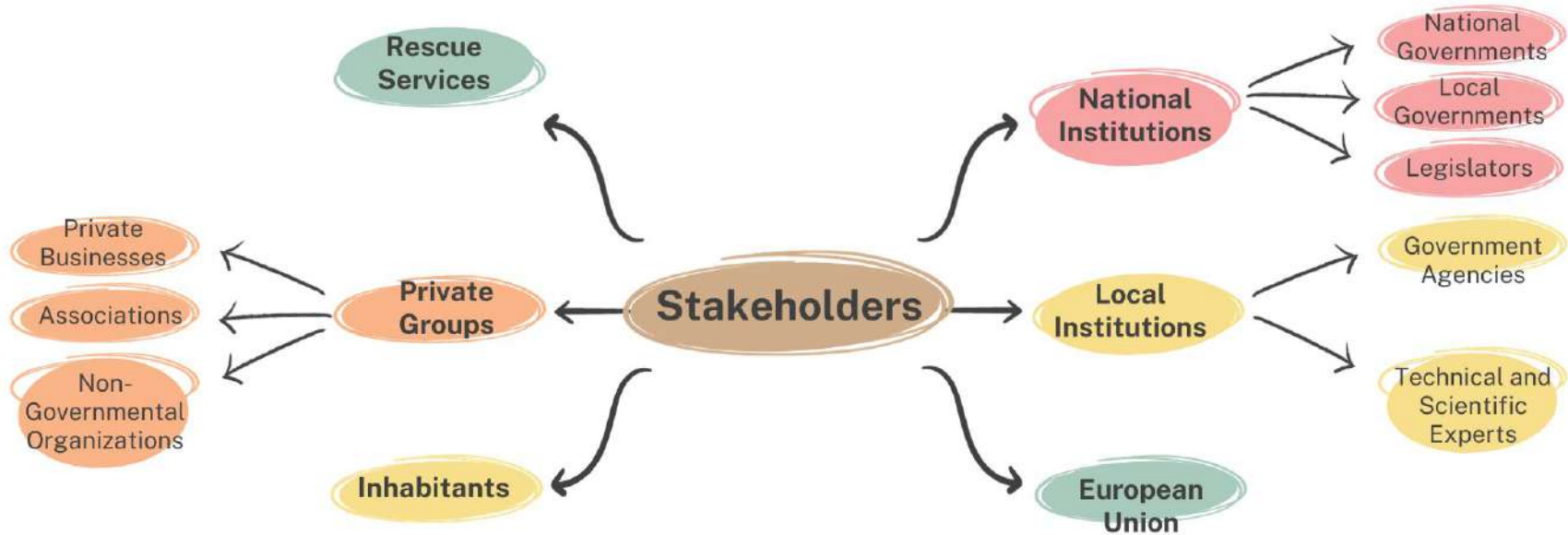
		DEMOGRAPHIC CHARACTERISTICS	SOCIO-ECONOMIC STATUS	NEIGHBORHOOD QUALITY OF LIFE	LAND TENURE	<i>Most appearing vulnerable case study</i>
Belgium	Geraardsbergen	Family structure, Functional and care Age, Functional and care needs	Financial capital	Housing	Tenants	1
	Beerse					4
England	West Sussex	Age				7
	River Thames	Cultural diversity, Gender	Coping capacity			2
France	Ault	Age	Education level	Housing		2
	Blois			Population density		7
Finland	Kokemäenjoki	Age	Occupation			4
	Helsinki	Cultural diversity			Precarious housing and homelessness	4
Most recurring criteria		Age	/	Housing	/	

Stakeholders and communication



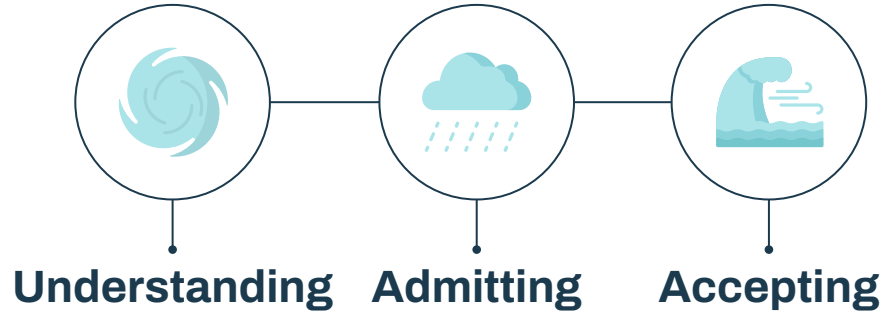
- Who are the actors related to flood risks?
- What are their roles, responsibilities, and connections?
- How do they communicate?
- Do they take vulnerable people into consideration enough?

Stakeholders: who is involved?



Stakeholders: inhabitants, only victims?

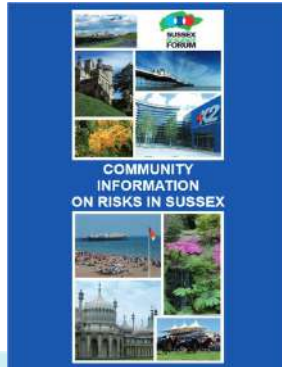
Inhabitants are not just receivers of information; they also need to act on it while respecting and understanding what it entails.



Communication: what are the means?

Traditional means

Websites
Social networks
News
Flyers



Interactive means

Meetings
Individual interviews
Workshops
Surveys



Invisible means

Word of mouth
Community
Mobilization



Examples of means used in Sussex (England), Geraardsbergen (Belgium) and Blois (France)

Communication: towards action?

Main issues:

- Information overload
- Unadapted means

Poorly shared information is **not understood and assimilated**, leading to a **lack of knowledge of the risks**.

Then, how to mobilize inhabitants? How to do better?

Resources



Resources available to deal with flood risk

Legal tools : laws, regulations, policies, and legislative devices

Financial tools : financial instruments and mechanisms

Technical tools : urban development devices, hydrological monitoring systems, flood forecasting models, and innovative technologies

Country	Legal tools	Financial tools	Technical tools
France	National Flood Risk Management Strategy (SNGRI) with the decree n° 2013-1113, Grenelle laws	Natural Major Risks Prevention Fund (FPRNM) and Barnier Fund	Plans for the prevention of foreseeable natural risks, Flood risk management plan, Local flood risk management strategy, ...
Finland	Flood Risk Management Act in the Water Management Act (2004) Emergency Preparedness Act (1991)	No specific fund, Private insurances	Flood risk management plans drawn up in at-risk area
Belgium	Decree on Integrated Water Policy Masterplan for Coastal Safety” et “Vlaamse Baaien (In Flanders only)	Regional Calamity Fund	No national flood emergency plan. Flood Risk Management Plans
England	The Flood and Water Management Act (2010), Civil Contingencies Act (2004), Shoreline Management Plans	Department for Environment, Food & Rural Affairs (Defra) Fund, Private insurances	Civil Contingencies Act (2004) Shoreline Management Plans Coastal Concordat (2013)

Social justice, a missing factor in resources

Country	Approach to Flood Risk Management	Social Justice Considerations	Funding Mechanism
France	Advanced technical tools; lacks a national flood emergency vision.	National solidarity system funded by homeowners' insurance tax.	Viability of solidarity model with climate change; potential disparities in citizen protection; fairness debate is complex.
Finland	Emphasis on technical adjustments; social justice issues sidelined.	General assessment of social repercussions but citizens feel neglected.	Need for more inclusive approach to highlight social implications.
Belgium	Technical focus; lacks consideration for social equity dimensions.	No reference to justice, equality, or social vulnerability.	Neglect of social justice; urgent need to consider inequalities in planning.
England	Sophisticated technical tools; challenges persist in governance and funding.	Lack of clear responsibility; absence of financial assistance; inequitable funding.	

- Social justice often sidelined in **natural risk management** globally.
- Imperative to incorporate social justice in **resource adaptation for fair distribution**.

04 Conclusion

The end of the project

Conclusion of the web documentary

Does vulnerability to flood risks involve an equity problem?

- **Environmental Context:**

- Global climate change accentuates vulnerability to floods.
- Significant impacts on populations and ecosystems.



- **Stakeholders & Communication:**

- Marked inequalities in flood risk management.
- Need for balanced communication and recognizing residents' power for equity.



- **Residents' Roles:**

- Complex psychological process: understanding, emotional acceptance, and acknowledgment.
- Significant potential for action.



Conclusion of the web documentary

Does vulnerability to flood risks involve an equity problem?

- **Diversity of Criteria of vulnerability:**

- Demographic characteristics and socio-economic status.
- Despite identifying vulnerabilities, concrete actions are not universally applied.

- **National Approaches (France, Finland, Belgium, England):**

- Technical and policy resources underscore shortcomings in addressing social justice.
- Urgency of an equitable approach in national flood risk management due to climate change.



However, this has raised several questions:

- Should we consider prioritizing or simplifying vulnerability criteria for better identification and response to the needs of the most exposed populations?
- How can we eliminate inequalities related to financing and property protection, particularly for the most disadvantaged populations?
- How can we make flood issues understandable for local populations and ensure their active acceptance of the problem and preventive measures?



Project conclusion

- **Insights & Learnings:**
 - Enlightening project journey.
 - Valuable insights from case studies.
- **Vulnerabilities & Comprehensive Understanding:**
 - Awareness of diverse vulnerabilities.
 - Emphasis on a comprehensive perspective.



- **Social Justice & Flooding:**
 - In-depth exploration broadened knowledge.
 - Addressing social justice in flood risk management.
- **Project Management:**
 - Managing a team of 20.
 - Emphasis on respecting deadlines and organization.
- **Web Documentary Format:**
 - Recognition of its limitations for in-depth analysis.
 - Importance of clarity and conciseness.

Thanks!

<https://floodjustice.univ-tours.fr>



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