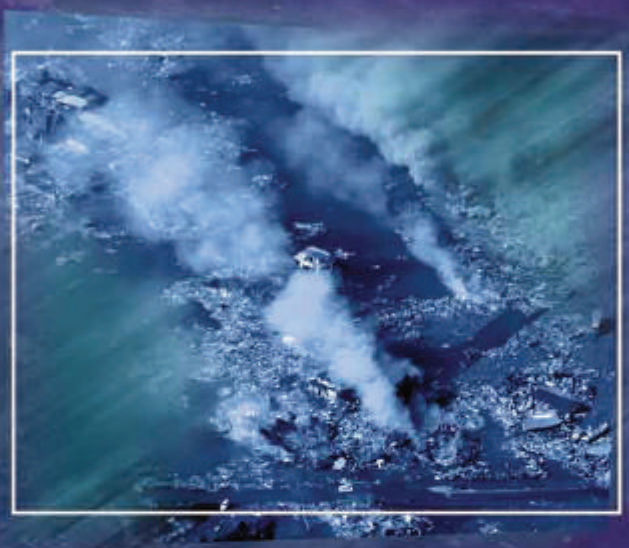
BEST PRACTICES ON DISASTERS' RISK

Awareness, Prevention and Preparedness Measures

An Educational Approach



European Civil Protection

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SEE safeguarding educational environment

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BEST PRACTICES ON DISASTERS' RISK

GREECE: Natural History Museum of Crete, University of Crete

ITALY: Centro Studi e Formazione Villa Montesca

ITALY: Regione Umbria - Cridea

BULGARIA: Center for Educational Initiatives Association

SPAIN: Consorci de la Ribera

ROMANIA: Colegiul Tehnic de Transporturi

THE NETHERLANDS: Stichting APS

This booklet was prepared in the frames of the SEE project **www.seeproject.eu**
It is a report on best practices identified from existing educational projects or actions at European level on disasters' risk awareness, prevention and preparedness measures for emergencies and self protection. Based on knowledge, expertise and innovation it aims to build a culture of safety and resilience for education.

The selection of these elements of excellence was realized by a SWOT matrix analysis and will form the basis of the decision-making process for the establishment of a teaching program for disasters.

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BEST PRACTICES ON DISASTERS' RISK

Awareness, Prevention and Preparedness Measures

An Educational Approach

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INTRODUCTION

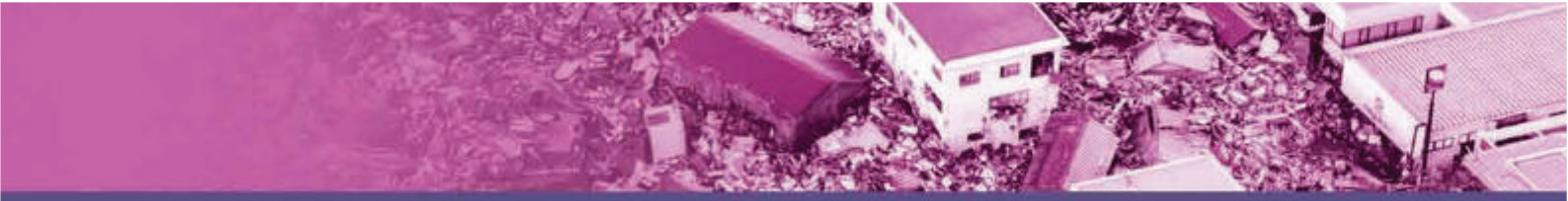
This booklet presents 34 Best practices on educational web and e-learning tools for disaster prevention and preparedness in 6 European countries: Italy, Greece, Spain, Bulgaria, Romania and Netherlands. It was produced by the SEE consortium in the frames of the Task C of the SEE project: Safeguarding Educational Environment, www.seeproject.eu This collection of works of excellence constitute added value for teaching and will allow implementation of strong improvements in educational community related to risk awareness, prevention and preparedness measures for emergencies and self-protection.

The Best practices, for each partner country, are followed by:
a table summarizing the Best practices in the country
the outcome of the SWOT analysis which highlighted the Best practices
the analytical presentation and evaluation of each of the Best practices

The collection of Best practices, which was accomplished by a working group of experts in each partner country, followed the steps below:

- Identification, sharing and implementation of the Best practices and methodologies gained from previous EU projects, relevant institutions or actions, through the use of web tools and e-learning tools.
- Sharing knowledge and developed studies by bringing together the project officers and individual specialists or experts in the considered topics.
- Identification of critical areas and strong points (SWOT analysis) in order to select the elements of excellence among the available practices.

Analyzing this collection of Best practices we can remark that common disasters like: earthquakes, floods, tsunamis, volcanic eruptions, meteorological disasters, wildfires, urban fires, health disasters, droughts etc. occur almost in all partner countries except of Netherlands which focuses mainly to anthropogenic disasters as shooting, suicides, sexual abuse etc. The majority of the Best practices has been produced by academic institutions, national authorized organizations or other national authorities and is addressed to schools, volunteers or Civil Protection organizations. Most of the topics are well described taking into account the worldwide experience, scientific knowledge and lessons learned. Easy and clear indications, based in real experiences, are available, concerning behavior in case of emergency.
A variety of tools (video, cartoons, slides, edu-games) is easily accessible (free for use, downloadable, etc.) and offers to users the opportunity to develop their own projects and activities like educational pathways or constructions. In most of the cases, the design of the websites is quite friendly and useable. A point of weaknesses though, is that most of the tools are mainly focused on earthquakes, floods and wildfires, offering little information on other natural or even technological disasters. Few of the practices host interactive tools such as modern and user's friendly games and multimedia while the majority is addressed to the educational community only and not to the general public. Only few are multi-language and there is a lack of a clear feedback or evaluation procedure.



Concerning the web sites and the web and e-learning tools the ones that are hosted and supported by national authorized organizations and museums, are enriched and improved, while only few, which were created in the frames of relative projects, are not updated after the end of the projects.

There is a scarce in using online social networks and guidelines/guiding principles for teachers and staff. An important weakness concerning the design of the tools is also the limited access to people with special needs or dyslexia. There is the possibility though to modify already existing tools and make them suitable for people with disabilities.

COUNTRY: GREECE

A. GENERAL

Type of disasters:
Natural ☑ Anthropogenic ☐ Technological ☐

Common disasters:

Earthquakes ☑ Floods ☑ Tsunamis ☐ Volcanic eruptions ☑ Meteorological disasters ☐

Wildfires ☑ Urban fires ☐ Health disasters ☐ Droughts ☐ Other (specify)

B. BEST PRACTICES COLLECTED

Report and comment on Best practices selected according to SWOT ANALYSIS.

Title	Related disaster	Entity	Target group
1. RACCE	Earthquakes, Volcanic Eruptions, Tsunamis	Natural History Museum Crete	Primary school children, Secondary school students (12-14 years old), Primary school teachers
2. PLAY AND LEARN	Earthquakes, floods, Wild fires	General Secretariat for Civil Protection, Greece	General public, school teachers and students
3. EPPO "FOR KIDS AND ADULTS"	Earthquakes	Earthquake Planning and Protection Organization	Primary school children, Primary school teachers, Secondary school teachers, Secondary school students, General public
4. IMEAKIA- "DANCING EARTH"	Earthquakes	Cultural Center - Hellenic Cosmos	Primary school children, Primary school teachers
5. NATURAL EUROPE	Natural Disasters	Computer Technology Institute	Teachers
6. FOREST PROTECTION	Wild fires	University of Ioannina	Primary school children, Primary school teachers

Please write a general comment about the selected Best practices related to: scientific adequacy, pedagogical quality, level of user-friendship, functionality of the application, attractiveness.

The best practices have been collected in relation to civil protection web and learning tools addressed mainly to Primary School Children, Secondary School Students (12 - 14 years old), and the School Teachers too.

In general tools are well structured and presented. The topics are well described and their scientific adequacy is at high level. The pedagogical approach and quality are sufficient for the target groups of users, the design of websites is friendly and useable and the educational units are attractive and well presented. In addition, some of the tools have received awarding from EU authorities on Civil Protection and Education indicating the high quality and effectiveness of the tools.

It may be concluded that the goal of educational units to enhance the students' cultural competency has been achieved. When learning is applied, students' new skills and knowledge have been developed, and new abilities have been reinforced. Additionally these tools are an effective way of ensuring learners to follow-up their training with relevant actions to apply, improve, develop and reinforce learning.

SWOT ANALYSIS

The best practices have been collected in relation to civil protection web and learning tools addressed mainly to Primary School Children, Secondary School Students (12 - 14 years old), and the School Teachers too. Six examples have been examined in detailed and the main SWOT analysis of all of them is the following

Strengths

- They are well structured and presented and could be useful as source of info concerning natural disasters such as: earthquakes, volcanic eruptions, floods, wild fires and the related phenomena e.g. tsunamis.
- The topics are well described taking into account the worldwide experience, scientific knowledge and lessons learned. The scientific adequacy of the above web tools is at high level because of the accuracy of data, the use of valid and reliable guidelines and appropriate analysis of protection actions.
- Furthermore, the majority of the web tools have been produced by academic institutions, national authorized organizations or even national authorities.
- The pedagogical approach is sufficient for the target groups of users. More specifically the relationship of quality and quantity of selected tools is very sufficient, and very close to the aim of the development of web tools. It is essential that the students might be informed by some units and after that learning procedure they should complete an action plan at personal, family or school level based on what has been learned.
- The design of websites is friendly and useable for the users. All selected civil protection web tools have proper and familiar to the kids activities, such as: games, videos, cartoons, interactive units with heroes, answers to frequently asked questions. The above educational units are attractive and well presented of the related issues. In few sections there is an on-going process that provides an opportunity to be deliberative, reflective, and creative.
- Two of the proposed tools (ie. RACCE project and Imeakia-"Dancing Earth") have received EU awarding with the first chosen for participation at the 4th EU Civil Protection forum in 2013 and the second nominated with the "2011 Best Children's Online Content" EU award).

Weaknesses

- A serious disadvantage of above educational web tools is that there is not a clear procedure of feedback or evaluation.
- Few of them are dedicated to the general public, as the majority is addressed to educational community.
- The web tools are mainly focused on earthquakes, floods and wildfires, offering little information on other natural or even technological disasters.
- Few of the examples host interactive tools such as modern and user's friendly games and multimedia.
- Only few of the web tools are multi-language.

Opportunities

- The selected tools offer users the chance to develop their own projects and activities like educational pathways and constructions.
- Some of the web tools are hosted and supported by museum and awareness dedicated organizations that continuously enrich and improve the web material.

Threats

- The main threat a web tool is commonly facing is either the finalization of hosting or freeze of page. These are not expected because hosting is supported by academic institutions, national organizations of museum sites. Thus o serious threats have been recognized.

SELECTED BEST PRACTICES
GREECE

1. RACCE "RAISING EARTHQUAKE AWARENESS AND COPING CHILDREN'S EMOTIONS"

RACCE is a project funded by the Civil Protection 2010 call of EU and is coordinated by the Natural History Museum Crete. The project is titled "Raising earthquake Awareness and Coping Children's Emotions" and is addressed to children, including those with movement disorders.

Part I: General information about the selected tool

General aim of the tool	Training for volunteers Training for school teachers Training for school staff Information about the correct behaviours in case of disasters Information about the rules of preventions Education for students Scientific information about the disaster for adults Scientific information about the disaster for children Technical training for civil protection professionals
Areas of impact	Natural disasters in general, Earthquakes, Floods, Tsunami, Volcanic eruptions
Kind of tool	Model of web awareness campaigns, video products, edu-video trailers, slideshows, web booklet, web site, courseware, e-book
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook
Year of production	2010
Language/es	Greek/ English
Country of production	Greece
Users/target	Volunteers, Civil Protection professionals, Pre-primary educators, Primary school teachers, Secondary school, teachers, Pre-primary kids, Primary school children, Secondary school students, School staff

Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line, Available in CD/DVD
Editor, Institution or Entity responsible of the production	Consortium members
Web address/link	http://racce.nhmc.uoc.gr/en

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

A huge amount of resources, efforts and actions have been dedicated in EU, to the prevention and raising of awareness for the seismic risk, as well as for the elaboration of projects and initiatives to minimize the risks for humans and economy. However, gained experience from Italy and Haiti, as well as results of other studies worldwide (Armenian experience etc.) have shown that Civil Protection was not prepared enough to palliate the emotional shock and burden that such events can cause to children. The problem appears more intense when referring to disabled children for which less attention has been paid.

Pedagogical/didactic strategy of the tool

The project is addressed to children, including those with movement disorders. Main actions will focus on raising awareness, improving knowledge on earthquakes, educating relative groups (teachers, parents, volunteers and civil protection operators) on the best practices and state of the art responses and establishing collaboration between various civil protection operators. In this direction a Travelling Exhibition and an innovative Educational Kit are realized in order to serve information and dissemination purposes. The exhibition includes posters and static displays related to seismic and volcanic hazards and can be lent and used by schools, public institutions and bodies, groups of volunteers, and NGOs. The Educational kit is a project connected with school curricula and is enriched with various tools such as: Books, Activities, Videos, Presentations, Case studies, e.t.c.

Moreover an educational seismic table (earthquake simulator) is operating at the Natural History Museum of Crete, offering visitors the opportunity to learn about earthquakes and experience, in a safe environment, simulations of real earthquakes. Visitors can experience specially designed programs in Greek and English, prepared in collaboration with the National Organization for Seismic Protection (OASP) of Greece, about protection measures and good practices against the earthquakes and simultaneously feel earthquakes

up to 6 Richter in magnitude. Educational programs, adjusted for various age groups of children, will be implemented. Participate in Campaigns.

Level of updating of the information and level of the tool user-friendship

RACCE is a project funded by EU Civil Protection financial instrument aiming to palliate children emotions in case of an earthquake or volcanic disaster. The first management and steering meeting of the Project, addressed to all partners, was hosted by Natural History Museum of Lesvos, Greece on the 10th and 11th of March 2011. The second one, was hosted by Vesuvius Observatory in Naples on the 1st and 2nd of July 2011 and the third in Sofia on the 24th and 25th of January 2012.

The main outcomes of the project, newsletter and multi-media and web-based products appear in the web site of the project. On you Tube are various video's of the project activities like dissemination and publicity activities.

Project's main outcomes will have impact in terms of increasing the knowledge of public and mainly of children on the earthquake and volcanic risk. The videos and presentations can be used as a supportive material for any educational activities regarding Earthquakes and Volcanoes. The partners of the project participate to awareness raising campaigns during Civil Protection Days organized by all different municipal Groups of CP, Associations and so on. The level of the tool user-friendship is high and the main deliverables of the project can be downloaded from the web site. That means that 20 Poster s, educational packages (books, leaflets, and activities) as well as presentations are free to download from the web site. Moreover Travelling Exhibition of 20 Posters and the mobile Educational packages (suitcases) can be used by partners, stakeholders, schools and other interested organizations in order to better inform on natural phenomena and on protection measures.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

RACCE project is present with various ways, on Project Web site, on Facebook page (www.facebook.com/RACCEforkids), on you tube with a production of a 25 minutes video dossier on project's activities and outputs with the necessary subtitling that was shared in seminars, meetings and other occasions and was also posted at Facebook and project website. RACCE project was participated in scientific meetings and was published in academic journals and newspapers of scientific and technical results. RACCE was presented in five scientific congresses, at the 5th International conference on Geoparks in Nagasaki Japan by Lesvos PF, and at UNESCO's Headquarters by NHMC and Reserve GHP. Travelling exhibition was hosted in open air festivals, TV programs, civil protection activities etc. during various activities and events. Project Brochures and 4 project Newsletters were produced.

Audiovisual material and all project outcomes are free, with the exclusive purpose to increase the knowledge of public and mainly of children on the earthquake and volcanic risk and to offer information on preparedness and protection.

October 13th was the International Day for Disaster Reduction which was dedicated to Children and Young People. So the Partnership of RACCE project decided to actively participate at the celebration

activities. In the Natural History Museum of Crete the Day's logo at project's website was hosted, posters of the project were placed in the entrance of the NHMC museum and a lot of children participated in an experiential activity "Facing the earthquakes". Similar activities were organized by other participants too. At the 4th European Civil Protection Forum on "Disasters: Protecting and acting together " which took place at "Karlomagnos" building right opposite of the European Parliament the project coordinator Dr. Charalambos Fassoulas presented in the Forum the Mobile Exhibition and Educational Museum Kit, the two major deliverables of the project. Moreover RACCE was presence at the Children's Festival of Agios Nikolaos, Crete with a lot of presentation and activities for children teachers and parents.

Technical requirements and characteristics
All the educative material can be easily downloaded.

Aesthetic characteristics
High quality and very rich educational material, with nice and detailed presentation.

And any other relevant information
N/A

Some screenshots of the tool

Part III - Assessment of the tool

Main successful characteristics
Friendly access to webpage. A lot of audiovisual material and project outcomes that are free to download. Many interesting video's with high level of awareness. The educational approach for children with special needs and disabilities is very important.

Main points of weakness
N/A

Technical points of strengths/weakness
Well designed web page, easily accessible, detailed presentation of the educative material.

Aesthetic points of strengths/weakness
Nice designed web-page. Friendly communication, proven and familiar way of communicating.

Pedagogical/Didactical points of strengths weakness
The information is correct, adequate and easily understandable. Friendly interface.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
In collaboration with experts a basic educational approach was created, regarding natural disasters, for children with special needs and disabilities.

2. "PLAY AND LEARN" GENERAL SECRETARIAT FOR CIVIL PROTECTION

The site "Play and Learn" was created by the General Secretariat for Civil Protection, aimed primarily for children and designed to help children learn about the causes of natural disasters and prepare themselves to handle them better.

Part I: General information about the selected tool

General aim of the tool	General information about the disaster Information about the correct behaviour in case of disasters Information about the rules of preventions
Areas of impact	Earthquakes Floods Wildfires
Kind of tool	web tools indicating how to behave in case of disaster cartoon web based edu-games web site

Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook
Year of production	
Language/es	Greek
Country of production	Greece
Users/target	Pre-primary educators, Primary school teachers, Secondary school teachers, Primary school children, Secondary school students
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	General Secretariat for Civil Protection
Web address/link	http://www.gscp.gr/games/default.htm

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

The site includes four sections: "Prepare yourself properly", "The site of action," "Games" and finally the "Bachelor of Civil Protection." Residents in the small village of Myrmigkoupolis believe that in order to cope possible natural disasters and reduce the problems caused by them, should know the reasons that cause natural disasters and be properly prepared. The little hero Hercules welcomes visitors to his village and help them experience various natural phenomena such as snow, storm, heat wave, flood, earthquake and forest fire. Children can hear the distinctive sound of each phenomenon, the problems that each one of them cause and learn about the ways of protection. Children have the opportunity to play different games and end up getting the "DIPLOMA CIVIL PROTECTION".

Pedagogical/didactic strategy of the tool

The purpose of this application is to enhance the knowledge and readiness of children in the field of civil protection and to raise awareness about the risk of natural disasters. To make kids to realize the need and importance of the preparation and management of emotions through information and games.

Level of updating of the information and level of the tool user-friendship

The language used is simple, comprehensible and corresponds fully to the age level of children over nine years old. The site is accessible to everyone, friendly, fun and attractive to children, and combines creatively sound and vision.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The General Secretariat for Civil Protection haw created a zone for kids in his site the "Kids Zone" which includes the following parts: "Play and Learn", the game "Riskland" and "Travel and Learn about 112". In this way through educational material (information and games) tries to approach and awaken children on civil protection and disaster matters and finally helps create responsible citizens.

Technical requirements and characteristics

The site works on Browser Internet Explorer 5+

For some games Macromedia Schockwave 8 is required.

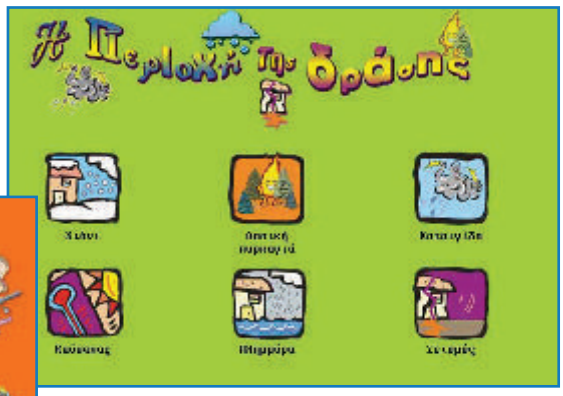
Aesthetic characteristics

Use of many colours and graphics well designed web page, very attractive for children.

And any other relevant information

N/A

Some screenshots of the tool



Part III - Assessment of the tool

Main successful characteristics

The way of presenting information is very attractive, the games are fun and the figure of Hercules-ant which is guiding children during browsing the site is very sympathetic. Also the Civil Protection diploma creates an additional incentive.

Main points of weakness

N/A

Technical points of strengths/weakness

The navigation from page Welcome does not work, unless you wish to go to the main page. No explanation given to the navigation buttons that direct you to the original categories. The completion of the crossword is not easy. The button "Finished the crossword" doesn't function if pressed before completion to provide a comment or feedback. The navigation buttons on pages "Forest fire" and "Snow" where you can find information from the section 'The site of action' do not have an explanation. The games ' Find the word and protect the forests', 'Find the word and learn about earthquakes' and 'Draw the forest history' does not function.

Aesthetic points of strengths/weakness

The combinations of colours do not facilitate the reading of texts.

Pedagogical/Didactical points of strengths weakness

Content is correct, comprehensible and understandable and the language is simple.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics

Not accessible for disabled people and dyslexics.

3. EPPO- FOR KIDS AND ADULTS

The Earthquake Planning and Protection Organization (EPPO) designed a kids part in the its web-site so that everyone could inform about earthquakes and protection measures before, during and after an earthquake trough games and fun.

Part I: General information about the selected tool

General aim of the tool	Information about the correct behaviours in case of disasters Information about the rules of preventions Education for students Scientific information about the disaster for children
Areas of impact	Earthquakes
Kind of tool	Web tools indicating how to behave in case of disaster cartoon video game web site
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook
Year of production	
Language/es	Greek
Country of production	Greece
Users/target	Primary school children, Secondary school students
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Earthquake Planning and Protection Organization (EPPO)
Web address/link	http://kids.oasp.gr/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

This part of the EPPO website is designed for children in order to inform them about earthquakes, the causes that provoke them, the seismicity of various regions of Greece and the risk of earthquakes. It aims to prepare children in case of an earthquake and to give them precautions before, during and after an earthquake both at school and at home. Through interactive games, educational presentations and evaluation of knowledge games, students learn in a fun way to face the risk of an earthquake.

Pedagogical/didactic strategy of the tool

The Greece ranks first in terms of seismicity in Europe. The attempt therefore to reduce the effects of earthquakes both in financial terms and in terms of human casualties is very important. Proper and consistent information to school age children and teachers play an important role in reducing vulnerability and hence the seismic risk. The EPPO through this children website aims to update and consolidate the seismic behaviour and to make children able to deal with earthquakes effectiveness.

Level of updating of the information and level of the tool user-friendship

The content of the online educational part of EPPO is valid, very friendly and attractive to children.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The EPPO since its inception in 1983 implements antiseismic policies stated by the Ministry of Environment. It is planning actions and campaigns about measures to be taken before, during and after an earthquake, organize lectures at schools about the consequences of earthquakes and designs educational brochures as well as online educational games.

Technical requirements and characteristics

N/A

Aesthetic characteristics

Nice friendly and functional website. The tour with the help of Sophia, Hara and Thales is interesting and attractive for the children.

And any other relevant information

N/A

Some screenshots of the tool

Part III - Assessment of the tool

Main successful characteristics

The presenting information is attractive and fun with a big variety of games (puzzles, crosswords, etc).

Main points of weakness

In the video presentation (eg Earth and earthquakes) there is no information about the purpose and the content of the video. The provided help let the user know whether the given answer is correct or not, but there is no information that could help him-in the case of a wrong answer-to go on and have another new chance.

Technical points of strengths/weakness

In the video presentation (eg earthquakes and Earth) there are no control buttons during playback so that the user can skip some video if not interested. In section 'Greece and earthquakes' there are no information in text form.

Aesthetic points of strengths/weakness

The educational material consists of a lot of attractive and vivid games with interesting dialogues and animation.

Pedagogical/Didactical points of strengths weakness

Content is correct, comprehensible and understandable and the language is simple. The games complement knowledge in a constructive way. The aim of each activity is not given, nor the expected results. The games are 'drill and practice' that do not allow self-motivated and active learning in children.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics

It makes no particular reference to children with disabilities or dyslexic children.

4. IMEAKIA-DANCING EARTH

The Imeakia is the node for children of Foundation of the Hellenic World which consists of games, newspaper, comics, etc.

Part I: General information about the selected tool

General aim of the tool	General information about the disaster Information about the correct behaviours in case of disasters Information about the rules of preventions Education for students Scientific information about the disaster for children
Areas of impact	Earthquakes
Kind of tool	Model of web awareness campaigns, web tools indicating how to behave in case of disaster, cartoon web based edu-games
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook
Year of production	
Language/es	Greek
Country of production	Greece
Users/target	Primary school teachers Primary school children General public
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Foundation of the Hellenic World
Web address/link	http://www.fhw.gr/imeakia/index.html

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

The Imeakia is a childhood node FHW which consists of games, newspaper, comics, etc. In the category of games there is the option "Dance of the land" referring to earthquakes. The children choose various places like the school hall, their room, the street and so on. They also choose the right answer to the question "what we do in the case of earthquake?" according to their opinion. The next game refers on what we should have at home in case of an earthquake. Children have to choose among several objects the most important and necessary for them in order to face difficulties and accidents in case of an earthquake. And finally, children learn basic concepts of the earthquake such as earthquake focus, epicenter, fault, seismic waves and earthquake magnitude and watch the related images.

Pedagogical/didactic strategy of the tool

The Foundation of the Hellenic World (FHW), which was inspired, created and funded by Lazarus Efraimoglou family has civic, cultural, non- profit character and is based in Athens. The foundation was ratified in 1993 by Act of Greek Parliament.

The Foundation's mission is to keep alive the historical memory and the Greek tradition, and to promote the universal dimension of Hellenism. For this it uses modern techniques, such as three-dimensional graphics, virtual reality applications and interactive reports.

The node the Imeakia addressed exclusively to children and this digital game "Dance of the Earth" is a new proposal that helps children discover with playfool manner the basic things they need to do or have when suddenly an earthquake happens.

Level of updating of the information and level of the tool user-friendship

Friendly and cheerful website for children with creative educational interactive games.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The Hellenic Foundation creates and implements various educational programs designed to promote Greek culture and Greek history. Trying to capitalize on the opportunities offered by modern technology and the Internet and to present in Greek and the international community the first Greek nodes with historical content. Alongside the Cultural Centre "Hellenic Cosmos", as well as "theatre", a multipurpose building are open to public.

Technical requirements and characteristics

N/A

Aesthetic characteristics

Colourful and stylish website very attractive for children with a lot games, and rich educational content.

And any other relevant information
N/A

Some screenshots of the tool

Part III - Assessment of the tool

Main successful characteristics
Well-designed interactive web page, with easily understandable content, attractive to children. Easy and simple to use. The children have a lot of choices like games, newspaper, commix.

Main points of weakness
N/A

Technical points of strengths/weakness
N/A

Aesthetic points of strengths/weakness
The website is colourful, stylish and particularly intricate, friendly and attractive to visitors and especially to children with a lot of animation, games, commix etc.

Pedagogical/Didactical points of strengths weakness
The game refers to basic knowledge that children should have to be safe in an earthquake and this is achieved very vividly through this activity.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
It makes no particular reference to children with disabilities or dyslexic children.

5. NATURAL EUROPE-EDUCATIONAL PATHWAYS

On the website of the program Natural Europe http://www.natural-europe.eu/
there are educational pathways on various topics including three on earthquakes and volcanoes directed to teachers: Earthquakes and volcanoes, Earthquake and Calculation of the epicenter of an earthquake.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers Education for students
Areas of impact	Earthquakes Volcanic eruptions
Kind of tool	e-learning platform web site
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook
Year of production	2011-12
Language/es	Greek, English
Country of production	Greece
Users/target	Primary school teachers Secondary school teachers Primary school children Secondary school students
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Consortium members
Web address/link	http://education.natural-europe.eu/natural_europe/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

The educational pathways produced in the framework of the project Natural Europe (Using Natural History digital Content and Cultural Heritage for Education (www.natural-europe.eu). This project aims to exploit the advantages of informal learning taking place in Natural History Museums and Science Centers, highlighting new approaches that link formal learning at school with informal learning. The Natural Europe is a project funded by the EU under the program ICT-PSP. The" educational pathways or routes or scenarios "approach various topics in an integrated and interdisciplinary way. Specifically in the first educational path titled: Earthquakes and volcanoes students will observe the movement of tectonic plates, in order to explain the creation of earthquakes and volcanoes. In the second pathway titled Earthquake students gather information concerning the birth of an earthquake and the detection of its epicentre as well as the measures of protection. The third pathway titled: Calculation of the epicentre of an earthquake presents a simple way of calculating the epicentre of an earthquake based on the time difference of the arrival of seismic waves SP in three different stations recording.

Pedagogical/didactic strategy of the tool

The design of educational pathways is based on innovative pedagogical approaches and methodologies. All activities provided are based on Collaborative and Creative Learning. Learning through educational paths is the result of a learner-centered learning process while the teacher has a coordinating role.

Level of updating of the information and level of the tool user-friendship

The training paths designed based on the latest teaching methodologies and approaches to the multiple benefits on Education, the educational community and especially the students.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The project Natural Europe, involves six (6) Natural History Museums of Europe. In its framework are developed:

- A digital library of Natural History with rich photographic material from the above Museums, available to the educational community. Teachers have the opportunity to use material in order to enrich their educational paths.
- Various educational paths that are developed from the above NHM and which are also available to the educational community.

All the above are to be offered through the websites of participating NHM and science centres.

Technical requirements and characteristics

N/A

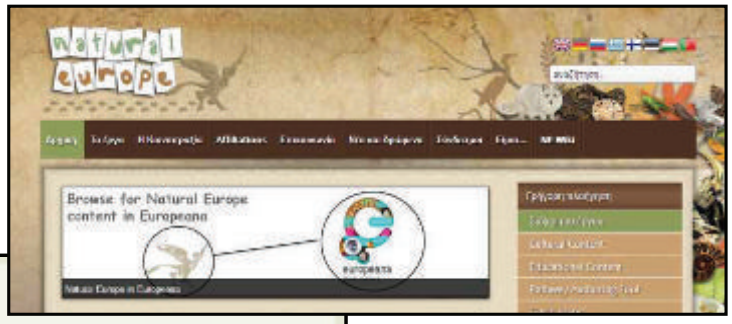
Aesthetic characteristics

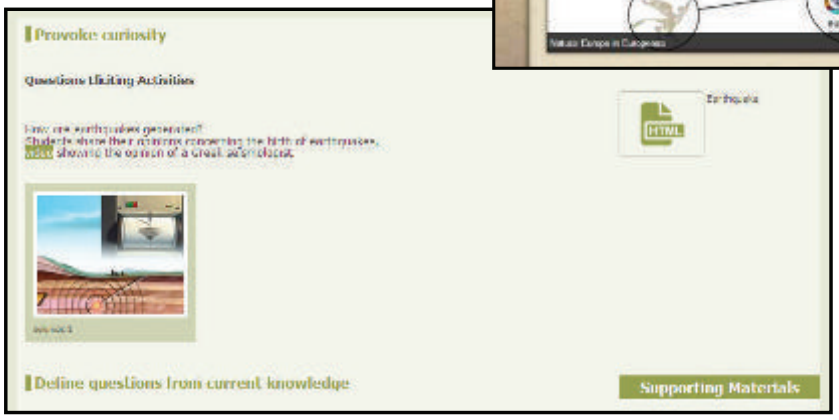
The website of the program Natural Europe: http://www.natural-europe.eu/ is particularly intricate, friendly and attractive to visitors.

And any other relevant information

N/A

Some screenshots of the tool





Part III - Assessment of the tool

Main successful characteristics

These integrated lesson plans with detailed instructions for their application brought to the center of learning the student and the teacher in the role of coordinator. The students themselves organize their research and learn how to learn. Very significant effort that provides educators a comprehensive proposal directly applicable.

Main points of weakness

N/A

Technical points of strengths/weakness

Navigation is not really functional. As you go dawn to the page to have a general idea, is not easy to pass to the next page. You should be back again at the top of the page and choose the next one. It is not clear in which page you are.

Aesthetic points of strengths/weakness

The use of graphics makes the website more attractive.

Pedagogical/Didactical points of strengths weakness

The exploratory manner of learning allows students to think, to reflect, to inform and to form their own opinion on the matter.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics

It makes no particular reference to children with disabilities or dyslexic children

6. ENVIRONMENT - WOOD PROTECTION

This website presents plan about forest fires. There is a section for students and one for teacher. The student section offers students a variety of sources and instructions so that they can learn about forest fires through enquire based learning. The teacher section provides guidance on how to organize the course.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers
Areas of impact	Wildfires
Kind of tool	video products e-guide web site
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Ultrabook, Netbook
Year of production	2008
Language/es	Greek
Country of production	Greece
Users/target	Secondary school teachers Primary school children
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Computer Technology Institute and Press (CTI)
Web address/link	http://ts.sch.gr/repo/online-packages/dim-perivallon-i-prostasia-tou-dasous/INDEX/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

This site was created in the framework of a research program of the University of Ioannina. The aim of the website is to provide guidance to both teachers and students through enquire based learning. It provides software, reference to external sources of information and worksheets.

Pedagogical/didactic strategy of the tool

The educational material is based on enquired based learning and provides resources and tools to students to inform about fires. Through discussion and gathered information students make their own opinion.

Level of updating of the information and level of the tool user-friendship

The content hasn't been renewed. The tool is easy to use as it has navigation buttons on each screen.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The website provides guidance to both teachers and students through enquire based learning.

Technical requirements and characteristics

To complete the activities - courses users should install various educational and other software such as Cmap tools, DivXinstaller, flashplayer 9, model creator, Mozilla Firefox 2, Quicktime 7. In the section for students, in the part "how we work" the navigation trough the different choices has problems.

Aesthetic characteristics

It is stylish with beautiful graphics. It provides two separate choices one for teachers and two for students (lower classes of the Primary school and upper classes of the Primary school). The animation makes the website very attractive.

And any other relevant information

N/A

Some screenshots of the tool

N/A

Part III - Assessment of the tool

Main successful characteristics

It's a complete teaching package with instructions for the teacher and the student.

Main points of weakness

N/A

Technical points of strengths/weakness

It is easy to navigate, and has navigation buttons on each page.

Aesthetic points of strengths/weakness

The use of graphics makes the page more attractive.

Pedagogical/Didactical points of strengths weakness

The examination in an exploratory manner allows students to think, to reflect, to inform and to make up their own opinion.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics

It makes no particular reference to children with disabilities or dyslexic children.


Ανατροφές

COUNTRY: ITALY

A. GENERAL

Type of disasters:
Natural ☑ Anthropogenic ☑ Technological ☑

Common disasters:
Earthquakes ☑ Floods ☑ Tsunamis □ Volcanic eruptions ☑ Meteorological disasters □
Wildfires ☑ Urban fires □ Health disasters □ Droughts ☑ Other (specify)

B. BEST PRACTICES COLLECTED

Report and comment on Best practices selected according to SWOT ANALYSIS

Title	Related disaster	Entity	Target group
1. CIVILINO	Floods, Earthquakes, Wildfires	Umbria Region Civil protection Dept.	Pre-primary, primary
2. CIVIL PROTECTION MULTIMEDIA SCHOOL	Common disasters, Natural, Anthropogenic, Technological	Presidency of the Council of Ministers Civil protection Dept.	Teachers, students, staff, secondary
3. EDURISK	Earthquakes, Volcanic eruptions	National Institute of Geophysics and Volcanology and Geophysics Experimental Observatory Trieste	Teachers, staff, pre-primary, primary
4. KEEPING OFF DANGERS	Common disasters, Natural, Anthropogenic, Technological	Umbria Region Civil protection Dept. & ANCI Umbria (Local authorities society)	Teachers, students, staff
5. LINO FOREST'S WORLD	Anthropogenic, Floods, Volcanic eruptions	National Forests Corps	Teachers, primary

Please write a general comment about the selected Best practices related to: scientific adequacy, pedagogical quality, level of user-friendship, functionality of the application, attractiveness.

Scientific adequacy is guaranteed because of the authors, namely organizations inside the Italian national civil protection system.
Pedagogical Q. is assured, since the early stages of conception, making and exercise, of each educational project, by the participation of teachers.
Tools are easy to use, based on familiar know-how and technology. Using cartoons and drawings makes tools very attractive and suitable for children too.

SWOT ANALYSIS

Strengths

- The whole variety of common disaster are included
- Details on origin and cause of disasters + information about prevention tools are given
- Easy and clear indications concerning behavior in case of emergency are available
- Making use of a variety of tools (video, cartoons, slides, edu-games…)

Weaknesses

- Scarce usage of online social network sites
- One-way communication and tools
- Lack of Guidelines/guiding principle for teachers and staff

Opportunities

- Increase practice with other target groups: high schools, volunteers, etc.
- Modify already existing tools to people with disabilities

Threats

- Web sites not updated
- Container (tool) prevailing on content (message)

SELECTED BEST PRACTICES
ITALY

1. CIVILINO

DVD, at present it is also a web site, the cartoon called "Civilino" is a project developed during years, based on the "mascot" called Civilino. The audio visual tool should be used by teachers and volunteers, or by young people.

Part I: General information about the selected tool

General aim of the tool	General information about the disaster Information about the correct behaviors in case of disasters
Areas of impact	Earthquakes, Floods, Urban fires
Kind of tool	Cartoon, edu-video trailers, e-seminar, slideshows, web site
Kind of device/technical characteristics	Desktop PC
Year of production	2003
Language/es	Italian
Country of production	Italy
Users/target	Pre-primary kids, Primary school children
Usability	Free access, Shown on YouTube or other networks
Copyright	Free
Degree of permanence of the contents	Still on line, Available in CD/DVD
Editor, Institution or Entity responsible of the production	Municipal group of civil protection. Municipality of Bastia Umbra
Web address/link	http://www.civilino.it/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Civilino is a project created by Gruppo Comunale Volontari di Protezione Civile di Bastia Umbra (Local Civil Protection volunteers in Bastia Umbra) and by Associazione Pietralunghese Raggruppamento Anteo di Pietralunga (Pietralunga Association - Anteo Corp of Pietralunga), financed by the Civil Protection

Service of Umbria Region. Started in 2003, Civilino stories are based on the figure of a "mascot" that follows children in a journey of fantasy around the world of Civil Protection, utilizing innovative ICT at that time and in this domain. From that experience born graphic novels, gadgets and cartoons.

Pedagogical/didactic strategy of the tool

Its purpose is to enhance preparedness and knowledge in the field of civil protection risk and management among children, under the control of teachers and volunteers. The new version of the tool is enriched with on line games that are useful to stimulate attention during educational on civil protection. Main aim of the strategy is to be able to reach most people, so to improve awareness on preparedness and risk management. Civilino staff is called up and down in Italy in order to participate to awareness raising campaigns during Civil Protection Days organized by all different municipal Groups of CP, Associations, and so on, mostly during springtime. But its fame increases, so Civilino is well known also in Bhaia Blanca (Argentina), Toronto (Canada), Skhoder (Albania), Gladstone Park (Australia).

Level of updating of the information and level of the tool user-friendship

Design 2003 published as a flyer, DVD cartoons created in 2007, 2009, 2010, published on youtube in 2013, web site update in 2013.

The cartoon called "Civilino" is a project based on the "mascotte" called Civilino. This cartoon educates children about the right behaviour in case of disasters. DVD version "Civilino e il terremoto" (C. and the earthquake) has English subtitles. This version is available online as well; other DVD's available: "Civilino and the flood" (Civilino e l'alluvione) and "Civilino and the forest fire" (Civilino e l'incendio).

Cartoons have an even language, simple and direct, immediately comprehensible from children and young boys. DVD plays under the control of teachers and volunteers, on line games and movie for users.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The first approach is a very simple drawing including the figure of the triangle (the international symbol) in the shape of the "mascotte" Civilino. The success of the dissemination campaign through the flyer and local actions make Volunteers to invest in designing and producing other materials and gadgets. For the first time, after years and years working on communication, people was able to recognize, to remember and follow the "mascot" and the message beyond. The first cartoon was dedicated to Earthquake, celebrating 3 years after the sisma in Umbria and Marche (2003). Years after the earthquake, in 2006 the idea is part in a more complex campaign entitled "Civilino incontra la popolazione" (Civilino meets people) with the help of audio-visual technologies and cartoons in collaboration with the Pixel Cartoon in Trento. Today it has a web site and is now present on you tube, facebook and Twitter, instagram. All tools and materials concerning Civilino are free, with the exclusive purpose to enhance preparedness and knowledge concerning civil protection. From 2006 the project follows a professional approach and market strategy in cooperation with Pixel Cartoon in Trento: Civilino is brand-new, new design, colors, technologies. The first cartoon in DVD was launched in 2007 (Civilino e il terremoto - Civilino and the Earthquake) and it were a great success all over Italy, still requested, in 10.000 copies + copies by

appointment of Organizations; then we have the second cartoon, Civilino e l'alluvione - Civilino and the Flood, launched in 2009, 5.000 copies in 2009 was also ideated the puppet; then the 3° cartoon, Civilino e l'incendio - Civilino and the fire, 5.000 copies, for the first time a public competition for participating schools in Umbria and the prizes are illustrated in the last version of the DVD. 10 years of success and 3 pieces did, guarantee Civilino's presence in many devices: puppet in the streets and squares meeting children, a web sites with on line games, news, info and a map to find out places where Civilino has been, promo flyers and gadgets, social networks and the official web site of Civil protection in Italy (ministry). Civilino project does not stops at the cartoon, but it's studying now activities to develop in a classroom, such as the two on line beta testing games you can find in the web site, originating directly from games played with children. Civilino web site staff is at your disposal also by phone, or via email, regarding dissemination materials, personalised duplication, events, fair and any other info on the project.

Technical requirements and characteristics

N/A

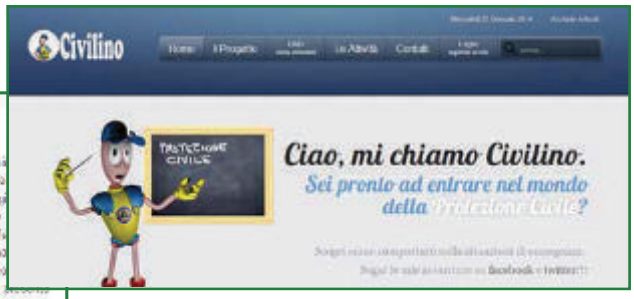
Aesthetic characteristics

Drawing, in colour, from original sketch combining the brand image of International Civil Protection and the image of a young boy.

And any other relevant information

You can cooperate to develop and improve the project by writing to the email address you find on the web site.

Some screenshots of the tool



Part III - Assessment of the tool

Main successful characteristics

Multimedia information, easy access for children thanks to DVD and Youtube. Friendly graphic, updated and following informatic tool evolution. High level of awareness by the presence of the mascot meeting children. Civilino started as a local tool, then become a national must, then international, thanks to the promotion campaign carries on by the Civil dept. in Italy.

Main points of weakness

N/A

Technical points of strengths/weakness

"Bottom up" processing of its creation. Based on a very concrete need regarding protection and risks management. Validates to XHTML 1.0 and CSS 3.

Aesthetic points of strengths/weakness

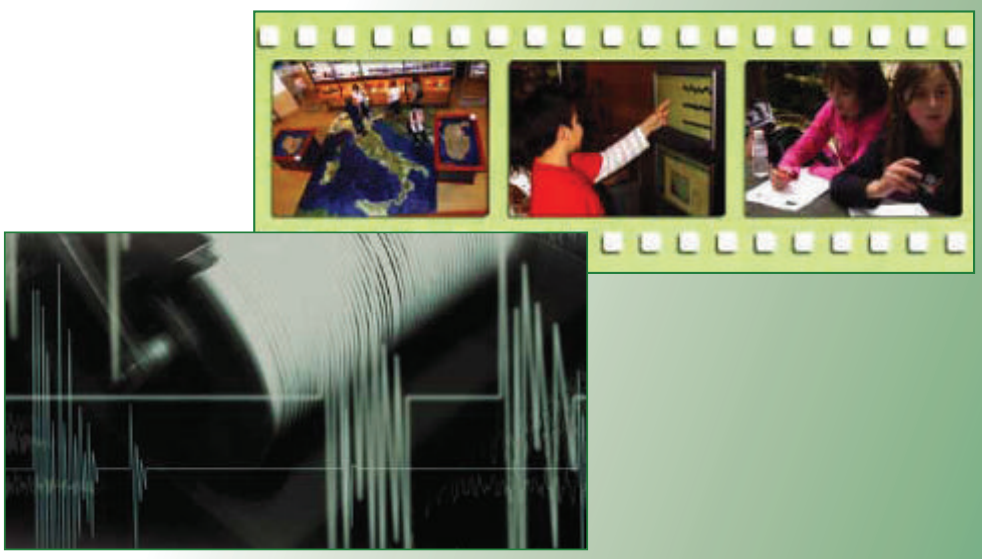
Graphic extremely accurate, updated year after year and following design evolution. Friendly communication, proven and familiar way of communicating.

Pedagogical/Didactical points of strengths weakness

The content is correct, adequate to its aims. Friendly interfacing with children, speed in uploading web pages. No web site map.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics

Validates to XHTML 1.0 and CSS 3, no label.



2. CIVIL PROTECTION MULTIMEDIA SCHOOL

The tool is a platform for e-learning, created inside an educational project, previewing a didactical virtual route, with a final examination, among common natural risks, connecting students with governmental authorities for emergency such as Red Cross, Civil protection Dept., 118, etc. by means of "island" to click in order to get the information concerning the specific risk.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers,Training for school staff, General information about the disaster, Information about the correct behaviours in case of disasters, Information about the rules of preventions, Education for students, General public awareness campaign, Scientific information about the disaster for children.
Areas of impact	Natural disasters in general, Anthropic disaster in general, Earthquakes, Floods, Tsunami, Volcanic eruptions, Meteorological disasters, Wildfires, Urban fires, Health disasters.
Kind of tool	e-learning platform, e-guide.
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook, Iphone, Smartphone, Mac.
Year of production:	
Language/es	Italian
Country of production	Italy
Users/target	Volunteers, Primary school teachers, Secondary school teachers, Secondary school students, School staff
Usability	Registered access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Multimedia School - Presidency of the Council of Ministers - Department of Civil Protection.
Web address/link	http://www.protezionecivile.gov.it/survey/scuolamultimediale/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Preparedness is one of civil protection tasks and in civil society, and schools play a major and active role. The idea is learning by using technological tools (PC) as an extension of culture besides school texts, functionally intermediating student/outer world so to stimulate inner capacities. It explain users how to cope with daily risks, making know and addressing users directly to all the National organized bodies of Civil Protection, part of the National Civil Protection Service: the Fire Department, the Police, the armed forces, the State Forestry Department, the Red Cross, National Alpine Rescue Corps, the scientific community, the National Health Service staff and means of number 118.

Level of updating of the information and level of the tool user-friendship

Last edition of the project may 2013 concerning primary schools In some Italian regions.

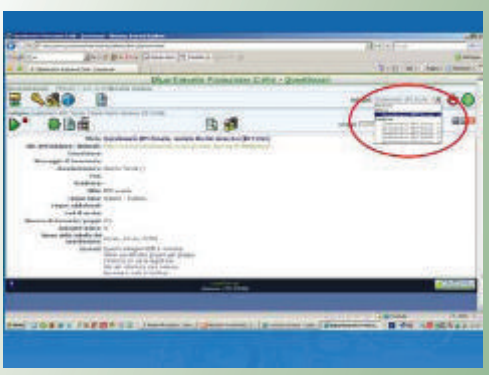
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

Broadcasting strategy previews an e-learning phase each year from October to March, final exam in May-June. Every year some Italian regions are chosen in order to disseminate the project trough a digital platform managed by the central civil protection system and accessible to all schools. Communication and interactive model for each course indicating: Didactical Scripting, Motion, Early educational strategy dedicated to each subject, Tutorial, Case study, Computer simulation, Verify, Roles of actors involved, Teacher, Student. Home page, educational sections: The risk, hydrogeological risk, volcanic eruptions, seismic risk, natural fire, anthropogenic risk, volunteering and civil protection system. Educational tools: Forum, Thesaurus, Training (games, curiosity, further developing); Teachers Area. The platform could be used on-line or off-line, following teacher's planning, multiple choice answers, instant correction and statistics. Web site, Facebook, Tweet, Feed RSS, Blog and a Forum are different ways to disseminate the project and the related tool of the platform.

And any other relevant information

3 .PPT presentation (Italian language) and a video concerning the use of the platform: http://www.youtube.com/watch?v=1iLe236wR1I

Some screenshots of the tool



Part III - Assessment of the tool

Main successful characteristics
Excellent communication/presentation skills. Excellent for surfing media autonomously. Learning by experimenting. Some of the exercises could be participated by adults, so that pupils will be heralds of awareness raising campaign towards community, and not only their family.

Main points of weakness
Not accessible for disabled people and dyslexics. Lack in communication: hard to find news or info both in civil protection web site or news.

Technical points of strengths/weakness
Possibility to obtain a structural verification. Possibility to work on/off line. Not accessible for disabled people and dyslexics.

Aesthetic points of strengths/weakness
Didactical script easy and friendly, but exact. Catching images. Demo version.

Pedagogical/Didactical points of strengths weakness
Use of female and male "Avatar", Survey and Forum are under control but they allow to students to dialog each other or with teachers. Test area. Glossary able to improve language skills. Use of quality and quantity indicators.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
Not accessible for disabled people and dyslexics.

3. EDURISK

The EDURISK project was designed as a place where people from all walks of life can meet and get involved in a common plan whose aim is getting acquainted with the multivarious facets of seismic/volcanic risk and the manifold ways in which we can protect ourselves against it.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers General information about the disaster Information about the correct behaviours in case of disasters Information about the rules of preventions Education for students General public awareness campaign

Areas of impact	Earthquakes, Volcanic eruptions
Kind of tool	Model of web awareness campaigns, web tools indicating how to behave in case of disaster, e-learning platform, slideshows, web booklet, courseware.
Kind of device/ technical characteristics	ipad, Tablet, Desktop PC, Notebook, Netbook, iphone Smartphone, Mac
Year of production	1999
Language/es	Italian
Country of production	Italy
Users/target	Pre-primary educators, Primary school teachers, Pre-primary kids, Primary school children
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Researchers affiliated to the National Institute of Geophysics and Volcanology and Experimental Geophysics Observatory of Trieste.
Web address/link	http://www.edurisk.it/it/presentazione.html

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

The aim of the EDURISK project is developing educational tools. The EDURISK project was designed as a place where people from all walks of life can meet and get involved in a common plan whose aim is getting acquainted with the multivarious facets of seismic/volcanic risk and the manifold ways in which we can protect ourselves against it. The diverse activities carried out within the EDURISK project falls under two main headings: "school" and "virtual itineraries through Italy's seismic history". The website is

meant both as a landmark and a working tool. Everyone is welcomed to use it both as a gateway to the EDURISK project proper and as a ready-made information point in which everyone can find out more about the natural risks that Italy is most vulnerable to; website organization: the EDURISK educational tools; the précis of the EDURISK learning courses for teachers; a collection of school projects made by student classes (in the edubox); an historical archive of Italian earthquakes; a pictorial archive of Italian earthquakes; a few of the itineraries are prepared to pick up the traces of past earthquakes (with the kind help of some visitors); interviews to teachers involved in EDURISK or to experts; a pathfinder to seismic risk- and volcanic risk-related topics online.

Pedagogical/didactic strategy of the tool

Earthquakes and volcanic eruptions are recurrent dangers that Italy has always had to reckon with in the past and will in the future. Many people think that there's very little – if at all - to do against these natural calamities. EDURISK creators think that there's definitely much to do. Only, to do it properly, all people concerned must join in a common effort from, because a wide range of abilities are necessary. Researchers, teachers and their students, responsible citizens everywhere: everyone can help, by pooling their resources in a responsible, informed way. The task of EDURISK is carried out by the combined efforts of an eclectic group of experts from many walks of life: geologists, seismologists, seismic hazard managers, seismic engineers, historical seismologists, psychologists, pedagogists, scholastic and multimedia editors and publishers from the leading Italian firms of Giunti Progetti Educativi and Prospero, children/young adult book writers, illustrators, cartoonists. Opting for the EDURISK experience means to be offered a choice of several learning paths to take. Each of these paths will lead teachers and their students into exploring a different set of notions and abilities, but the end in view is one and the same for all: getting acquainted with a danger and learning how to keep it at bay.

To protect oneself against a danger, one needs first of all to know it. Without knowledge, no effective preventive action can be taken, neither by individuals nor by society.

Level of updating of the information and level of the tool user-friendship

EDURISK web site never stands completely still thanks to the help of our invaluable friends and allies, the schoolteachers. Last news uploaded is dated 20 May 2013, both on the web site and Facebook. Newletter via email subscription and newsFeed RSS. Tool user-friendship is very high. To become a contributor of web site content one must be a registered user of any of the social networks using one or more of the requested tags. The website is meant as a working tool in which everyone is welcomed to use it both as a gateway to the EDURISK project proper and as a ready-made information point. Web site content is mostly under Creative Commons (licence) Attribuzione - NonCommerciale - Condividi Allo Stesso Modo 2.5 Italia. The EDUBOX is unavailable.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The editorial and multimedial side of the team is provided by some leading Italian firms of the area, such

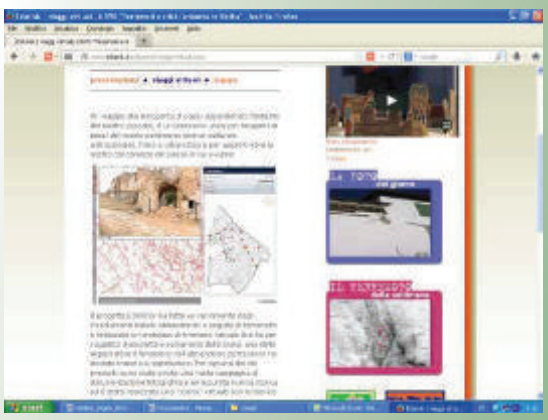
as Giunti Progetti Educativi, Prospero and Formicablu. The EDURISK project, first submitted to GNDT (the National Group for Protection against Earthquakes) in 1999, was funded in 2002, after GNDT had been subsumed into INGV, the Istituto Nazionale di Geofisica e Vulcanologia. The original allocation expired in 2004, but it was since renewed twice, in 2005-2006 and in 2008-2009. EDURISK develops educational tools and learning courses specifically designed to foster, nurture and enhance knowledge. How does it work? It's all a matter of keywords. All social networks contributions tagged with the keywords "earthquake", "eruption", "volcano", "seismic hazard", "volcanic hazard" will be automatically forwarded to edYOUrisk. The EDURISK team will select the most interesting and publish them in this page.
In other words, you won't find there the results of EDURISK activities (whose dedicated space is the edubox), but an open window on the variegated community of people and associations interested in earthquakes, volcanoes and everything related with these natural phenomena. It gives room to the world-wide-web displaying pictures, videos and .ppt presentations, chosen among those made available by social networks members through Flickr (for pictures), YouTube (for videos) and Slideshare (for presentations). Edurisk contain an edubox, that is a container for all projects developed by the school for EDURISK; it is on Facebook and Twitter, Anobii. "vibrazioni - voci e storie dall'abruzzo che ha tremato" is an audioblog concerning Abruzzo earthquake, created within EDURISK project by students living in Aquila. Students of "Dante Alighieri" middle school collect interviews and tell their experience of the earthquake. Volumes are distributed only for educational purposes and could not be sold.

Technical requirements and characteristics
N/A

Aesthetic characteristics
Even formatted, clear, vivid, accessible.

And any other relevant information
N/A

Some screenshots of the tool



Part III - Assessment of the tool

Main successful characteristics
The tool drives attention to raise awareness in preparedness and to educational projects concerning earthquakes. The web site has educational tools and archives; it has a platform with RSS feed. It offers multimedia content; it is coordinated with civil protection public bodies and has the patronage of the Civil Protection governmental Bureau. It is a clear and user friendly tool, with very useful information.

Main points of weakness
The tool, besides the fact that is addressed to students, seems poor in pedagogical aspects.

Technical points of strengths/weakness
Few images and videos could upload into its sections. The web site and the Facebook page are not updated since May 2013.

Aesthetic points of strengths/weakness
Easiness and clarity. Weakness not relevant.

Pedagogical/Didactical points of strengths weakness
The tool is submitted to a project of GNDT (the National Group for Protection against Earthquakes). The tool, besides the fact that is addressed to students, seems poor in pedagogical aspects.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
Access problems for disabled people and dyslexics

4. KEEPING OFF DANGERS

The project aims to get pupils near to civil protection issues, to spread out the scholar system resilience and know-how during emergency, risk prediction and prevention, relief and contrast the emergency, risk mitigation, environmental respect, developing resilience among young people too, dissemination of knowledge of civil protection, information. The web site is identifies with the project.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers, Training for school staff, General information about the disaster, Information about the correct behaviors in case of disasters, Information about the rules of preventions, Education for students, General public awareness campaign, Scientific information about the disaster for children
Areas of impact	Natural disasters in general, Anthropic disaster in general Earthquakes, Floods, Meteorological disasters, Wildfires Urban fires, Other: risks at school, home, streets.

Kind of tool	Web tools indicating how to behave in case of disaster, cartoon, edu-blog, e-learning platform, video products, edu-video trailers, slideshows, web site, video spot other: Guidance and support documents
Kind of device/ technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook, Smartphone
Year of production	2013
Language/es	Italian
Country of production	Italy
Users/target	Volunteers, Civil Protection professionals, Pre-primary educators, Primary school teachers, Pre-primary kids Primary school children, School staff, General public
Usability	Free access, Registered access, Shown on TV, Shown on YouTube or other networks, Other: Password to enter the reserved area for downloading information documents.
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	(Regione Umbria - Servizio Protezione Civile)Umbria Region - Civil protection Dept., National Corporation of Municipalities (Anci Umbria).
Web address/link	http://www.allalargadaipericoli.it/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Compared to the other European countries, Italy has widespread risks throughout the territory and for this reason has developed an intervention system which starts from a local level (Municipalities) and involves all the administrations. In order to promote cooperation, training projects and activities contribute to spreading the culture of civil protection within organizations and groups of associated citizens and civil volunteers. Awareness raising campaign addressed to young people and schools help developing cooperation, resilience, managing the different risks. "Alla larga dai pericoli" is a new version of an educational project based on a previous project aiming at raise awareness in young people, bringing youth to actively participate in protecting heritage, human life and risks reduction.

Pedagogical/didactic strategy of the tool

The most interesting aspect of the web site is dedicated to the civil protection system, through an educational. It can be used in a class, by the teacher or a volunteer using slides and, videos, in which the main role is played by young students. The system intervenes to provide relief to the population, to help overcome the emergency and aid a return to normality. The Mayor is the first person responsible for civil protection on the territory and has the job of coping with the initial moments of a calamity and of providing relief to the population, coordinating the local operative structures including the civil protection volunteers.

Level of updating of the information and level of the tool user-friendship

Excellent in dissemination, newsletter available for informing the public, reserved area for main civil protection questions: Which tools are at disposal of the civil protection system in order to prevent risks? Who guarantees the right to information?

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

In the web site is inserted the complete Civilino's set: the 3 videos already inserted in the tool called Civilino + 2 more videos. Excellent marketing strategy with photo gallery, download area game (crosswords, memory, etc.); civil protection exercises and training, it is connected to the other official communication and information tools of the Department, it has a Civil Protection newsletter, a facebook page.

Technical requirements and characteristics

Technical requirements and characteristics are easy to use, since the tool is meant to give complete and prompt information on civil protection to young people.

Aesthetic characteristics

Excellent. Vivid, colourful web pages.

And any other relevant information
N/A

Some screenshots of the tool
N/A

Part III - Assessment of the tool

Main successful characteristics
Clarity: texts are written using a clear and simple language for the citizen, helping communication flow between citizens and the Civil Protection Department during ordinary, critical or emergency situations. Facilitate exchanges among institutions, local organizations, companies, citizens and Civil Protection Dept. Create a sole centre for ideas and projects on Civil Protection themes. Consolidate the collaboration network with boards and administrations, both central and local.

Main points of weakness
Since it is a brand new tool, there are some sections under construction.

Technical points of strengths/weakness
Consolidate the collaboration network with boards and administrations, both central and local. Sections dedicated to different risks are detailed, section dedicated to internet surfing risk./ Not accessible for disabled people and dyslexics.

Aesthetic points of strengths/weakness
No relevant point of weakness. The visual characteristics show no negativity, the tool is able to capture the user's attention thanks to a good graphic design; educational videos and video gallery have been set and entered into the website.

Pedagogical/Didactical points of strengths weakness
Excellent marketing strategy, with a variety of different tools.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
Not accessible for disabled people and dyslexics

5. LINO FOREST'S WORLD

Educational. Download section and events, Contests and activities concerning environmental education.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers, General information about the disaster, Information about the correct behaviours in case of disasters, Education for students, General public awareness campaign, Scientific information about the disaster for children.
Areas of impact	Anthropic disaster in general, Floods, Volcanic eruptions, Meteorogical disasters, Wildfires
Kind of tool	Cartoon, edu-documentary, edu-blog, video products, e-guide.
Kind of device/ technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Netbook, Iphone Smartphone, Mac.
Year of production	
Language/es	Italian
Country of production	Italy
Users/target	Primary school teachers Primary school children School staff
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	CFS Corpo Forestale dello Stato
Web address/link	www.corpoforestale.it/bambini/forestale/index.htm

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
Awareness campaign for young people regarding common natural disasters, as well as chemical and nuclear risks, rules.

Pedagogical/didactic strategy of the tool
Cartoons, testes and edu-games: behaviour and resilience.

Level of updating of the information and level of the tool user-friendship
Easy to use info, didactical materials, posters, bookmarks, etc.

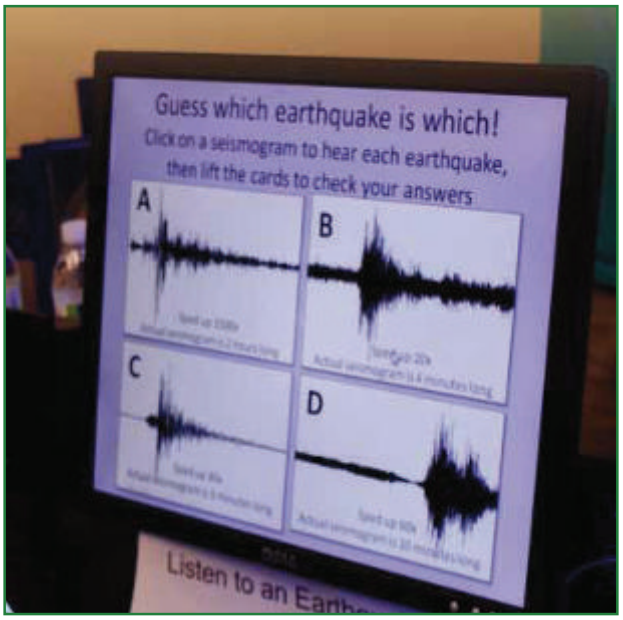
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
The web pages contain audio-visual documents, explanations, tests and experiments.

Technical requirements and characteristics
Flashplayer needed. Password and user name needed for some sections.

Aesthetic characteristics
Vivid and colourful images (drawings)

And any other relevant information
N/A

Some screenshots of the tool
N/A



Part III - Assessment of the tool

Main successful characteristics
Drawings, mascotte, tests, games.

Main points of weakness
Many pages are not any more available.

Technical points of strengths/weakness
Download content available, spot and radio broadcasting.

Aesthetic points of strengths/weakness
Download section with edu games and tools.

Pedagogical/Didactical points of strengths weakness
Not accessible for disabled people and dyslexics.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
Not accessible for disabled people and dyslexics.

COUNTRY: BULGARIA

A. GENERAL

Type of disasters:
Natural ☑ Anthropogenic ☑ Technological ☑

Common disasters:
Earthquakes ☑ Floods ☑ Tsunamis □ Volcanic eruptions □ Meteorological disasters ☑
Wildfires ☑ Urban fires ☑ Health disasters ☑ Droughts □ Other (specify)

B. BEST PRACTICES COLLECTED

Report and comment on Best practices selected according to SWOT ANALYSIS

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Title	Related disaster	Entity	Target group
1. METHODOLOGICAL MATERIALS FOR DISASTER PROTECTION EDUCATION (TEACHER'S GUIDEBOOK FOR PRIMARY, SECONDARY AND HIGH SCHOOL EDUCATION)	Natural disasters in general, Anthropic disaster in general, Earthquakes, Floods, Tsunami, Volcanic eruptions, Meteorological disasters, Wildfires, Urban fires, Health disasters	Paideia Foundation	Primary school teachers, Secondary school teachers, Primary school children, Secondary school students, School staff, Parents
2. NATURAL DISASTERS (SUBJECT "OUR ENVIRONMENT", 2ND GRADE)	Natural disasters in general, Earthquakes, Floods, Tsunami, Volcanic eruptions, Meteorological disasters, Wildfires, Urban fires	Vesca Petrova – primary teacher from "Prof. Dimov", town of Lovech,	Primary school teachers, Primary school children

3. HELPING TEACHERS: EDUCATIONAL MATERIALS FOR CHILDREN ON FIRE SAFETY AND DISASTER PROTECTION	Natural disasters in general, Anthropic disaster in general, Meteorological disasters, Earthquakes, Wildfires, Urban fires	Regional Inspectorate of Ministry of Interior, town of Stara Zagora	Primary school teachers, Secondary school teachers, Primary school children, Secondary school students
4. ONLINE FIRE FIGHTER GAMES	Wildfires, Urban fires	Chief Directorate "Fire Safety and Civil Protection"	Primary school children, Secondary school students
5. DISASTER HERO ONLINE GAME	Earthquakes, Floods, Tsunami	American College of Emergency Physicians	Secondary school students, University students, Parents
6. KIDS CORNER	Anthropic disaster in general, Health disasters	EU / European Environment Agency	Primary school children, Secondary school students

lease write a general comment about the selected Best practices related to: scientific adequacy, pedagogical quality, level of user-friendship, functionality of the application, attractiveness.

- Level of scientific adequacy: very good
- Level of pedagogical quality: good

STRENGTHS: The materials are developed by teachers and tested in a school environment, there is a good and effective integration of knowledge and skills (presentation of basic information on the subject as well as appropriate actions), there are learning tasks for knowledge proofing, learning objectives are clearly defined, realistic, relevant and measurable.

WEAKNESSES: Insufficient use of interactive methods and techniques, insufficient number of methodological materials, games without educational element.

- User-friendly level: good

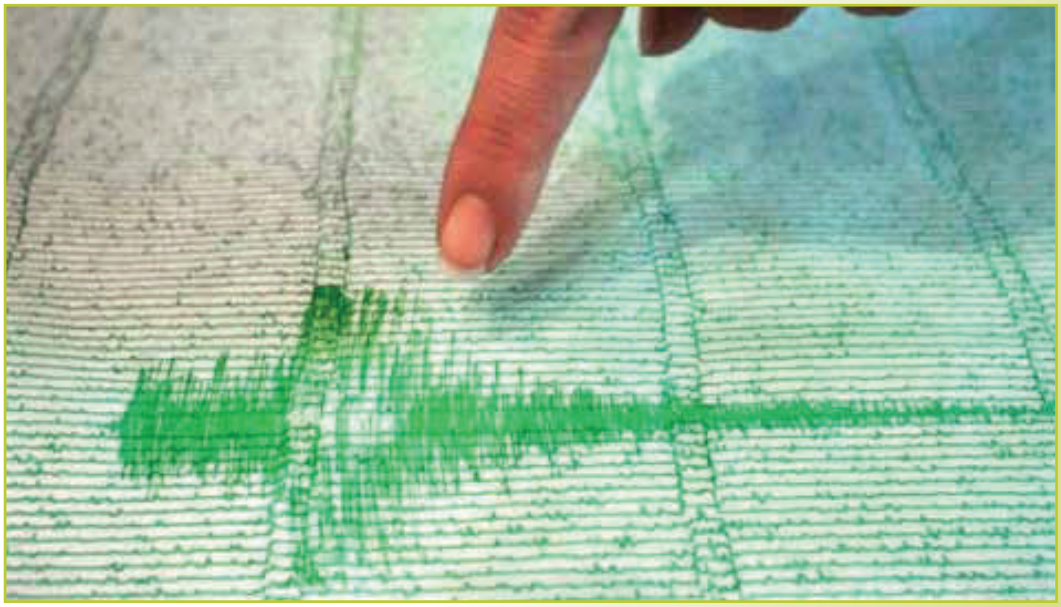
the materials are on a good user-friendly level regarding the content (the presented information is clear and coherent) and the usability (accessibility of materials - free for use, downloadable, etc.).

- Level of functionality: good

there is good level of pedagogical functionality, because the chosen materials cover all topic areas
the technical functionality of the materials is at a bad level (lack of multimedia elements and insufficient interactivity, lack of variety regarding the format of the materials, absence of such way of presentation - as cartoons, edu-movies, e-seminars, etc. - important for the project's target groups as well as regarding the project's subject

- Attractiveness level: average

there are visualization materials but most of them are in low quality, insufficient and not always responding to the target groups specifics



SWOT ANALYSIS

The summarizing **SWOT analysis** points out strengths and weaknesses of the chosen materials, aiming to outline the need for new educational products as well as the suitability of those investigated.

Strengths

Technical

- Accessibility of materials (free for use, downloadable, etc.)

Aesthetic

- Use of visualization materials

Educational/Didactical

- Materials are developed by teachers and tested in a school environment
- Combination of knowledge and skills (presentation of basic information on the subject as well as appropriate actions)
- Educational tasks to check on acquired knowledge

Overall

- Representation of all topics
- Materials for the early educational stages

Weaknesses

Technical

- Lack of diversity (format) of materials
- Lack of certain forms of presentation (i.e. animated and educational-documentary movies, educational seminars or online courses) that respond to the specific needs of the Project's target groups
- Most materials are not developed as web based instruments and therefore do not possess the specific qualities and advantages of this format

Aesthetic

- Unprofessional presentation
- Low quality visualization materials, insufficient images, often not corresponding to the needs of the respective target group

Educational/Didactical

- Insufficient use of interactive methods and techniques
- Insufficient methodological materials
- Games without educational element

Overall

- Insufficient representation of specific topics
- Altogether lacking materials for a variety of target-groups

SELECTED BEST PRACTICES
BULGARIA

1. METHODOLOGICAL MATERIALS FOR DISASTER PROTECTION EDUCATION (TEACHER'S GUIDEBOOK FOR PRIMARY, SECONDARY AND HIGH SCHOOL EDUCATION)

Methodological materials for disaster protection education for primary, secondary and high school education. Themes are structured in three modules: *I. Disaster protection, II. Fire safety and rescue, III. First Aid*. They comprise all themes from the curriculum followed by teachers during disaster protection classes. The Guidebook contains theoretical materials (basics and additional), many interactive methods and techniques (incl. educational games, assignments etc.)

Part I: General information

General aim of the tool	Training for school teachers, General information about the disaster, Information about the correct behaviors in case of disaster, Scientific information about the disaster for children, Information about the rules of preventions
Areas of impact	Natural disasters in general, Anthropic disaster in general, Earthquakes, Floods, Tsunami, Volcanic eruptions, Meteorological disasters, Wildfires, Urban fires, Health disasters
Kind of tool	e-guide
Kind of device/technical characteristics	Desktop PC
Year of production	2007-2008
Language/es	All languages of the member countries of the EU
Country of production	
Users/target	Primary school teachers, Secondary school teachers, Primary school children, Secondary school students
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line, Available in CD/DVD

Editor, Institution or Entity responsible of the production	**ФондацияПайдея** (materials are developed as part of the Project "Disaster prevention training in Bulgaria's secondary school system", realized in partnership with the Ministry of Emergency Situations, Ministry of Education and Science and the United Nations Development Prgoramme – UNDP).
Web address/link	http://www.paideiafoundation.org/ssp.php?page=69

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Featured topics and content:

Teacher's Guidebook – initial stage

I. Disaster Protection

1. Strong wind (hurricane)
2. Thunderstorm, lightning
3. Snowstorm
4. Earthquake
5. Flood, torrent, landslide
6. Individual/personal protection tools
7. Warning signals and community alert systems in case of disaster
8. The rescuer's profession

II. Fire Safety and Rescue

1. Fire – human's friend and foe
2. Fire sources
3. The dangers of fires in forests and agriculture

III. First Aid

1. What is First Aid?
2. Overcooling and frost
3. Burns
4. Poisoning
5. Breathing and circulation

IV. Annex *(this module is not included in the printed version)*

Psychological and emotional support in case of natural disasters and catastrophes (for teachers and support staff)

Teachers' and support staff's actions during natural disasters and catastrophes

Appropriate actions during times of stress, panic and anxiety amongst children and students

Teacher's Guidebook – secondary stage

I. Disaster Protection

1. Industrial disasters
2. Chemical pollution – dangerous chemical substances
3. Radioactive pollution (contamination)
4. Biological (bacteriological) contamination
5. Behavior and actions in case of disasters, most likely to occur in said geographical area

II. Fire Safety and Rescue

1. Combustibility of substances and materials
2. Fires in residential and public buildings
3. The process of burning. Fire-extinguishing agents and methods

III. First Aid

1. Wounds
2. Bleeding and control of bleeding
3. Hurt bones and joints – sprains, dislocations, fractures

Teacher's Guidebook – high school stage

I. Disaster Protection

1. Casework on fictional disaster situations

II. Fire Safety and Rescue

1. Combustibility of building materials
2. Combustibility of polymers. Protection from the by-products of the burning process
3. Fire dangers posed by cars and fire safety measures

III. First Aid

1. Sunstroke and heatstroke
2. Loss of consciousness
3. Clinical and biological death

Aim:

- ensure education through active learning, based on the principle of participation (teacher – student – parent);
- present teachers with a complex of interactive techniques for theoretical and practical education, related to the topics of disaster protection before, during and after the disastrous event;
- touch on all topics, brought up by the curriculum that teachers use for disaster protection and safety classes.

Pedagogical/didactic strategy of the tool

To present not only the necessary theoretical material, but also a multitude of suggestions for interactive methods and techniques (incl. those for overcoming stress and coping with emotions after surviving disaster).

Division of each topic into several sections:

- TEACHER'S GUIDE: Contains spreadsheets for standards met, expected results and teaching goals, relevant ideas, concepts and skills, suggested methods, interactive techniques and educational tools, as well as possible interdisciplinary connections. Possibilities are listed how to include disaster protection education into electives, extracurricular activities, and how to include particular topics into other academic disciplines.
- LEARNING TOGETHER: Contains detailed instructions for each curricular activity, incl. theoretical materials, as well as suggestions for different reaching methods and techniques, educational tasks for the students and opportunities *to include parents* into the educational process
- ADDITIONAL INFORMATION: on a CD (enclosed in the printed Teacher's Guidebook). It contains useful links (structured thematically and according to the different stages), a list of publications in Bulgarian language that can be useful to the educational process during the preparation phase as well as the teaching phase; main legislative provisions concerning disaster protection; a list of movies and documentaries that can be helpful to the educational process.
- LEARNING BY PLAYING: offers to teachers a variety of educational games and assignments to diversify the educational process, as well as verify obtained knowledge and skills.

Level of updating of the information and level of the tool user-friendship

No update of information

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

Teacher's Guidebooks have a printed edition of 44000 copies and are distributed to schools throughout the country as part of the aforementioned project. In 2007-2008 two training seminars for teachers have been conducted, presenting the projects and giving directions on how to work with them.

Technical requirements and characteristics

pdf files – separate for each topic (can be downloaded)

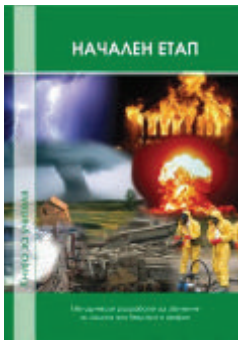
Aesthetic characteristics

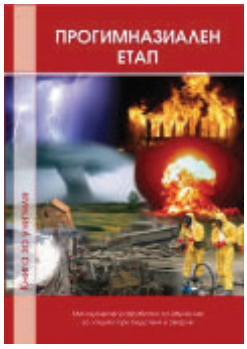
Rich visualization material, adapted to student's age

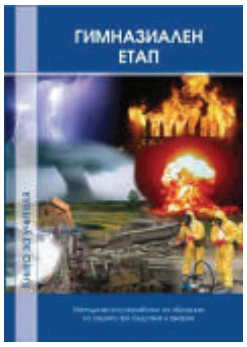
And any other relevant information

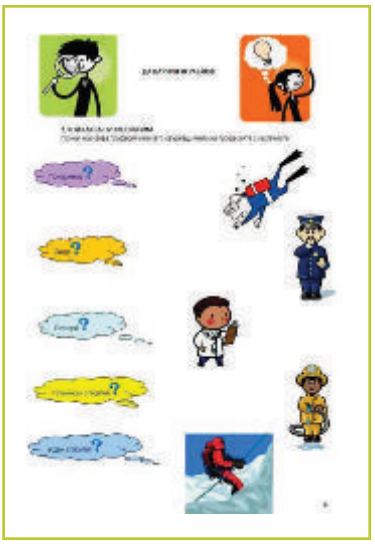
The version found on the website is a demo version; there are differences to the printed version, respectively CD

Some screenshots of the tool









Part III – Assessment of the tool

Main successful characteristics

- Inclusion of all topics, relevant to the curriculum;
- Division of each topic into several sections;
- Activities, aiming at integrating parents into the educational process;
- Use of rich visualization material, adapted to student's age;
- A multitude of various educational games and assignments, teaching methods and interactive techniques;
- Successfully tested in a school setting.

Main points of weakness

N/A

Technical points of strengths/weakness

Technical points of strengths:

Each topic is in a separate pdf file, which allows for faster and more elective use, according to the actual needs;

Technical points of weakness:

Educational assignments and games are static, due to the chosen format

Aesthetic points of strengths/weakness

Aesthetic points of strengths:

Rich and diverse visualization materials, aimed specifically at children;

Use of different text colors, clearly indicating importance and enabling better readability;

Use of identical images and symbols introducing sections and assignments.

Aesthetic points of weakness:

N/A

Pedagogical/Didactical points of strengths/weakness

Pedagogical/Didactical points of strengths:

- Inclusion of all topics, relevant to the curriculum;
- Ideas how to include disaster protection education into electives, extracurricular activities, and how to include particular topics into other academic disciplines;
- Well balanced educational material, effectively blending knowledge and skills;
- Methodological instructions for each topic and division into fixed sections for each topic;
- Integration of parents into the educational process;
- A multitude of various educational games and assignments to check on knowledge and skill acquisition, as well as diverse teaching methods and interactive techniques;

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)

N/A

2. NATURAL DISASTERS (SUBJECT "OUR ENVIRONMENT", 2ND GRADE)

The tool is a Power Point Presentation in 33 slides, created by a primary teacher and designed for use by teachers and students in 2nd Grade within the Subject "Our environment". It pictures the main natural disasters (earthquake, flood, tsunami, forest fires, storms, hurricanes, tornadoes, typhoons, volcanoes) and contains concrete directions for action for those natural disasters, likely to happen in Bulgaria (earthquake, flood, thunderstorm, forest fire). There is vast photographic material as well as questions to prove acquisition of knowledge.

Part I: General information

General aim of the tool	General information about the disaster, Information about the correct behaviors in case of disaster, Scientific information about the disaster for children
Areas of impact	Natural disasters in general, Earthquakes, Floods, Tsunami, Volcanic eruptions, Meteorological disasters, Wildfires, Urban fires
Kind of tool	Slideshows
Kind of device/technical characteristics	Desktop PC
Year of production	2013
Language/es	Bulgarian
Country of production	
Users/target	Primary school children, Primary school teachers
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Veska Petrova – primary teacher from "Prof. D. Dimov" Primary School, Lovech Username: **cecovesi**
Web address/link	http://www.slideboom.com/presentations[1]

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Covered topics (33 slides) and content:

- earthquakes, floods, tsunami, forest fires, storms, hurricanes, tornadoes, typhoons, volcanoes,
- information about each of the above,

- behavioral principles for disasters that are likely to happen in Bulgaria (earthquakes, floods, thunderstorms, forest fires),
- important telephone numbers in case of natural disaster,
- vast photographic material,
- questions to check acquisition of knowledge (which disaster is shown in the picture; link with arrows, disaster – cause for disaster; discover the mistakes in the pictured actions).

Aim:

- acquisition of basic information and rules of behavior in case of natural disasters

Pedagogical/didactic strategy of the tool

- Matching of knowledge and skills through presentation of basic information on a subject, as well as the appropriate behavior in case of disaster,
- Use of visualization materials,
- Questions to check acquisition of knowledge.

Level of updating of the information and level of the tool user-friendship

- No update of information.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

N/A

Technical requirements and characteristics

Microsoft Office PowerPoint Presentation (can be downloaded).

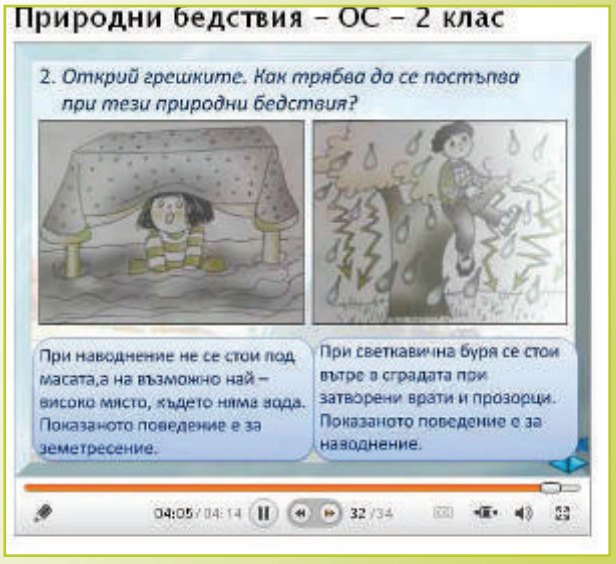
Aesthetic characteristics

Vast visualization material

And any other relevant information

N/A

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics

- Use of vast visualization material.
- Created by a teacher and tested in a school environment.
- Designed for second grade, subject "Our environment", but can be also used in other age groups.
- Information on main natural disasters and how to react accordingly (for those, likely to happen in Bulgaria).
- Actions to be taken in case of disaster are shown clearly and briefly, and are therefore easily remembered.
- Educational problems/questions are included.

Main points of weakness

N/A

Technical points of strengths/weakness

Technical points of strengths:

- Existence of Presentation Transcript, allowing for quick introduction to the material.
- Option for evaluation of the material (Thumbs up + 21).
- Option to track how many times the material has been viewed (315 Views).
- Options for Facebook share, Tweet, email link, share with groups.
- Option to track other materials from the same contributor/author.
- Option to publish comments (1 for this material).
- Option to Embed (3 for this material).
- Option for download (150 downloads).
- Interactive presentation (allows for online problem solving).

Technical points of weakness:

N/A

Aesthetic points of strengths/weakness

Aesthetic points of strengths:

- Vast and diverse visualization material (including images specifically aimed at children).

Aesthetic points of weakness:

- N/A

Pedagogical/Didactical points of strengths/weakness

Pedagogical/Didactical points of strengths:

- Created by a teacher and tested in a school environment.
- Matching of knowledge and skills: information about the disaster (what it is and how it is caused), as well as appropriate behavior in each case.

- Actions to be taken in case of disaster are shown clearly and briefly, and are therefore easily remembered.
- Educational problems/questions are included.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
N/A

3. HELPING TEACHERS: EDUCATIONAL MATERIALS FOR CHILDREN ON FIRE SAFETY AND DISASTER PROTECTION

Page from the website of the Regional Directorate of the Ministry of Interior, City of Stara Zagora, aimed at teachers and meant to support their efforts to educate students on topics, related to fire safety and fire protection. The page contains various materials for teachers and children.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers, Information about the correct behaviors in case of disaster, Information about the rules of preventions
Areas of impact	Earthquakes, Wildfires, Urban fires, Other (specify): повишена радиоактивност, производствени аварии, снежни виелици и лавини
Kind of tool	web site
Kind of device/ technical characteristics	Desktop PC
Year of production	N/A
Language/es	Bulgarian / English
Country of production	Bulgaria
Users/target	Primary school teachers, Secondary school teachers, Primary school children, Secondary school students

Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Regional Directorate of the Ministry of Interior, City of Stara Zagora
Web address/link	http://www.starazagora.mvr.bg/PressOffice/Information/usluga+8.htm

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Covered topics and content:
Exemplary talk on fire safety for children 5-7 years old (contains visualization materials, HTML format)
How to protect ourselves from the fire (does not contain visualization materials, HTML format)
When to call the fire brigade? (does not contain visualization materials, HTML format)
Dangers in case of fire (does not contain visualization materials, HTML format)
Causes for fire (does not contain visualization materials, HTML format)
Rules of action in case of fire (does not contain visualization materials, HTML format)
Appropriate actions in case of fire in apartment and public building (does not contain visualization materials, HTML format)
Fire safety during the summer season (does not contain visualization materials, HTML format)
(including additional information – Protect the forests! .doc format – 38 Kb)
Fire safety during the winter heating season (does not contain visualization materials, HTML format)
Fire safety during Christmas and New Year's Holidays (does not contain visualization materials, HTML format)
Quiz (does not contain visualization materials, HTML format), including information for exemplary talk "Hello, 112", questions and answers for the quiz
Links to movies about fires and actions in case of fire
http://dox.bg/files/dw?a=c089307c47 – fires (27 videos)
http://dox.bg/files/dw?a=800ed1eee7 – fires at home
http://dox.bg/files/dw?a=3ef094fe6e – fires at home (some of the videos are identical to those in the previous link; 21 videos total)
http://dox.bg/files/dw?a=a0258e17b8 – fires at warehouses (22 videos)

http://dox.bg/files/dw?a=cced55a9a2 – using fire extinguishers (18 videos)
http://dox.bg/files/dw?a=84db221f3a – fires, caused by gasoline, propane, acetylene, LPG, CNG (24 videos)
http://dox.bg/files/dw?a=888a21f3d8 – forest and field fires (6 videos)
http://dox.bg/files/dw?a=e36725c116 – evacuation of people (11 videos)
http://dox.bg/files/dw?a=3e78b4f0e2 – literacy/raising awareness (advice and rules) (14 videos)
http://www.youtube.com/watch?v=g2aRz46bN9E - short movie with 25 children on a burning bus (1 video)
http://www.youtube.com/watch?v=9By8e8qPHH0 - Preparation for summer fire fighting season (1 video)
http://www.youtube.com/watch?v=Ld0pQywD5ao - car crash with injured passengers (1 video)
http://www.youtube.com/watch?v=K5Mjn8SFd9o – fire fighting training at Pavel Banya (1 video)
Useful links: interesting topics, educational games, information
Additional materials
Materials for a Notice Board for appropriate actions and behavior in case of disasters and calamities, likely to happen in Bulgaria, incl. How to prepare; Earthquakes; Heightened radioactivity; Industrial disasters; Forest fires; Fires in buildings; Snow storms and avalanches (DOC format - 78Kb)
Educational-methodological guide for teachers for defense and self-defense in case of fire Grades 1-10 (This tool is listed separately, see: 7.UMP za uchiteli_pojari.docx) (DOC format - 1232Kb)
Typical fires with injured children, published in the media (DOC format - 155Kb)

Aim:
This tool is designed to support teachers in teaching topics, dealing with fire safety and fire protection, using a variety of materials. On this basis children are supposed to obtain defense and self-defense skills in case of critical fire situations and to consolidate those skills into reliable habits.

Pedagogical/didactic strategy of the tool
- Contains a variety of materials (informational and educational materials, games, visualization materials, methodological materials, media).
- Topics are very detailed (i.e. what are the many causes for fires and how to handle them appropriately).

Level of updating of the information and level of the tool user-friendship
- N/A

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
N/A

Technical requirements and characteristics
Format:
HTML document / internet connection necessary to access
MP3 (downloadable files from http://dox.bg/; after downloading a certain amount of files, e-mail registration at http://www.abv.bg/ required; registration is free)

FLV (videos from http://www.youtube.com can be downloaded with YouTube Downloader)
DOC (additional materials, can be downloaded)

Aesthetic characteristics
Visualization material

And any other relevant information
N/A

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics
Contains a variety of materials (informational and educational materials, games, visualization materials, methodological materials, media). Topics are very detailed (i.e. what are the many causes for fires and how to handle them appropriately).

Main points of weakness
Insufficient visualization materials (besides videos, there is only imaging material contained in "Exemplary talk about fire safety for children 5-7 years old").
Insufficient interactive educational content.

Technical points of strengths/weakness
Technical points of strengths:
Some materials can be downloaded.
Technical points of weakness:
N/A

Aesthetic points of strengths/weakness
Aesthetic points of strengths:
N/A
Aesthetic points of weakness:
Insufficient visualization materials.

Pedagogical/Didactical points of strengths/weakness
Pedagogical/Didactical points of strengths:
- Contains a variety of materials (informational and educational materials, games, visualization materials, methodological materials, media).
- Topics are very detailed (i.e. what are the many causes for fires and how to handle them appropriately).
Pedagogical/Didactical points of weakness:
- Insufficient visualization materials (besides videos, there is only imaging material contained in "Exemplary talk about fire safety for children 5-7 years old").
- Insufficient interactive educational content.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
N/A

4. ONLINE FIRE FIGHTER GAMES

Page from the website www.pojarna.com**,** aimed at promoting the work of Chief Directorate "Fire Safety and Civil Protection". This website as part of the section "Working with children", contains links to online games

Part I: General information about the selected tool

General aim of the tool	Information about the correct behaviors in case of disaster, Information about the rules of preventions
Areas of impact	Wildfires, Urban fires
Kind of tool	Flash Application
Kind of device/technical characteristics	Desktop PC
Year of production	N/A

Language/es	Bulgarian/English
Country of production	Bulgaria
Users/target	Primary school children, Secondary school students
Usability	Free access
Copyright	Free, Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	
Web address/link	http://pojarna.com/bg/sections/rabota_s_deca/za_razvlechenie/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Covered topics and content:

Online games:

1. The Fire Brigade

(*Description:* Chose the right fire brigade/fire truck to finish the work and extinguish the fire, rescuing all injured people; English language)

2. Fire Fighter

(*Description:* Use your fire fighting skill to extinguish the fire; English language)

3. Disaster Hero / English language

(this game is described separately, see: 11.Disaster Hero.docx)

4. Online Firefighter Games: English language

4.1. Fire Hero (*Description:* Extinguish the fire and save the customer who was left behind at the grocery store.)

4.2. American Firefighter Game (*Description:* navigate the fire truck to the service station and then quickly drive to the fire to extinguish it.)

4.3. Fireman (*Description:* Extinguish the fire by making the longest fire hose before you run out of time.)

4.4. Big Fire Truck (*Description:* Navigate the fire truck around all obstacles and be careful not to cause a crash.)

4.5. Fire Truck Racer (*Description:* Navigate the fire truck around obstacles, reach the burning house and

extinguish the fire.)
4.6. Save me 2 (*Description:* Save jumping people and animals by moving around the fire men with the trampoline.)
4.7. Swedish Firefighter Game (*Description:* Move around the fire fighters with the trampoline to save people, jumping from the burning building and bring them to the ambulance.)
4.8. Fireman Fire Truck (*Description:* Drive the fire truck as fast as possible to the burning building and extinguish the fire.)
4.9. Fireman Joe (*Description:* Help fire fighter Joe to save the person who was buried underground and to pass safely through the underground tunnel.)
4.10. Firefighter Shoot (*Description:* Drive the fire truck and shoot to extinguish fires.)
4.11. Rescue Me (*Description:* Chose your team and begin a rescue operation to save people and extinguish the fire.)
4.12. Rescue Helicopter (*Description:* Navigate the helicopter to rescue people.)
4.13. Emergency Rescue Unit (*Description:* Follow training instructions and then go on a rescue mission)
4.14. Firefighter Game Drager (*Description:* Use your firefighting skills and accurate judgment to extinguish the fire.)
4.15. Mega Fire Truck (*Description:* Navigate the fire truck as fast and safe as possible to the burning building and extinguish the fire.)
4.16. Sky firefighter (*Description:* Navigate the helicopter to scoop water from the lake, then fly over the fire and extinguish it.)
4.17. In Fire (*Description:* To save the people, jumping out of a burning building, move around the fire fighter with the trampoline.)
4.18. Helicopter Firefighting Rescue (*Description:* Learn how to fly a firefighting helicopter and go on different missions.)
4.19. Fire Truck Heroes (*Description:* Load the gire truck with water, reach the fire and turn it out.)
4.20. Fires in Fun Town (*Description:* Save the most stuffed animals by moving around the firefighters with the trampoline.)
Aim: The goal is to teach children skills and knowledge about fire fighting through interactive educational games.

Pedagogical/didactic strategy of the tool
- Acquisition of knowledge and skills ob firefighting in a playful interactive manner.

Level of updating of the information and level of the tool user-friendship
- N/A

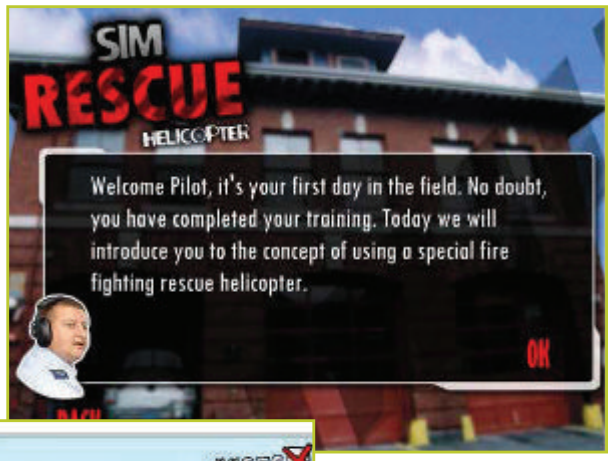
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
N/A

Technical requirements and characteristics
Flash Games / internet connection needed.

Aesthetic characteristics
Animated visualization materials.

And any other relevant information
N/A

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics

- Acquisition of knowledge and skills ob firefighting in a playful interactive manner.
- Learning to know and honor the firefighters' profession

Main points of weakness

- Few games actually contain educational elements.

Technical points of strengths/weakness

Technical points of strengths:

Good technical execution of games

Games can be rated (1-5 points) / number of votes counted

Top Games Rating

Games can be commented on

Technical points of weakness:

Children must understand English to play the games

Aesthetic points of strengths/weakness

Aesthetic points of strengths:

Games have good animation.

Aesthetic points of weakness:

N/A

Pedagogical/Didactical points of strengths/weakness

Pedagogical/Didactical points of strengths:

Acquisition of knowledge and skills of firefighting in a playful interactive manner.

Learning to know and honor the firefighters' profession.

Games for different age groups and appropriate visualization.

Vast collection of different games in one place.

Pedagogical/Didactical points of weakness:

Few games actually contain educational elements.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)

N/A

5. DISASTER HERO ONLINE GAME

Disaster Hero Online Game

Internet-based online game, aimed at teaching children, parents and teachers/mentors how to prepare for disaster management.

Part I: General information about the selected tool

General aim of the tool	General information about the disaster, Information about the correct behaviors in case of disaster, Information about the rules of preventions, Scientific information about the disaster for children
Areas of impact	Earthquakes, Floods, Tsunami
Kind of tool	Flash Application
Kind of device/technical characteristics	Desktop PC
Year of production	2008
Language/es	2008
Country of production	USA
Users/target	Secondary school teachers, Secondary school students, University students, parents
Usability	Free access
Copyright	Under licence
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	American College of Emergency Physicians
Web address/link	http://disasterhero.com/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
Featured topics and content:
Description:
The game contains the four major disaster scenarios likely to happen in the USA: eathquake, tornado, hurricane and flooding. The player ("new hero") competes with members of Dante Shields' elite squad – the most wellknow international disaster specialist. By winning the game, the player becomes a memeber of the squad.
Additional resources:
1. Child-appropriate materials Child-appropriate materials (child-appropriate information what the above-mentioned disasters represent; how to prepare for disaster; how to behave during the disaster actions to be taken after the disaster; games – including crosswords and coloring games – 10 .pdf materials, 5 useful links, 5 downloadable games)
*2. Teacher's material*s (specialized information for teachers on how to prepare for disaster (incl. special needs children); how to behave during the disaster; actions to be taken after the disaster (including psychological help), games – including crosswords and coloring games, 4 .pdf materials, 6 useful links, 5 downloadable games)
3. Parent's materials (information on above-mentioned disasters, how to prepare for disaster; how to behave during the disaster; actions to be taken after the disaster) (24 pdf materials; 21 useful links)
Aim: The goal is to prepare children, teachers and parents for disaster protection by providing necessary skills for preparation, survival and recovery in case of natural disaster.

Pedagogical/didactic strategy of the tool
- Acquisition of knowledge and skills through entertaning educational games

Level of updating of the information and level of the tool user-friendship
- Contains ranking of best players („new heroes")

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
In Bulgaria the game is linked and indexed in the section "Working with children" on the Chief Directorate's "Fire Safety and Civil Protection" website www.pojarna.com

Technical requirements and characteristics
Flash application / internet connection required

Aesthetic characteristics
Animated visualization material

And any other relevant information

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics

- Acquisition of skills and knowledge on natural disasters by means of entertaining educational games
- Diverse additional informational-educational materials
- Specialized sections for children, teachers and parents

Main points of weakness

- English language skills necessary
- Outside the USA the game can only be played as a "Guest"

Technical points of strengths/weakness

N/A

Technical points of strengths:
- Good graphics
- Website is easy to use / materials are easy to view
- Facebook page of the game (options to comment, evaluate, communicate with other players)

Technical points of weakness:
- English language skills necessary
- Outside the USA the game can only be played as a "Guest"

Aesthetic points of strengths/weakness
N/A

Aesthetic points of strengths:
- Good animation and graphics

Aesthetic points of weakness:
N/A

Pedagogical/Didactical points of strengths/weakness
N/A

Pedagogical/Didactical points of strengths:
- Acquisition of skills and knowledge on natural disasters by means of entertaining educational games
- Successful combination of education and entertainment
- Diverse additional informational-educational materials
- Specialized sections for children, teachers and parents

Pedagogical/Didactical points of weakness:
- Few games contain educational elements

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Additional resources contain materials for special needs children

6. KIDS CORNER

Kids Corner is part of the EU web portal and contains various EU-related games and quizzes. Amongst them there are several, related to the issues of the present project.

Part I: General information

General aim of the tool	Information about the correct behaviors in case of disaster, Information about the rules of preventions, Education for students.
Areas of impact	Anthropic disaster in general, Health disasters.
Kind of tool	Web site, Flash Application
Kind of device/technical characteristics	Desktop PC
Year of production	N/A
Language/es	All languages of the member countries of the EU
Country of production	N/A
Users/target	Primary school children, Secondary school students
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	EU / European Environment Agency
Web address/link	http://europa.eu/kids-corner/index_bg.htm (links to games are given in the description part)

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Covered topics and content (with hyperlinks):

Online Games:

1. Emergency Telephone Number 112 - Quiz

Description: The quiz contains 10 questions, concerning the United European Emergency Telephone Number 112. The participant must choose the correct answer amongst three possible answers. (For children under the age of 9).

2. Emergency Telephone Number 112 - Puzzle

Description: A puzzle that can be put together at three different difficulty levels – easy, medium and hard, depending on the size and number of the puzzle parts. It is played for time. (Aimed at children under the age of 6).

3. Honoloko

Description: interactive game showing how certain actions influence our environment. The goal is to choose the right decision (amongst three possible ones), which improves the health of the environment the most. (Aimed at children above the age of 9).

Goal:

The goal is for children to obtain – by means of entertaining educational games – various skills and knowledge, related to:

- correct use of the United European Emergency Telephone Number 112,
- improvement of health,
- care and conservation of the environment.

Pedagogical/didactic strategy of the tool

Acquisition of knowledge and skills through entertaining educational games.

Level of updating of the information and level of the tool user-friendship

N/A

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

N/A

Technical requirements and characteristics

Format: flash application/ internet connection necessary

Aesthetic characteristics
Animated visualization material

And any other relevant information
N/A

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics

- Acquisition of knowledge and skills for the correct use of the United European Emergency Telephone Number 112;
- Successful integration of the educational elements into the game (games 1 and 3) – when a correct answer is chosen, the player receives additional information about the situation/problem at hand.
- Tangible illustration how certain actions influence our health and environment

Main points of weakness
When using the Emergency Telephone Number 112 the sole emergency situation given is a fire.

Technical points of strengths/weakness
Technical points of strengths:

- Good technical execution
- Option to recommend the game to a friend (Game 3)
- Designation to the appropriate age groups
- Ranking of achieved results compared to other players

Technical points of weakness:
N/A

Aesthetic points of strengths/weakness
Aesthetic points of strengths:
- Games are well animated

Aesthetic points of weakness:
N/A

Pedagogical/Didactical points of strengths/weakness
Pedagogical/Didactical points of strengths:
- Acquisition of knowledge and skills through educational games,
- Cultivation of responsibility towards our own actions and their repercussions for the environment and our health,
- Games for different age groups and appropriate images.

Pedagogical/Didactical points of weakness:
N/A

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
N/A

COUNTRY: SPAIN

A. GENERAL

Type of disasters:
Natural ☑ Anthropogenic ☐ Technological ☐

Common disasters:

Earthquakes ☐ Floods ☑ Tsunamis ☐ Volcanic eruptions ☐ Meteorological disasters ☑
Wildfires ☑ Urban fires ☐ Health disasters ☐ Droughts ☐ Other (specify)

B. BEST PRACTICES COLLECTED

Report and comment on Best practices selected according to SWOT ANALYSIS.

Title	Related disaster	Entity	Target group
1. CLOSE THE DOOR TO THE FIRE	Urban Fires	Barcelona fireman team	Pre-primary Primary, secondary
2. EVACUATION OPERATION IN SCHOOLS	Fire	Severo Ochoa producers (private & amateurs directors)	Students, teachers
3. EVACUATION DRILL EARTHQUAKE AND FIRE	Fires, Earthquakes	High School of Ortega and Rubio de Mula (Murcia)	Students, teachers, staff
4. HOW TO REACT TO AN EARTHQUAKE AT SCHOOL	Earthquakes	School of Bogotá	Pre-primary, primary
5. SELF-PROTECTION IN SCHOOLS	Fires, Earthquakes, Floods	Martinez Montañés High School Sevilla	Students, teachers
6. LIFE TRIANGLE	Earthquakes	United Nations	Teachers, students, staff, secondary, university

Please write a general comment about the selected Best practices related to: scientific adequacy, pedagogical quality, level of user-friendship, functionality of the application, attractiveness.

The Best practices selected have been chosen attending to some criteria:
The pedagogical aspect: the main target of SEE project are schools so the media productions have to be animated and easy understanding for children. Some of them have animation or are edu-cartoons which is the ideal media to catch their attention. But not also for children but for adults too.
Some of the slides-show are selected as best practices due to the quality of the information they provide: well organized, complete, proper and detailed information.
Other best practices such as Life triangle have been chosen because are based on real experiences where some advices given in other prevention guides are questioned and give specific information about how and where to protect yourself.

SWOT ANALYSIS

Strengths

- Information given well organized
- Information given very complete
- Variety of storage medium: slides-show, videos, edu-cartoons.
- Based in real experiences
- Based on professional knowledge's
- Format focused in attracting the attention of children

Weaknesses

- Poor quality of videos and cartoons
- Lack of professional and quality videos, home made videos.
- Languages used: just in one language

Opportunities

- Few offer in Internet of these kind of tools
- Information is not grouped in one specific site
- Increase of the use of internet at universities and schools

Threats

- Proper Internet access at schools to be able to use the tools.
- Copy rights of some tools

SELECTED BEST PRACTICES
SPAIN

1. CLOSE THE DOOR TO THE FIRE

It is an animated video that explains the steps children should follow if a fire is detected in their home.

Part I: General information about the selected tool

General aim of the tool	General information about the disaster, Education for students
Areas of impact	Urban fires
Kind of tool	Web tools indicating how to behave in case of disaster, Edu-documentary, web site
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Iphone, Smartphone, Ipod, Mac
Year of production	2005
Language/es	Spanish
Country of production	Spain, Barcelona
Users/target	Pre-primary kids, Primary school children
Usability	Free access, Shown on you-tube or other networks
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	CATALONIA FIRE SERVICE
Web address/link	https://www.youtube.com/watch?v=avNxzHqFxVg

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

This is a training tool designed for children, with cartoons and an educational approach.
It explains to children the steps to follow if they detect a fire in their home and they are alone.

The images and content explain in detail the most important steps children should remember and it shows them what to do if they are in this situation.

Pedagogical/didactic strategy of the tool
The style is very pedagogical and easy to understand for children, even young children. By repeating simple actions and images they can memorize, it shows each step they should follow if they detect a fire.

Level of updating of the information and level of the tool user-friendship
This tool is not easy to update.

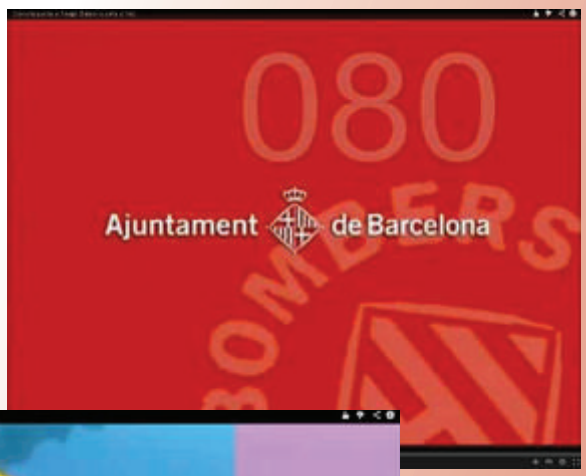
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
It is a single unit, disseminated online.

Technical requirements and characteristics
Web tools

Aesthetic characteristics
Fun and easily identifiable.

And any other relevant information
N/A

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics
An entertaining video with appropriate technical characteristics.

Main points of weakness
Aimed only at children.

Technical points of strengths/weakness
Easy to grasp and understand for a young audience.

Aesthetic points of strengths/weakness
Quality cartoon

Pedagogical/Didactical points of strengths/weakness
N/A

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Access is limited for the blind and deaf.

2. EVACUATION OPERATION IN SCHOOLS

This video shows the procedure for implementing the self-protection at school plan. It details the measures to take if there is a fire at school, detailing the correct steps and actions to take at each time to ensure the school is evacuated properly

Part I: General information about the selected tool

General aim of the tool	General information about the disaster, Education for students
Areas of impact	Urban fires
Kind of tool	Web tools indicating how to behave in case of disaster, Edu-documentary, web site
Kind of device/ technical characteristics	Ipad, Tablet, Desktop PC, Iphone, Smartphone, Ipod, Mac

Year of production	2008
Language/es	Spanish
Country of production	Spain Murcia
Users/target	Pre-primary educators, Primary school teachers, Secondary school teachers, Primary school children, Secondary school students, General public
Usability	Free access, Shown on you-tube or other networks
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	CES. SEVERO OCHOA, MURCIA
Web address/link	https://www.youtube.com/watch?v=fwoWz0MN7ZQ

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

This is a training tool designed especially for children but also suitable for teachers. It has a didactic approach taken from the fictional view of a fire.

It shows all the essential steps to follow from the time the fire breaks out until it is controlled.

It describes the tasks of the school principal and the teachers, as well as the way to convey messages to students and keep them calm.

The priority of this video is to convey information and evacuate the school; it stresses the need to count students at the meeting or evacuation points, as well as the figure of the person responsible for checking the different rooms.

Pedagogical/didactic strategy of the tool

The style is pedagogical and easy to understand for its target audience.

Through repetition and songs it aims for children to memorize the exact steps to follow if a fire is detected in the school.

Level of updating of the information and level of the tool user-friendship
This tool is not easy to update.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
It is a single unit, disseminated online.

Technical requirements and characteristics
Web tools

Aesthetic characteristics
Fun and easily identifiable.

And any other relevant information
N/A

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics
An entertaining video with appropriate technical characteristics.

Main points of weakness
Low video quality.

Technical points of strengths/weakness
Easy to grasp and understand for a young audience.

Aesthetic points of strengths/weakness
Quality cartoons.

Pedagogical/Didactical points of strengths/weakness
Behavior rules can be learnt.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Access is limited for the blind and deaf.

3. EVACUATION DRILL EARTHQUAKE AND FIRE

It is an animated video accompanied by texts explaining the steps children should follow in the event of an earthquake

Part I: General information about the selected tool

General aim of the tool	General information about the disaster, Information about the correct behaviors in case of disaster, Education for students
Areas of impact	Earthquakes, Urban fires
Kind of tool	Web tools indicating how to behave in case of disaster, cartoon, Edu-documentary, web site
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Iphone, Smartphone, Ipod, Mac
Year of production	2011
Language/es	Spanish
Country of production	Spain, Mula
Users/target	Pre-primary educators, Primary school teachers, Pre-primary kids, Secondary school students, General public
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	IES Ortega y Rubio de Mula Author: EsbergPort (GO! Animate)
Web address/link	https://www.youtube.com/watch?v=2VHNEiHpcsc

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
This is a training tool designed for children, with cartoons and an educational approach and all sections are accompanied by texts. It explains to children the steps to follow if there is an earthquake or fire at school. The images and texts explain in detail the most important steps children should remember so they know what to do in these two cases.

Pedagogical/didactic strategy of the tool
They style is very pedagogical and easy to understand for children. Its explanations and texts aim for children to memorize each action to take in an earthquake or fire.

Level of updating of the information and level of the tool user-friendship
This tool is not easy to update.

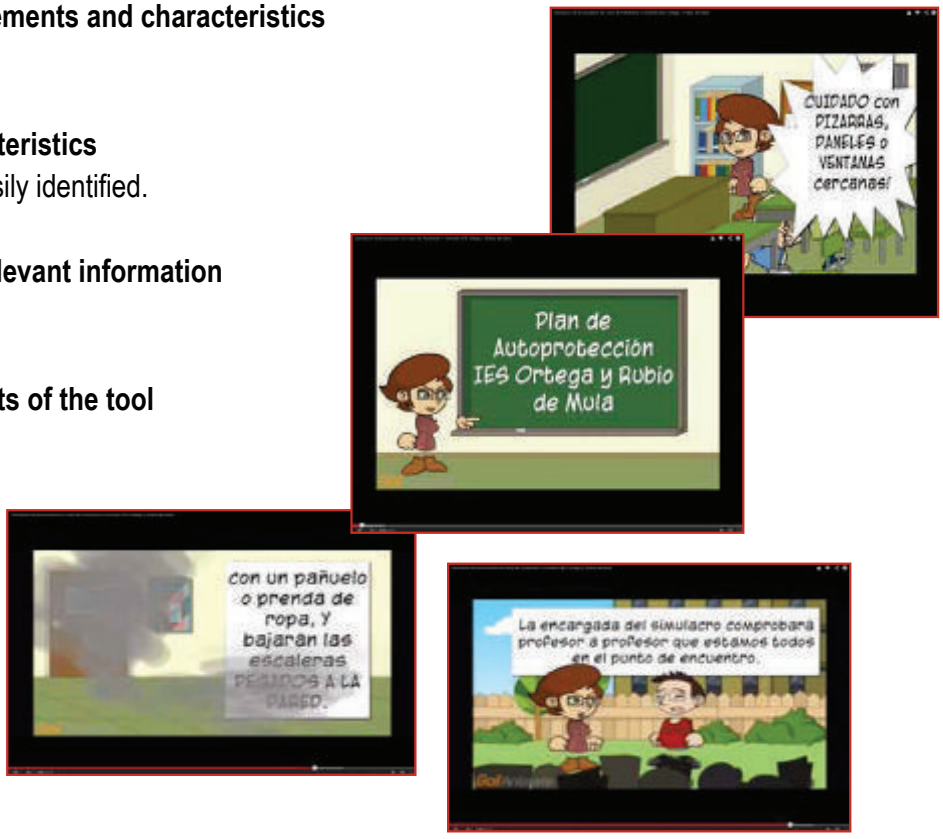
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
It is a single unit, disseminated online.

Technical requirements and characteristics
Web tools

Aesthetic characteristics
Objectives are easily identified.

And any other relevant information
N/A

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics
Didactic video with appropriate technical characteristics.

Main points of weakness
Aimed at a public that must know how to read easily.

Technical points of strengths/weakness
Easy to grasp and understand.

Aesthetic points of strengths/weakness
Cartoons of a certain quality.

Pedagogical/Didactical points of strengths/weakness
Strengths: Good level and good quality of information.
Weakness: Too much text in the presentation.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Access is limited for the blind but not suitable for the deaf.

4. HOW TO REACT TO AN EARTHQUAKE AT SCHOOL

It is an animated video that explains the steps children and teachers should follow if there is an earthquake at school.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers, Training for school staff, General information about the disaster, Information about the correct behaviors in case of disaster, Information about the rules of preventions, Education for students
Areas of impact	Earthquakes
Kind of tool	Web tools indicating how to behave in case of disaster, Edu-documentary, web site.
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Iphone, Smartphone, Ipod, Mac
Year of production	2008
Language/es	Spanish
Country of production	Spain, Bogotá
Users/target	Pre-primary educators, Primary school teachers, Secondary school teachers, Pre-primary kids, Primary school children, Secondary school students.
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Secretaría de Gobierno de Bogotá
Web address/link	https://www.youtube.com/watch?v=tg-ALy8v_qM

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
It is a training tool designed for school students, with cartoons and an educational approach. It explains to children and teachers the steps to follow if there is an earthquake at school. The images and comments explain in detail the most important steps children and adults should remember in an emergency earthquake situation.

Pedagogical/didactic strategy of the tool
The style is very pedagogical and easy to understand for children, even young children. By repeating simple actions and images they can memorize, it shows the exact steps they should follow.

Level of updating of the information and level of the tool user-friendship
This tool is not easy to update.

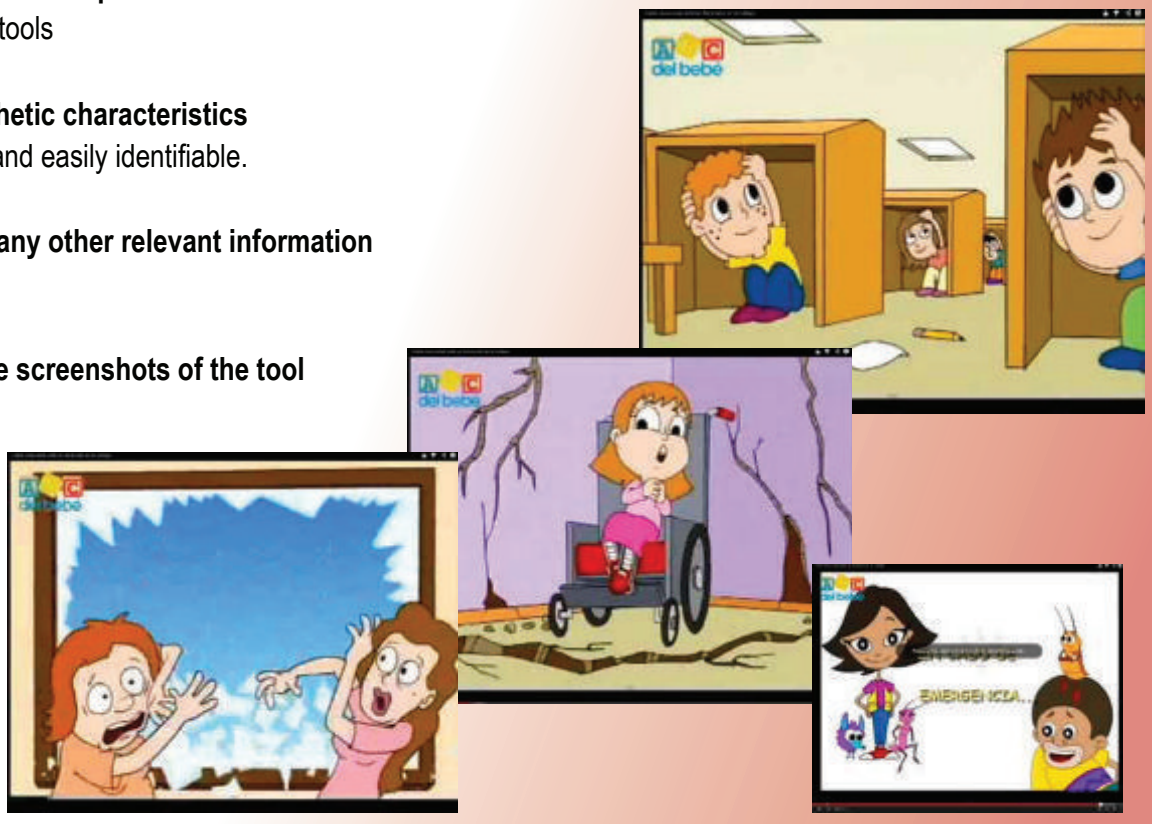
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
It is a single unit, disseminated online.

Technical requirements and characteristics
Web tools

Aesthetic characteristics
Fun and easily identifiable.

And any other relevant information
N/A

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics
A very entertaining video with appropriate technical characteristics.

Main points of weakness
Aimed at all audiences but with a clear focus on children.

Technical points of strengths/weakness
Easy to grasp and understand for a young audience.

Aesthetic points of strengths/weakness
Quality cartoons

Pedagogical/Didactical points of strengths/weakness
Strengths: Good pedagogical focused, abstract animations are included that attract the children.
Weakness: Some security advises could be misunderstood.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Access is limited for the blind and deaf.

5. SELF-PROTECTION IN SCHOOLS

It is a narrative video of the procedure and steps to follow on the school self-protection plan. It details the measures to be taken in case of a serious incident at school, indicating the correct steps and actions to be taken at any time to ensure the a proper evacuation of the school.

Part I: General information about the selected tool

General aim of the tool	Training for school teachers, Training for school staff, General information about the disaster, Information about the correct behaviors in case of disaster, Information about the rules of preventions, Education for students, Scientific information about the disaster for adults
Areas of impact	Natural disasters in general, Urban fires
Kind of tool	Web tools indicating how to behave in case of disaster, Edu-documentary, web site

Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Iphone, Smartphone, Ipod, Mac
Year of production	2012
Language/es	Spanish
Country of production	Spain, Murcia
Users/targe	Pre-primary educators, Primary school teachers, Secondary school teachers, University educative staff, Secondary school students, University students, School staff, General public.
Usability	Free access, Shown on you-tube or other networks
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Sagrada Familia Vocational Training College (SAFA SAN LUIS)
Web address/link	https://www.youtube.com/watch?v=7gLGCIDWBjc

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

This is a training tool designed for teachers and high school students, with an educational approach and detailed narration. It explains the possible risks in the center: flooding, natural risks or those caused by people. It also explains the resources available in the center for initial control of the situation. It emphasizes the center evacuation system and controlling students to ensure their safety. It describes the duties of the school principal and teachers, as well as how to convey information and calm students.

Pedagogical/didactic strategy of the tool

It is made as a narrated documentary with a suitable pedagogical level and easy to understand for adults and teenagers, but complicated for young children. It offers the details of each action.

Level of updating of the information and level of the tool user-friendship

This tool is not easy to update.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
It is a single unit, disseminated online.

Technical requirements and characteristics
Web tools

Aesthetic characteristics
Suitable aesthetic characteristics

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics
A narrated video with appropriate technical characteristics.

Main points of weakness
Average video quality. Not suitable for young children.

Technical points of strengths/weakness
It highlights important techniques in detail

Aesthetic points of strengths/weakness
Strengths: Good quality of images and good combination of pictures , explanations and videos
Weakness: Low quality of the sound

Pedagogical/Didactical points of strengths/weakness
Very suitable for teachers
Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Access is limited for the blind and deaf

6. THE TRIANGLE OF LIFE

It is a PowerPoint presentation with texts that explain the actions and measures to be taken if there is an earthquake and you are inside a building or school.

Part I: General information about the selected tool

General aim of the tool	Training for volunteers, Training for school teachers, Training for school staff, General information about the disaster, Information about the correct behaviors in case of disaster, Education for students, General public awareness campaign.
Areas of impact	Earthquakes
Kind of tool	Model of web awareness campaigns, web tools indicating how to behave in case of disaster, web site.
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Iphone, Smartphone, Ipod, Mac,
Year of production	2010
Language/es	Spanish
Country of production	Spain
Users/target	Volunteers, Civil protection professionals, Pre-primary educators, Primary school teachers, Secondary school teachers, University educative staff, Pre-primary kids, Primary school children, Secondary school students, University students, School staff, General public.
Usability	Free access, Shown on you-tube or other networks
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Disaster Mitigation Area (UN-UNIENET)
Web address/link	https://www.youtube.com/watch?feature=fvwp&NR=1&v=srC8Qn61GHg

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
It is a training tool designed for the general public, with an educational approach and all texts must be read. There are no images. It explains step by step what to do if there is an earthquake and you are inside a public or private building. It lists higher risk areas, as well as the safest areas for survival, indicating the positions and details to take into account to increase your chances of survival.

Pedagogical/didactic strategy of the tool
It is a read-only PowerPoint presentation suitable for the general public but complicated for young children who do not know how to read properly and quickly.

Level of updating of the information and level of the tool user-friendship
This tool can be updated easily.

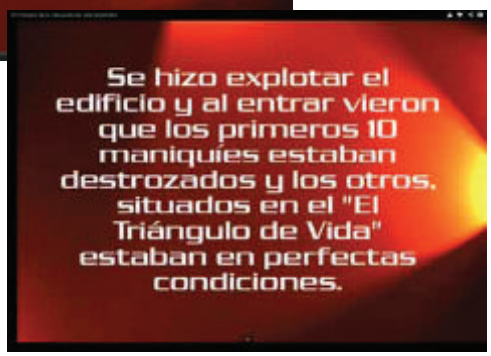
Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
It is a single unit, disseminated online.

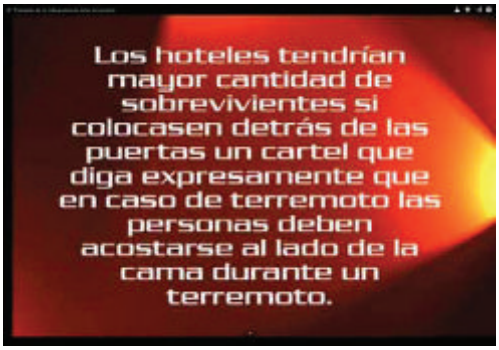
Technical requirements and characteristics
Web tools

Aesthetic characteristics
Low aesthetic level

And any other relevant information
N/A

Some screenshots of the tool





Part III – Assessment of the tool

Main successful characteristics
Important information to help you survive an earthquake.

Main points of weakness
Presentation without images. Reading is essential to be able to follow the presentation.

Technical points of strengths/weakness
Very specific, clear information.

Aesthetic points of strengths/weakness
Low quality of aesthetic level.

Pedagogical/Didactical points of strengths/weakness
Suitable for the general public.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e dyslexics)
Access is limited for the blind and people without adequate reading skills.

COUNTRY: ROMANIA

A. GENERAL

Type of disasters:

Natural ☑ Anthropogenic ☑ Technological ☑

Common disasters:

Earthquakes ☑ Floods ☑ Tsunamis □ Volcanic eruptions □ Meteorological disasters ☑
Wildfires ☑ Urban fires ☑ Health disasters ☑ Droughts ☑ Other (specify)

B. BEST PRACTICES COLLECTED

Report and comment on Best practices selected according to SWOT ANALYSIS

.

Title	Related disaster	Entity	Target group
1. ONLINE BROCHURE "CULTURAL AND EDUCATIONAL HIGHLIGHTS" – CIVIL PROTECTION	Natural disasters in general	Ministry of Administration and Internal Affairs	Primary school teachers Secondary school teachers Primary school children Secondary school students
2. TRAINING GUIDE FOR EMERGENCY SITUATIONS	Natural disasters in general	General Inspectorate for Emergency Situations	Civil protection professionals
3. HOW TO LIVE WITH FIRE	Urban fires	The State Inspectorate for Constructions	Secondary school students Secondary school teachers
4. WEB TOOL THAT SHOWS BEHAVIOURS IN CASE OF DISASTERS	Natural disasters in general Earthquakes Floods Urban fires	General Inspectorate for Emergency Situations	Volunteers Civil protection professionals Secondary school teachers University educative staff

5.SEISMIC WARNING (EARTHQUAKE FORMATION, PROTECTION, LIFE TRIANGLE)	Earthquakes	Romanian Institute for Applied Seismology (I.R.S.A)	General public

Please write a general comment about the selected Best practices related to: scientific adequacy , pedagogical quality, level of user-friendship, functionality of the application, attractiveness.

The harmful effects that these disasters have on people, on the environment and on the material assets make it necessary for us to know these phenomena and to learn how we can prevent them or defend ourselves in case of emergency.
The selected examples of best practice are easy to use but not always correspond from a scientific point of view and we think the most effective method of response is prevention and the best prevention is through education and information.
The information offered in these materials is easy to understand but is generally presented in an unattractive manner: long lists of things to be done or not to be done during disasters. Though the information is relevant for the target groups, the lack of interaction makes these materials seem dull and uninteresting.

SWOT ANALYSIS

STRENGTHS

- The main goal of these materials is reached: preventive information and education of the population;
- The necessary measures and also alternatives to these measures are identified;
- The fact that there are authorities responsible for the hazard management;
- Guidance, control and coordination of the volunteers from both public and private sectors in what concerns the emergency situations.

WEAKENESSES

- Difficult access to Internet information in the rural areas;
- Internet connection isn't available in each and every place in the country.

OPPORTUNITIES

- Reducing the effects of the natural disasters by raising the population's awwareness;
- Effective collaboration among entities that have responsibilities when it comes to managing disasters and their effects;
- Anticipating the problehe possible solutions that could save people, animals, goodsand last but not least the environment.

THREATS

- The information offered in these materials is generally presented in an unattractive manner: long lists of things to be done or not to be done during disasters;
- The lack of interaction makes these materials seem dull and unappealing to the young generation.

SELECTED BEST PRACTICES
ROMANIA

1. ONLINE BROCHURE "CULTURAL AND EDUCATIONAL HIGHLIGHTS" – CIVIL PROTECTION

It is an online brochure, published by the M.A.I. Publishing House with the support of the General Inspectorate for Emergency Situations "Cultural and Educational Highlights" – CIVIL PROTECTION

Part I: General information about the selected tool

General aim of the tool	General public awareness campaign
Areas of impact	Natural disasters in general
Kind of tool	Web booklet
Kind of device/technical characteristics	Desktop PC
Year of production	2011
Language/es:	Romanian
Country of production	
Users/target	Primary school teachers, Secondary school teachers, Primary school children, Secondary school students, General public
Usability	Free access
Copyright :	Free
Degree of permanence of the contents	Still on line

Editor, Institution or Entity responsible of the production	Ministry of Internal Affairs – Publishing House
Web address/link	http://www.editura.mai.gov.ro/documente/biblioteca/2011/PROTECTIA%20CIVILA%20repere%20culturale%202011.pdf

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

Online brochure "Cultural and Educational Highlights" – CIVIL PROTECTION published on the 78th anniversary of the day when king Carol II approved the Passive Defence Regulation (February 28th 1933), thus legislating the establishment of the first structures in charge of civil protection in Romania.

The anniversary moment is an occasion to recall the activities of civil protection specialists who, over the years, have been constantly on duty, along with other components of the national defence and security system, intervening in support of people threatened by natural disasters and disasters that affected the country.

It covers the following topics:

- Historical moments of the Civil Protection in Romania.
- Anniversary calendar - historical moments.

The work begins and ends with suggestive images from applications and interventions of the civil protection teams during natural events that produced great disasters both for the environment and the society.

Pedagogical/didactic strategy of the tool

The presentation style is accessible; the booklet can be easily read so that the reader can extract the useful information about emergency situations. The suggestive pictures help the presentations seen in the booklet.

Level of updating of the information and level of the tool user-friendship

Up to date, very user friendly

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

The information is edited in one unit and the dissemination is done online

Technical requirements and characteristics

Web instruments.

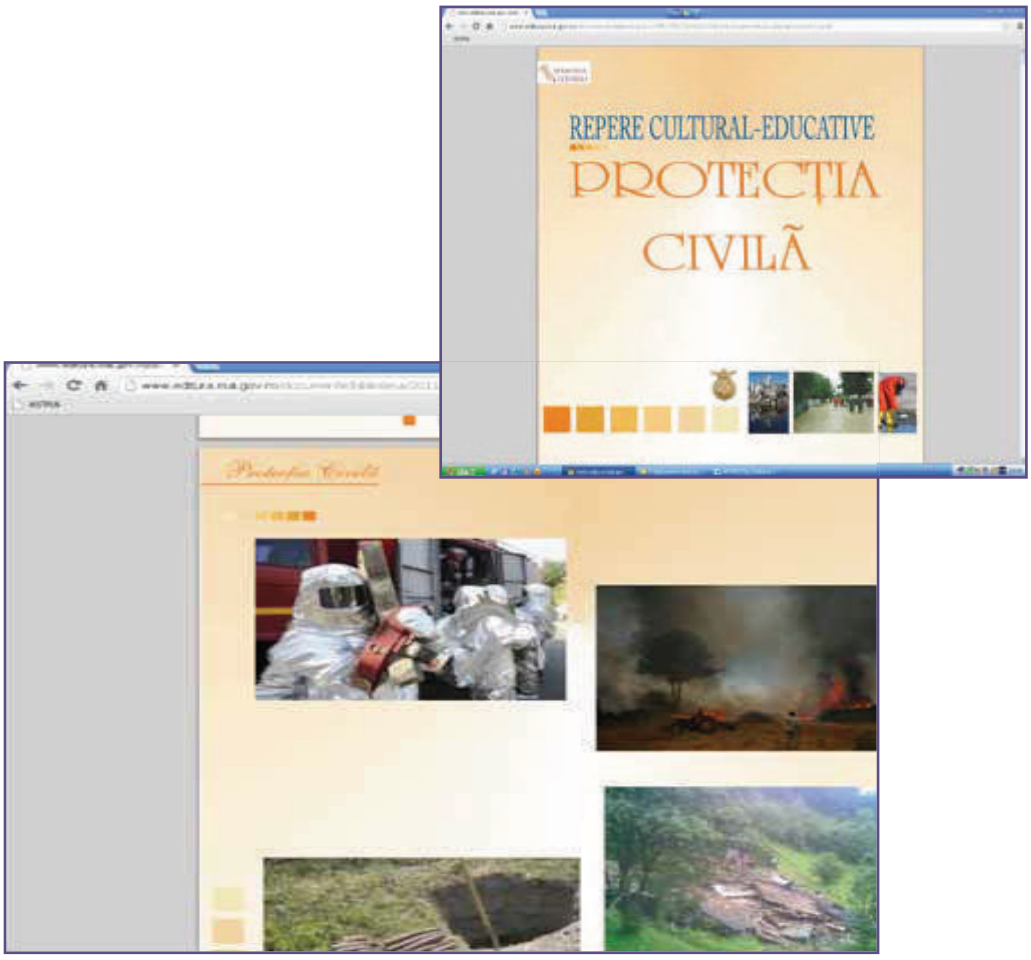
Aesthetic characteristics

The elements are accessible, easy to identify and learn.

And any other relevant information

By knowing the most representative moments in the history of civil protection much attention is given to the notion of self-defence and intervention in case of undesirable natural phenomena.

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics

It contains suggestive images for the Civil Protection in Romania.

It contains information about the history of Civil Protection in Romania.

Main points of weakness

Accessible platform with useful information.

Technical points of strengths/weakness

The information provides data showing tradition and constant concern for security and protection.

Aesthetic points of strengths/weakness

Suggestive images.

Pedagogical/Didactical points of strengths/weakness

The information is presents systematically.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e. dyslexics)

Limited access for the visually impaired.

2. TRAINING GUIDE FOR EMERGENCY SITUATIONS

Training guide for emergency situations

Part I: General information about the selected tool

General aim of the tool	Information about the rules of preventions, Technical training for civil protection professionals
Areas of impact	Natural disasters in general, Urban fires
Kind of tool	Web tools indicating how to behave in case of disaster
Kind of device/technical characteristics	Desktop PC
Year of production	2009
Language/es	Romanian
Country of production	
Users/target	Civil protection professionals
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line

Editor, Institution or Entity responsible of the production	I.G.S.U.
Web address/link	http://www.stopincendii.ro/reguli-comportare-incendii/

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

"Training guide for emergency situations" has the following chapters:

- Employee training in emergency situations;
- Organizing the fire protection;
- The main technical causes of fires in relation to the fire sources (ignition source, means that generate ignition and the way it behaves);
- Protection rules against fires;
- Rules of protection, behaviour and action in emergency situations;
- Technical protection means against fires;
- First aid;
- Control of fire protection.

b) It introduces the legislative supplement to the "Training guide for emergency situations" (the most important laws concerning the emergency situations) that is distributed with the guide.

c) It presents laws concerning the emergency situations (laws, decisions, ordinances, orders.

d) It presents protection rules against fires (general rules, specific rules).

e) It presents behaviour rules in case of:

- fires;
- earthquakes.

- *Measures for home protection;*

- *Measures for protection outside the home;*

- Measures to be taken during a strong earthquake.

- floods**:**

- Flood prevention, elimination or reduction of destructive actions; **-** In case the flood surprises you while at home;

- If the flood is imminent**;**

- When coming home after the flood.

- Landslide.
- Nuclear or chemical accident.
- Finding unexploded ammunition.

Pedagogical/didactic strategy of the tool
Information is for teachers and heads of departments for training students and employees about fire protection.

Level of updating of the information and level of the tool user-friendship
Up to date, accessible.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
Edited in one unit, online dissemination.

Technical requirements and characteristics
Web instruments.

Aesthetic characteristics
Accessible presentation, information can be easily learnt.

And any other relevant information
There are also presented:
-protection measures for when people are inside their houses;
- protection measures for when people are outside their houses

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics
Information is systemically provided

Main points of weakness
Information is not accompanied by suggestive images that could facilitate the students' understanding.

Technical points of strengths/weakness
The style is pedagogical and easily understood by the target group.

Aesthetic points of strengths/weakness
The site menu is accessible and systematically presents the proposed matter.

Pedagogical/Didactical points of strengths/weakness
Systematization, accessibility, coherence.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e. dyslexics)
The presented rules can be applied to a certain extent by persons with disabilities.

3. HOW TO LIVE WITH FIRE

The topic: How to live with fire

Part I: General information about the selected tool

General aim of the tool	Information about the rules of preventions, Technical training for civil protection professionals, Urban fires
Areas of impact	Natural disasters in general
Kind of tool	Web tools indicating how to behave in case of disaster
Kind of device/technical characteristics	Desktop PC
Year of production	2011
Language/es	Romanian
Country of production	Romania
Users/target	Civil protection professionals, Secondary school teachers, Secondary school students, General public
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	The State Inspectorate for Constructions
Web address/link	http://www.isc-web.ro/content/incendiu.php

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

It covers the following topics:

Tips to protect family and property from a possible fire;

- Smoke detectors
- Exit in case of fire
- Flammable materials
- Sources of heat
- Matches and smoking
- Electrical cables
- Others.

Pedagogical/didactic strategy of the tool

Pedagogic presentation style is easy to understand for students.

There are given specific rules to know how to act in case of fire.

Level of updating of the information and level of the tool user-friendship

Up to date, accessible

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

Edited in one unit, online dissemination.

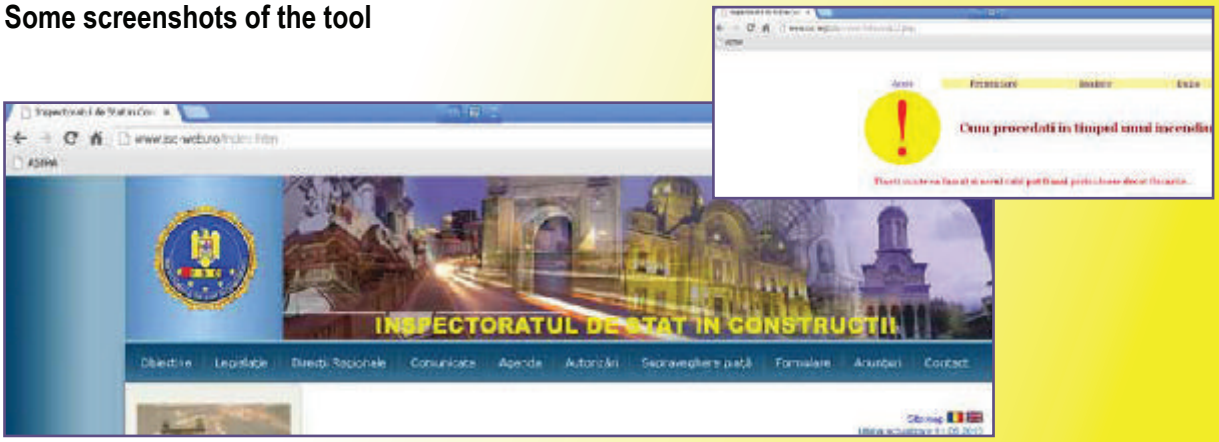
Technical requirements and characteristics

Web instruments

And any other relevant information

Systematic presentation of the type of action: before, during and after the fire

Some screenshots of the tool



Part III – Assessment of the tool

Main successful characteristics
The information is systematically provided. It gives accessible and complete information.

Main points of weakness
Information is not accompanied by suggestive images that could facilitate the students' understanding

Technical points of strengths/weakness
The style is pedagogical and easy to understand by the target group.

Aesthetic points of strengths/weakness
The site menu is accessible and systematically presents the proposed topic.

Pedagogical/Didactical points of strengths/weakness
Systematized information and the exposure mode make it possible to access the basic concepts of civil protection.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e. dyslexics)
The platform is difficult to access for the visually impaired.

4. WEB TOOL THAT SHOWS BEHAVIOURS IN CASE OF DISASTERS

It is about possible emergency situations (description, prevention measures, and actions during and after the situation).

Part I: General information about the selected tool

General aim of the tool	Training for volunteers, Training for school teachers, General information about the disaster, Information about the correct behaviours in case of disaster, Information about the rules of preventions, Education for students, General public awareness campaign
Areas of impact	Natural disasters in general, Earthquakes, Floods, Urban fires
Kind of tool	Web tools indicating how to behave in case of disaster

Kind of device/technical characteristics	Desktop PC
Year of production	
Language/es	Romanian
Country of production	Romania
Users/target	Volunteers, Civil protection professionals, Secondary school teachers, University educative staff, Secondary school students, University students, General public
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	General Inspectorate for Emergency Situations – Prevention Inspection – Hazard Analysis and Preventive Strategies
Web address/link	http://informarepreventiva.ro/incendiul.htm

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

A) It covers the following sections:

- fires
- floods
- earthquake
- heat waves
- dangerous meteorological phenomena
- nuclear accidents

- unexploded ammunition
- landslides
- evacuation
- dialing 112

B) Leaflets – Brochures

- Leaflets used during the campaign "A safe house – one more life" – Project 3: Flood protection;
- Poster for the Year of Volunteering;
- Using fire extinguishers;
- Tips for the summer season; Meaning of the colour codes used in the meteorological and hydrological warnings;
- Protection measures for the hot days;
- Citizen's guide for the emergency situations;
- Safety signs;
- Poster for children – "Pit yourself against the fire-fighter!"
- Leaflet: "Protect your life and your house!"
- Small poster: How to protect the students? - Material for the teachers;
- Recommendations for the cold season.

C) The website contains videos concerning:

- The use of powder extinguishers.
- The use of foam extinguishers.
- The use of carbon dioxide extinguishers.
- The behaviour during the earthquake
- Educational video for parents.
- Video:"2011 – European Year of Volunteering".
- For the safety of your free time!
- The behaviour in case of finding unexploded ammunition.
- Tourist safety in accommodation establishments.
- School evacuation drill organized by ISU Salaj

Pedagogical/didactic strategy of the tool

The instrument makes a full presentation of all emergency situations that may occur and insists on self-defence strategy.

Level of updating of the information and level of the tool user-friendship

Up to date, user friendly.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
Edited in one unit, Online dissemination

Technical requirements and characteristics
Web instruments

Aesthetic characteristics
Easy to access and learn

And any other relevant information
It shows in an original manner, the meaning of the colour codes on weather and hydrological warnings

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics
All topics concerning the emergency situations are covered. The materials are accessible to all categories of people including students of different ages.

Main points of weakness
Information is not accompanied by suggestive images that could facilitate the students' understanding

Technical points of strengths/weakness
The style is pedagogical and easy to understand for the target group.

Aesthetic points of strengths/weakness
There are images that facilitate the reading and learning of the information.
The site menu is accessible and systematically presents the proposed topic.

Pedagogical/Didactical points of strengths/weakness
The information is presented according to different categories of emergency situations.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e. dyslexics)
Limited access for the visually impaired.

5. SEISMIC WARNING (EARTHQUAKE FORMATION, PROTECTION, LIFE TRIANGLE)

It contains information about seismic warning (formation, earthquake protection, life triangle), recent earthquakes and seismic monitoring stations.

Part I: General information about the selected tool

General aim of the tool	Information about the correct behaviours in case of disaster
Areas of impact	Earthquakes
Kind of tool	Web site

Kind of device/technical characteristics	Desktop PC
Year of production	2010
Language/es	Romanian
Country of production	Romania
Users/target	General public
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	Romanian Institute for Applied Seismology (I.R.S.A)
Web address/link	http://www.fotonsas.ro/index.php?option=com_content&view=article&id=20&Itemid=28

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

RECOMMENDATION CONCERNING THE PROTECTION IN CASE OF MAJOR EARTHQUAKE!!!

Basic rules of seismic protection in case of earthquake

1. What you need to do in advance to prevent damage, accident and injury in a case of earthquakes?
2. What to do during an earthquake?
3. What to do after a large earthquake?
4. Possibilities of knowledge transmission on earthquake protection
5. Recommendations for making a plan starting from basic rules of earthquake protection and preparation

5. 1. General Information
5. 2. Aspects concerning activity planning
5. 3. Contents of the activity plan
5. 4. Earthquake hazards
5. 5. Earthquake protection drills
5. 6. Response plan in case of earthquake
5. 7. Seismic education and training programmes in schools
5. 8. Plan to come back to normal after earthquake and potential use of school facilities for temporary accommodation for students and victims
5. 9. Required supplies, equipment and materials

Short answers to frequently asked questions related to earthquakes

* Is there a time scheme for earthquake occurrence?
* Is there a connection between weather, season and earthquakes?
* Is there a frequency in the occurrence of earthquakes in the same area? What is the distance in years between two earthquakes?
* It is true that the number of earthquakes increases with proximity to year 2000?
*What is a fault?
*How many types of fault are there?
*What happens to a fault during an earthquake?
*How does one know there is a fault?
*How does a fault appear on the surface?
* How are earthquakes presented in the media?
* How many earthquakes are reported annually across the globe at the international centres?
* How many earthquakes occur per month, per day, per hour …?
* What damages do earthquake cause?
* What is the largest number of people killed in an earthquake?
* What measuring units are most frequently used to characterize the severity of seismic motion?
* How can one measure the movements one feels during an earthquake?
* What are the most important factors that determine what one feels during an earthquake?
* What factors are taken into consideration when ensuring against earthquakes?
* How are earthquakes recorded?
* What is a seismograph?
* What are seismograms?
* What is a seismometer?
* When was invented the first instrument for measuring earthquakes?
* What is the amount of energy released during an earthquake?
* Can one predict an earthquake?
* Do animals change their behaviour before an earthquake?
* Are there any abnormalities before a large earthquake?

*Can earthquakes be prevented?
* What is the difference between a prediction and a forecast of an earthquake?
*Can earthquake made or caused by man?
* How deep earthquakes occur?
* Does the earth open up during earthquakes swallowing people, animals and buildings?
* What hazards are associated with an earthquake?
* What is soil liquefaction during an earthquake?
* Can earthquakes produce volcanoes?
* What is the soil acceleration and the soil's full throttle?
*What is % g?
* Which countries have the most and largest earthquakes?
*What is the largest known earthquake?
*What is the largest possible earthquake?
*Does one have to stay in the doorframe during an earthquake?
*What is not to be done during and after an earthquake?
RECOMMENDATION CONCERNING THE PROTECTION IN CASE OF MAJOR EARTHQUAKE!!!
Basic rules of seismic protection in case of earthquake
1. What you need to do in advance to prevent damage, accident and injury in a case of earthquakes?
2. What to do during an earthquake?
3. What to do after a large earthquake?
4. Possibilities of knowledge transmission on earthquake protection
5. Recommendations for making a plan starting from basic rules of earthquake protection and preparation
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5. 2. Aspects concerning activity planning
5. 3. Contents of the activity plan
5. 4. Earthquake hazards
5. 5. Earthquake protection drills
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5. 7. Seismic education and training programmes in schools
5. 8. Plan to come back to normal after earthquake and potential use of school facilities for temporary accommodation for students and victims
5. 9. Required supplies, equipment and materials
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* Is there a frequency in the occurrence of earthquakes in the same area? What is the distance in years between two earthquakes?
* It is true that the number of earthquakes increases with proximity to year 2000?
*What is a fault?

*How many types of fault are there?
*What happens to a fault during an earthquake?
*How does one know there is a fault?
*How does a fault appear on the surface?
* How are earthquakes presented in the media?
* How many earthquakes are reported annually across the globe at the international centres?
* How many earthquakes occur per month, per day, per hour …?
* What damages do earthquake cause?
* What is the largest number of people killed in an earthquake?
* What measuring units are most frequently used to characterize the severity of seismic motion?
* How can one measure the movements one feels during an earthquake?
* What are the most important factors that determine what one feels during an earthquake?
* What factors are taken into consideration when ensuring against earthquakes?
* How are earthquakes recorded?
* What is a seismograph?
* What are seismograms?
* What is a seismometer?
* When was invented the first instrument for measuring earthquakes?
* What is the amount of energy released during an earthquake?
* Can one predict an earthquake?
* Do animals change their behaviour before an earthquake?
* Are there any abnormalities before a large earthquake?
*Can earthquakes be prevented?
* What is the difference between a prediction and a forecast of an earthquake?
*Can earthquake made or caused by man?
* How deep earthquakes occur?
* Does the earth open up during earthquakes swallowing people, animals and buildings?
* What hazards are associated with an earthquake?
* What is soil liquefaction during an earthquake?
* Can earthquakes produce volcanoes?
* What is the soil acceleration and the soil's full throttle?
*What is % g?
* Which countries have the most and largest earthquakes?
*What is the largest known earthquake?
*What is the largest possible earthquake?
*Does one have to stay in the doorframe during an earthquake?
*What is not to be done during and after an earthquake?

Pedagogical/didactic strategy of the tool
There are given answers to a series of questions about earthquakes.

Level of updating of the information and level of the tool user-friendship
Up to date, easy access to information.

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Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
Edited in one unit, online dissemination.

Technical requirements and characteristics
Web instrument

Aesthetic characteristics
Easy to access and learn.

And any other relevant information
It analyses the actions taken for the prevention of accidents and hurting during earthquakes.

Some screenshots of the tool

Part III – Assessment of the tool

Main successful characteristics
Information accessible to the wide public;
Short and objective answers are given to frequent questions about earthquakes.

Main points of weakness
Useful information about actions that can prevent accidents and even loss of lives.

Technical points of strengths/weakness
The style is pedagogical and easy to understand for the target group.

Aesthetic points of strengths/weakness
The site menu is accessible and systematically presents the proposed topic.

Pedagogical/Didactical points of strengths/weakness
Systematized information and the exposure mode make it possible to access the basic concepts of civil protection.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people -i.e. dyslexics)
The platform is not accessible for the visually impaired.

ROMANIA


VZA
AMBULANCE
VZA
AMBULANCE B.V.

COUNTRY: NETHERLANDS

A. GENERAL

Type of disasters:
Natural ☑ Anthropogenic ☑ Technological ☐

Common disasters:

Earthquakes ☐ Floods ☐ Tsunamis ☐ Volcanic eruptions ☐ Meteorological disasters ☐

Wildfires ☐ Urban fires ☐ Health disasters ☐ Droughts ☐ Other (specify) ☑

Death, illness, sexual abuse, abduction, suicides

B. BEST PRACTICES COLLECTED

Report and comment on Best practices selected according to SWOT ANALYSIS.

Title	Related disaster	Entity	Target group
1. LESSON IDEAS LOSS, DISEASE AND DEATH, LESSON IDEAS VIOLENCE, INTIMIDATION	Suicides, sexual abuse, abduction, death	KPC group	Teachers and school leaders (primary and secondary)
2. A MIRROR FOR DEALING WITH CALAMITIES AT SCHOOL: YOU ARE NOT ALONE	Accidents, Death, Diseases, Disappearance, Violence, Sexual assault, Disasters in the close environment	APS	School leaders (primary and secondary)
3. SCENARIOS IN CASE OF CALAMITIES	Suicides, sexual abuse, abduction, death, family murder	KPC group	Teachers and school leaders aimed at students and parents (primary and secondary)

4. EXAMPLES OF LETTERS THAT CAN BE WRITTEN TO PARENTS, STUDENTS AND TEACHERS WHEN A SERIOUS INCIDENT HAPPENED TO A STUDENT, TEACHER OR OTHER PERSON	Suicides, sexual abuse, abduction, death	KPC group	School leaders, teachers, aimed at students and parents (primary and secondary)
5. CARD OF SCENARIOS SCHOOL SHOOTING	School shooting	COT	Teachers and school leaders (primary and secondary)
6. IF A DISASTER STRIKES SCHOOL - DEALING WITH CALAMITIES IN EDUCATION	Suicides, sexual abuse, abduction, death	KPC group	School teams secondary education

Please write a general comment about the selected Best practices related to: scientific adequacy, pedagogical quality, level of user-friendship, functionality of the application, attractiveness.

Most of the instruments mentioned above are very practical instruments that can be used in case of a calamity. They are very extensive and based on (international) practice. There is however a risk that the instruments will be used prescriptive, instead of schools adapting the scenarios to their own situation.

SWOT ANALYSIS

Strengths

- The instruments are very useful to teachers, parents and students in case of several anthropogenic disasters.
- The instruments can be adapted to the particular situation of the school and the character of the disaster.
- The instruments pay a lot of attention to the impact that an anthropogenic disaster may have on teachers, parents and students.
- They also give advice to adults how to act towards children.

Weaknesses

- The instruments focus greatly on communication with different target groups.
- Communication is strongly culturally influenced, therefore the instruments may have to be adapted the different circumstances of each situation/ country.

Opportunities

- Anthropogenic disasters usually have a heavy impact on all actors in and around schools. It is very difficult to be prepared for such anthropogenic disasters, therefore it is very helpful to use the scenario's as a guiding framework for necessary activities.

Threats

- Proper internet access.
- The fact that the instruments have to be translated in the own language and situation. In the case of an overwhelming incident, this will take too much time and energy to handle.

SELECTED BEST PRACTICES
THE NETHERLANDS

1. LESSON IDEAS LOSS, DISEASE AND DEATH, LESSON IDEAS VIOLENCE, INTIMIDATION

The several courseware materials provide teachers with background information regarding the terminology of specific events (suicides, abduction, loss). And concrete ideas to discuss, or open those subjects in the class (secondary education).
The implementation of the lessons is entirely up to the teacher, leaving him/ her a lot of space to adapt the lesson ideas to the specific situation.

Part I: General information about the selected tool

General aim of the tool	Other: lesson ideas for teachers regarding the processing of loss of a teacher/ student, disease and death, violence, intimidation.
Areas of impact	Anthropic disaster in general, Health disasters
Kind of tool	Courseware
kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Ultrabook, Netbook, Iphone, Smartphone, Ipod, Mac
Year of production	2005
Language/es	Dutch
Country of production	The Netherlands but based on materials in the U.S.
Users/target	Secondary school teachers
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	These lesson materials are based on the materials developed in the U.S. (Columbine). They were adapted by KPC group.

Web address/link	Lesideeën bij verlies, ziekte en dood (pdf) Lesideeën bij geweld (pdf) Lesideeën bij intimidatie (pdf) Overige lesideeën (pdf)

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

These lesson ideas can be used in the first days over a traumatic event took place. The lesson ideas are intended to provide secondary school teachers with new ideas and methods to address traumatic events in the class.

Pedagogical/didactic strategy of the tool

Course materials provide tools to address traumatic events; the teacher decides how to address the issue with the class. The actual implementation depends on the pedagogical and didactic skills of the teacher.

Level of updating of the information and level of the tool user-friendship

Unknown

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)

Unknown

Technical requirements and characteristics

N/A

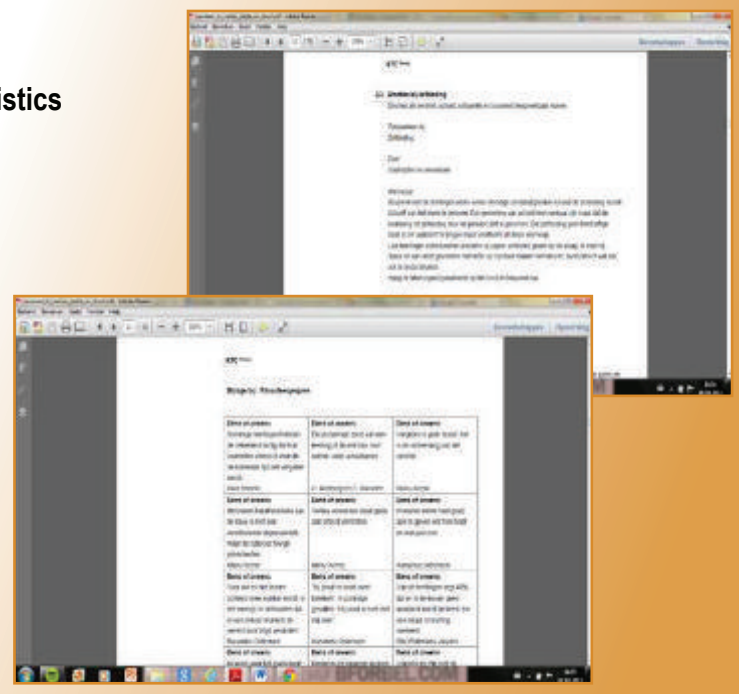
Aesthetic characteristics

Unknown

And any other relevant information

N/A

Some screenshots of the tool



Part III - Assessment of the tool

Main successful characteristics
Lots of lesson methods that are based on the material developed in the aftermath of the school shooting in Columbine. Many ideas that can be altered to better fit the specific situation at the schools. Implementation depends on skills of the teacher.

Main points of weakness
Implementation depends on skills of the teacher.

Technical points of strengths/weakness
N/A

Aesthetic points of strengths/weakness
N/A

Pedagogical/Didactical points of strengths weakness
Implementation depends on skills of the teacher.

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
Not specifically accessible for people with dyslexia.

2. A MIRROR FOR DEALING WITH CALAMITIES AT SCHOOL: YOU ARE NOT ALONE

This web booklet provides information for anyone who works in a school. For anyone working at a school might find him or herself having to deal with a calamity or a disaster. The tool describes seven types of roles that are important during a calamity and seven calamities that a school should be able to deal with.
Seven roles:

1. Coordinating
2. Containing and organizing
3. Dealing with victims
4. Addressing perpetrators
5. Informing
6. Dealing with the helpers
7. Accountability

And the seven calamities:

1. Accidents
2. Death

3. Diseases
4. Disappearance
5. Violence
6. Sexual assault
7. Disasters in the close environment

Part I: General information about the selected tool

General aim of the tool	Training for school teachers Training for school staff
Areas of impact	Natural disasters in general Anthropic disaster in general
Kind of tool	Web tools indicating how to behave in case of disaster web booklet
kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Ultrabook, Netbook, Iphone, Smartphone, Mac
Year of production	2001
Language/es	Dutch
Country of production	The Netherlands
Users/target	Primary school teachers School staff Secondary school teachers
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	APS
Web address/link	http://www.schoolenveiligheid.nl/documents/63337/96403/Je_staat_er_niet_alleen.pdf/9a3a82f4-aad3-4001-8ad8-86dac2f841ab;jsessionid=DBF0AE86310D5B9B295643D90952771B?version=1.0

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
This tool aims to provide school staff with information regarding the different activities (different roles) that should be done when dealing with one of the seven specified calamities (specified above). It provides school staff with a common method of analyzing calamities and with an evaluative framework to check every once in a while whether or not the school deals with such calamities sufficiently and adequately.

Pedagogical/didactic strategy of the tool
The seven different roles were described, as well as with seven calamities.
The tool offers a framework, but doesn't set rules about how to behave in which types of circumstances. The implementation depends on the vision and skills of the school staff.

Level of updating of the information and level of the tool user-friendship
Unknown

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
Unknown

Technical requirements and characteristics
Aesthetic characteristics
Unknown

And any other relevant information
N/A

Some screenshots of the tool
N/A

Part III - Assessment of the tool

Main successful characteristics
Offers a different framework for dealing with calamities because of the focus on the seven roles. Therefore it offers more widespread support than a checklist. It focuses more on the cultural aspects of the school to evaluate the way calamities are dealt with.

Main points of weakness
The implementation depends on the skills of the school staff.

Technical points of strengths/weakness
N/A

Aesthetic points of strengths/weakness
N/A

Pedagogical/Didactical points of strengths weakness
N/A

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
Nothing specifically done to make the tool accessible for dyslexics.

3. SCENARIOS IN CASE OF CALAMITIES

The tool consists of a list of steps to take in order to write a scenario. The site also gives examples of scenarios and checklists:

- checklist emergency measures in case of a calamity
- contingency plan
- scenario in case of illness and dying
- scenario in case of murder in a family
- scenario in case of grief and mourning
- checklist with points of action in case of report of sexual actions of an employee
- points of attention in case of kidnapping

Most of these tools have been made in schools where one of these calamities have occurred. So they are constructed in practice.

Part I: General information about the selected tool

General aim of the tool	Information about the correct behaviors in case of disaster Information about the rules of preventions Technical training for civil protection professionals
Areas of impact	Natural disasters in general Anthropic disaster in general
Kind of tool	Web tools indicating how to behave in case of disaster
kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Mac
Year of production	2009
Language/es	Dutch
Country of production	Holland
Users/target	Volunteers Civil Protection professionals Primary school teachers School staff Secondary school teachers
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	KPC groep the Netherlands
Web address/link	www.kpcgroep.nl/calamiteiten

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

The steps to be taken in case of a calamity or disaster are:

- draw up a concept scenario
- discuss the concept scenario with the staff
- determine who had the lead in case of calamities
- who are the members of the crisis team
- appoint a press officer
- What are the external experts that we can rely on
- Scenario is ready and available on different spots as well as digital

The tool than gives examples of different scenarios and checklists.

- *checklist emergency measures in case of a calamity*

This checklist describes what to do if the message of a calamity or disaster reaches the school, what to do if the event happened within the school, who and how to inform, how to execute a meeting with the staff, how to inform parents and students, how to coach students in the processing of the event, how to process the event in the team, how to arrange the aftercare, what to do in the 'period after', how to guide students with problems and how to adapt the scenario.

- *contingency plan*

This is an example of a contingency plan of a school for vocational education.
The plan distinguishes the next steps: (first) alarm (what to do, who has to be alarmed, including their telephone numbers etc.), first actions 9who have to be informed, who is in the crisis team, telephone numbers etc.), taskforces for information, participants, personnel, coaching team, logistics, building, inventory and practical support (who is in the groups, who is their coordinator what are their telephone numbers, what is the task of the different taskforces etc.

- *scenario in case of illness and dying*

In this scenario is described what to do when the message comes to the school, how to install a crisis team and appoint a chairman + the responsibilities of this team, who is to be informed, how to tell the sad news to the children/students, how to contact the parents of a pupil that died, and how to contact the other parents of the school, what to do during the period after death and before the funeral, and what to do as aftercare + different administrative thing to take care of.

- *scenario in case of murder in a family*

This scenario describes what to do when the message reaches the school (included the warning to the board of the school), to take contact with the officials of the assistance and aid, how to erect an area in the school where people can memorize the person(s) that died, to open the school for the public, how to cope with the press, how to be a center of release for teachers and director of the school, to evaluate.

- *scenario in case of grief and mourning*

This scenario describes what to do in case of grief and mourning. It describes who are responsible for the actions to be taken. And it describes what has to be done when the message of death reaches the school,

how to install a crisis-team and what are their responsibilities, what and how to inform the personnel, the group of the student, family, friends in other classrooms, other students, parents, the school board etc., and how to tell the sad news, what adaptations have to be taken in the school-organization, how to contact the parents of the dead student, how to contact other parents, what to do between death and the funeral and how to organize the aftercare.

- *Checklist of points of action in case of undesired sexual actions by a employee.*

This checklist gives points of action in case of the first report, what to do after the registration of the 'crime', what to do after the confession, and what to do before and after the court-sessions.
Points of attention in case of a kidnapping

Pedagogical/didactic strategy of the tool
All of these instruments are of importance for students. They help not to forget any important step in case something happens that may stress several or all the students. These accidents mostly happen unexpectedly, so the staff itself will be stressed as well. In those cases it is extremely important to act carefully for all the students.

Level of updating of the information and level of the tool user-friendship
Not applicable

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
These are written documents

Technical requirements and characteristics
Not applicable

Aesthetic characteristics
Not applicable

And any other relevant information
N/A

Some screenshots of the tool
Voorbeeld draaiboeken en checklisten
De draaiboeken en checklisten zijn handige hulpmiddelen voor scholen als ze geconfronteerd worden met sterfgevallen, seksueel misbruik of andere rampen.
Checklist opvang bij een calamiteit
De lijst is afgeleid van de checklist uit de brochure: 'Als een ramp de school treft' en bevat aandachtpunten bij de opvang van een calamiteit. De draaiboeken en checklisten zijn handige hulpmiddelen voor scholen als ze geconfronteerd worden met sterfgevallen, seksueel misbruik of andere rampen.

- Checklist opvang bij een calamiteit (pdf)

Rampenplan en Rampenbestrijdingsplan

Door het ROC Oost-Nederland is met onderstaand rampen(bestrijdings)plan een begin gemaakt om een samenhangende veiligheidsbeleid op te zetten. Dit plan kan dienen als basis voor een eigen rampen- en rampenbestrijdingsplan.

- Rampenplan en Rampenbestrijdingsplan (pdf)

Draaiboek bij ziekte en overlijden

Hoe kan de school handelen bij het overlijden van een leerling? Veel scholen in het primair onderwijs vinden het prettig een draaiboek te hebben.

- Draaiboek bij ziekte en overlijden (pdf)

Draaiboek bij familiemoord

Dit draaiboek is een ontwikkeld door Basisschool St.Joseph in Berghem en gebaseerd op de ervaringen die zij hebben opgedaan na een tragische familiegebeurtenis.

- Draaiboek bij gezinsmoord (pdf)

Part III - Assessment of the tool

Main successful characteristics

The scenarios are very practical instruments to use in unexpected incidents that will stress the staff as well as the students. In those instances it is extremely important that at least the members of the staff are able to 'keep their heads cool' and to act appropriate.

Main points of weakness

It is the question whether school staffs will design such scenarios in advance. Very often they will look for scenarios at the moment the incident happens. Still the scenarios give points to pay attention to in such a stressful situation.

Technical points of strengths/weakness

Not applicable

Aesthetic points of strengths/weakness

Not applicable

Pedagogical/Didactical points of strengths weakness

Not applicable

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics

The instruments are less accessible for dyslectic people.

4. EXAMPLES OF LETTERS THAT CAN BE WRITTEN TO PARENTS, STUDENTS AND TEACHERS WHEN A SERIOUS INCIDENT HAPPENED TO A STUDENT, TEACHER OR OTHER PERSON

The Calamities team of KPC in the Netherlands has put some examples of letters that can be sent to people concerned when some accident or illness happens to anybody in the school or involved with the school.

Part I: General information about the selected tool

General aim of the tool	General information about the disaster Information about the correct behaviors in case of disaster Information about the rules of preventions
Areas of impact	Anthropic disaster in general
Kind of tool	Web tools indicating how to behave in case of disaster
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Iphone, Smartphone, Ipod, Mac
Year of production	2009
Language/es	Dutch
Country of production	Holland
Users/target	Primary school children, Secondary school students, School staff, Primary school teachers, Secondary school teachers, Other (specify): Parents
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line

Editor, Institution or Entity responsible of the production	KPC Some of the letters have been copied from or based on others: Naafs-Wilstra C. (red.): *'Kinderen met kanker, school en toekomst'.* Fiddelaars-Jaspers R. en I. Spee: *'Weer-zin in leven'.* Basisschool Heilig Hart, Valkenburg aan de Geul, dir. Frans Hendriks The Dougy Center, *'When death impacts your school'.*2000.
Web address/link	www.kpcgroep.nl/clamiteiten

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents

On the website of KPC, Calamiteiten team, you can find examples of letters that can be sent in case of different emergencies.

- Example of a letter that can been sent to parents in case of an deadly accident that happened to a student. Parents are stimulated to talk with their children about the accident. And they are stimulated to ask questions if they want to be helped in that matter.
- Example of a letter to parents in case of death of a student after illness. The letters tells parents how to act to the parents of the student that died. They are stimulated to call the school if necessary.
- Example of a letter to parents in case of attempted suicide by a student, without death as a consequence. The letter explains to the parents how the school copes with the other students in the school. The parents are stimulated to talk to their children about the incident, and their feelings about it. Parents get names of people they can contact in the school.
- Example of a letter to parents with information of the funeral of a student in the school.
- Example of a letter about the kidnapping of a student. The letter explains to the parents how the school copes with the incident and the students in the school. And parents are informed about how the school copes with the press.
- Example of a letter to parents and students to inform them about the procedure during the week after the kidnapping of a student. They are informed about how teachers and students spoke about the incident, and the emotions that have occurred because of the incident. The school has made a plan of action after all these discussions. They also send the parents and students a set of advices what to do to prevent kidnapping or how to act in case of kidnapping.
- Example of a letter from parents to parents in case of a life-threatening disease of a student in the school.
- Examples of letters to students, parents and teachers in case of suicide of a student. The letters inform students and parents about the things that are going to happen in the next few days (condolences, funeral, memorial services etc.) and how parents are to look after their children the days after the incident. Teachers are informed about the formalities, but also how to act to the students.

Pedagogical/didactic strategy of the tool
In all the letters there is a lot of attention to the impact on the students and how to cope with that as parents, teachers and students.

Level of updating of the information and level of the tool user-friendship
N/A

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
N/A

Technical requirements and characteristics
Any device will do to read the letters. You can change the letters in every way you want to

Aesthetic characteristics
The letters are just edited in Pdf.

And any other relevant information
N/A

Some screenshots of the tool
Sample letter to parents in the event of the death of a student after illness

Dear parent(s) / guardian(s),
Yesterday John, pupil from class 2G, has died after a long term illness. We are therefore very shocked and sad. In the classroom the mentor, Mr. De Klerk, has told his pupils about John's death. Of course we will continue to talk about it in the classroom. We hope you are able to cope with your son/ daughter at home if he/she wants to talk about it.
On behalf of the parents of John we would like to ask you not to call them at home. However understandable your compassion might be, such phone calls are a heavy load. Maybe you can find another way of showing your compassion.
If you have any questions, you can always call the school. The mentor, Mr. De Klerk, maintains contact with the family. As soon as we know how we will say goodbye to John with the class and with school, we will inform you.

Sincerely yours,

Mrs. P. Bomers, director

Part III - Assessment of the tool

Main successful characteristics
The letters are suggestions of how you can write letters to inform parents, students and teachers. They can be adapted to your own situation.

Main points of weakness
Mourning will probably be different in different countries and cultures. Therefore the letters may not be useful in other countries.

Technical points of strengths/weakness
N/A

Aesthetic points of strengths/weakness
N/A

Pedagogical/Didactical points of strengths weakness
N/A

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
N/A

5. CARD OF SCENARIOS SCHOOL SHOOTING

This scenario card is designed for school crisis teams. It is a tool to help overcome your arrears in acute occurring emergencies. It provides information about the:

- Characteristics of schools dealing with school shootings
- Issues the crisis management team should focus on
- Overview of all actors involved and their tasks and roles
- Ten advices of what to do the days/weeks/years after the school shooting
- Tips for further reading

Part I: General information about the selected tool

General aim of the tool	Other (specify) information for school Crisis teams
Areas of impact	Other (specify)_School shootings
Kind of tool	other (brochure containing information about school shootings, characteristics, considerations, actors, longer term concerns and relevant information)
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Ultrabook, Netbook, Iphone, Smartphone, Mac, *other(All PDF)*
Year of production	2013
Language/es	Dutch
Country of production	The Netherlands
Users/target	Primary school teachers Secondary school teachers School staff Other (specify)__school crisis team
Usability	Free access
Copyright	Free

Degree of permanence of the contents	Still on line
Editor, Institution or Entity responsible of the production	COT Instituut voor Veiligheid–en Crisismanagement
Web address/link	http://www.cot.nl/pdf/Scenariokaart_school_shooting_januari_2013.pdf

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
Short brochure especially designed for school crisis teams. The brochure helps to recognize the specific characteristics of school shootings. Important patterns, measurements, and areas of interest are portrait.

Pedagogical/didactic strategy of the tool
N/A

Level of updating of the information and level of the tool user-friendship

- Published January 2013
- Accessible
- Short up to date information
- Easily structured

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
N/A

Technical requirements and characteristics
N/A

Aesthetic characteristics
Short and clear.

And any other relevant information
N/A

Some screenshots of the tool

Part III - Assessment of the tool

Main successful characteristics
This brochure helps to focus attention to important aspects of dealing with a school shooting. Helps to discover possible gaps in schools' knowledge or awareness.

Main points of weakness
Provides just the basic information, crisis teams need to consult other material as well.

Technical points of strengths/weakness
N/A

Aesthetic points of strengths/weakness
Clearly structured

Pedagogical/Didactical points of strengths weakness
N/A

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
PDF: possible to enlarge.

6. IF A DISASTER STRIKES SCHOOL DEALING WITH CALAMITIES IN EDUCATION

The publication provides information about shocking events and the way a school can react to them. It helps to compose a script. The content of the publication is based on scientific literature on traumatic events and on experiences of Dutch school principals, teachers and aid workers who had to deal with such events. It also includes experiences of schools abroad.
The document starts with an overview of several incidents that have happened during the last few years in Dutch schools. The document helps to make a script in a case of emergencies.
Four phases of calamities:

- Phase 1: preceding the actual calamity/ emergency. However, sometimes this stage is missing, or signals are not recognized.
- Phase 2: the actual event; characteristics are confusion, attempts to get hold of the situation and lack of and need for information.
- Phase 3: first understanding of the situation and awareness;
- Phase 4: transition to recovery

Phase 1: Script during calamities

- What needs to be included in the script?
- What is the task of the crisis management team
    - Who's part of the crisis team & roles and responsibilities
    - Leadership during a crisis

Phase 2: Actual events/ emergencies

This paragraph provides information about actual events, the impact of such events of schools.
Not all events described are useful for our project, some are: sexual harassments, murder, violence in schools (for example school attacks).
The document differentiates between calamities during and before/after the school day: two cases are discussed.

Social media and 'new' calamities in schools

How to assess those incidents and what to do

Dealing with right after an calamity

Describes what to do right after an calamity, it includes a list of do's and don'ts, roles and responsibilities of the crisis team, shelter needed, parents involved, dealing with the media etc.

Phase 4: transition to recovery

This paragraph describes the issues that the school has to take into consideration right after an incident. Examples are given of how actions that can be undertaken to process the incident, the care for students and for employees. Lists of indicators of emotional distress are given.
Finally, the importance of evaluation of the incident and everything around it is stressed.

Attachments

1) Checklist calamities
2) Several letters: for example letter for parents about death of student after decease

Part I: General information about the selected tool

General aim of the tool	Information about the rules of preventions Scientific information about the disaster for adults Other (specify)_providing tools for the development of a script
Areas of impact	Natural disasters in general Anthropic disaster in general
Kind of tool	Web booklet, other (publication to help developing a script for dealing with disasters in school)
Kind of device/technical characteristics	Ipad, Tablet, Desktop PC, Notebook, Ultrabook, Netbook, Iphone, Smartphone, Mac, *other (PDF)*
Year of production	2012
Language/es	Dutch and English
Country of production	The Netherlands
Users/target	Primary school teachers Secondary school teachers School staff
Usability	Free access
Copyright	Free
Degree of permanence of the contents	Still on line

Editor, Institution or Entity responsible of the production	KPC Groep
Web address/link	http://www.rijksoverheid.nl/documenten-en-publicaties/rapporten/2012/12/10/als-een-ramp-de-school-treft-4e-herziene-druk.html

Part II - Analysis of the Tool

Detailed description of the aim of the tool and of its contents
This publication provides information about shocking events and the way schools could deal with them. It offers a tool to compose a script. The content of this publication is based on literature on traumatic events, as well as experiences of Dutch school leaders, teachers and aid workers who had to deal with such events. It also includes international examples.

Pedagogical/didactic strategy of the tool
Focuses on the stress and diverse emotions resulting disaster as well as on the natural resilience people have in order to get over such traumatic events.

Level of updating of the information and level of the tool user-friendship
This is the fourth publication. This totally updated publication now includes social media too.

Editing strategy of the tool (number of units or episodes, broadcasting strategy, web dissemination and diffusion, marketing strategy….)
N/A

Technical requirements and characteristics
N/A

Aesthetic characteristics
- Well structured, easy to read.
- Few figures, pictures to help the reader understand the material.

And any other relevant information
This publication seems to have a broader definition of the term disaster. It contains information about how to deal with a suicide, murder, sexual offends in a school setting. It also suggests to lessons to deal and discuss the mourning period.

Some screenshots of the tool

Part III - Assessment of the tool

Main successful characteristics
The KPC group is an important institution for Dutch schools that have experienced a traumatic event or a calamity. This publication shows a balanced mix of literature and examples and school experiences.

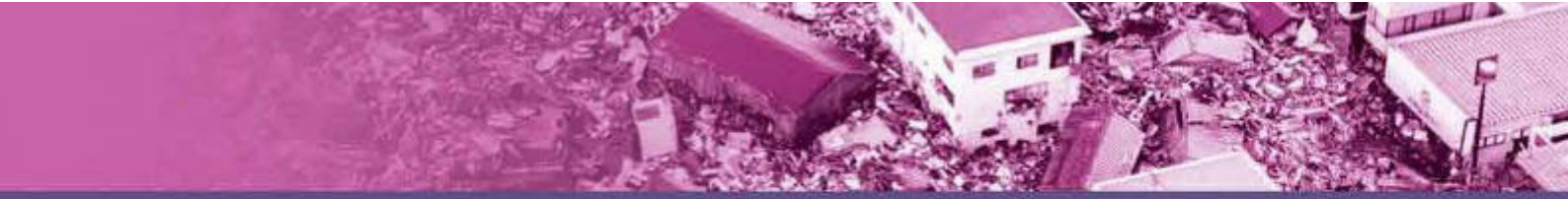
Main points of weakness
Broad use of term "disaster".

Technical points of strengths/weakness
N/A

Aesthetic points of strengths/weakness
N/A

Pedagogical/Didactical points of strengths weakness
N/A

Technical points of strengths/weakness (Please indicate also if it is accessible for disabled people and dyslexics
The PDF can be enlarged.



Civil protection from a drill activity to a contribution to a contextualised learning in school

By Fabrizio Boldrini

Introduction

Teaching and learning specific scientific contents has been an important focus of research in science education in both Europe and North America. When the issue is related to the civil protection, the problem seems to be limited to a "how-to-do" tasks to be activated in case of an emergency in a certain situation specifically related to an occurring disasters.

This view restricts civil protection to the boundary of practical exercises and takes it out the circle of pedagogic actions. The first effort should be adapt the civil protection issue to the field of scientific education and consider it as a potential section of science education in all the school degrees. This article intends to present civil protection education as a part of the scientific studies in school in order to accompany the effect and the impact of all these activities strictly related to behaviours and strategy to put into action in case of natural and manmade disaster, such as exercises, drills and practical simulations.

A result is also to be expected in terms of support the process of psychological acceptance and positive coexistence in place where natural disasters are potentially possible, as the seismic areas or places at risk of tsunami. The scientific education related to the civil protection issues helps to know better the origins of the natural disasters and this knowledge is a way to take the students to consider the effectiveness of the responses and the value of preparedness as part of the environment into which they live.

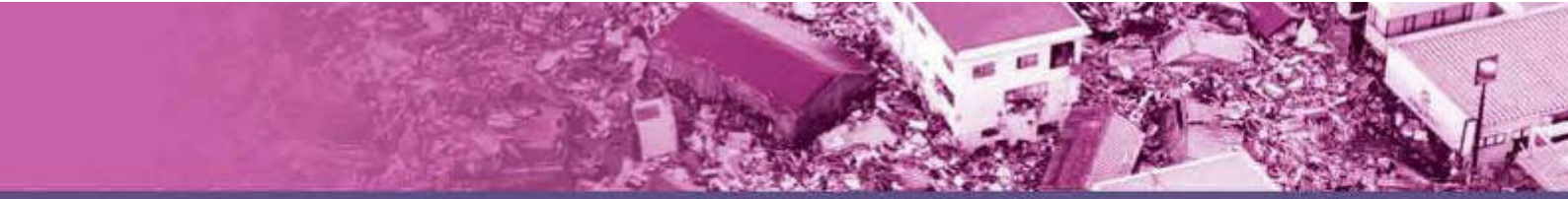
In order to link the debate about the teaching of civil protection issues to the general discussion about sciences education in schools, we can report a "tension between, on the one hand, classic psychological research methods which aim to produce widely applicable and replicable knowledge, and, on the other hand, detailed studies which illuminate issues in complex settings but where there are problems of transferring insights to other settings".

The trend in psychological research is to address this tension by generating more practically useable insights for educational settings. Quoting Anne Brown's paper, the best choice could be attempting "to bridge laboratory studies of learning with studies of complex instructional interventions based on such insights" (Brown, Leach et al.1992).

Civil Protection in the framework of the science education: a pedagogic framework

The problems we intend to explore are related also to what in term of cultural anthropology can be defined as "acquiring the culture of science" (Maddock, 1981; Wolcott, 1991). As clearly explain by some American authors in order of becoming familiar with the culture of science, "students must travel from their everyday life-world to the world of science" (Medvitz, 1985; Ogawa, 1995).

In general terms of sciences education it is quite known how different cultural processes are involved in the acquisition of science culture. Some experts claim that the culture of science "generally harmonizes with a student's life-world culture", and science education generally tends to support the students' view of the world, and the process of enculturation (Hawkins & Pea, 1987; Wolcott, 1991). However, when the scientific concepts



are perceived as abstract and extraneous to the student's world, the impact of education tends to force a way of theoretical conceptualizing at the expenses of a process of a creation of an effective knowledge.
In order to create a common conceptual space for an effective learning, we assume that the civil protection issues can play a strategic role in enhancing the science education, when it creates a bridge between the critical attitude towards the scientific problems and a practical connection to the students' everyday life. The expected impact assume two different and connected aspects: a better and practical approach addressed to favourite a link between sciences and real life; a diffusion of practises addressed to train the students about the correct behaviours to adopt in case of disaster.
Studying the origins of natural disaster is not connect only with science education in the way of constructing scientific concepts but can support the learning process addressed to minimise the cultural difference between students' life-worlds and the world of science.
This point of view, once accepted, leads the topic related to the civil protection to be included in the filed of science education with evident element relevant in a socio-cultural perspective.
The application of topics related top the civil protection issues can contribute also to viewing science education as an application of a scientific method of inquiry and research conducted within institutional and cultural frameworks. The idea of teaching civil protection issues in the framework of social interaction is a side of teaching and learning science studying the real world, whether in classrooms or research laboratories. It can support also the process of "giving substantial theoretical weight to the role of social interaction: seeing it, as in the Vygotskyan tradition… it means seeing the scientific study of the world as itself inseparable from the social organization of scientists' activities, as is done in the work of Bruno Latour and many other contemporary sociologists and historians of science (e.g., Latour, 1987; Lynch & Woolgar, 1990, Shapin & Schaffer, 1985)"(Lemke, 2000).

The reciprocal contribution of civil protection and science education in the "mission" to practical learning

The idea of civil protection as a part of science education can also be related to the effort of taking the science out the domain of abstraction, leading it to the dimension of social and cultural community whose the school is s substantial part. Besides, sociocultural theories propose a cooperative idea of learning as a part of human activity, possible strictly because we all are members of larger-scale social organisations, or institutions: family and off course school. Learning correct behaviours to be played in case of disasters, but also understanding the scientific dimension of them, contributes to make sense to the science as social semiotic resource, socially meaningful as a part of the culture of a community.
If we accept that teaching civil protection in school as a part of the science education, that does not mean that we are less attentive to the importance of practical exercises and drills. We are just affirming that the effort of teaching practical behaviours through practical activities is suitable for members of the army or for members of other policy corps, but it is not enough for students.
In case of students, we are in need to take into account also an emotional dimension less relevant in different situations. An example can help us. Learning how to react in case the airplane crashes, is a normal activity explained to passengers before landing. Most of us attended several of these "workshops"having the opportunity to see the reaction of people to this drill. In fact, no one cares when the crew makes its best to

explain how to use the oxygen mask and how to follow the signal leading to the emergency doors. Passengers are wrapped up in their surfing newspapers and chatting with the next seat mate, and the detailed lectures is almost ignored.

Different reaction we will have in case the crew would announce a forthcoming crash, with a probable landing on the sea. We are quite sure that the general attention will increase and all the passengers will suddenly abandon their peaceful tasks to pay a tremendous attention to the lecture.

The example teaches us how it is very relevant the contextualisation of learning, in particular when the expected impact is to give information about future potential behaviour. Science education connected and strictly related to civil protection issue can contribute to get an appropriate level of contextualisation.

Furthermore, a sociocultural perspective on science education in its actual forms derives mainly from developments in the social and human sciences since the last 40 years. Jerome Bruner (1990) was one of the first and most effective author that tried to propose a synthesis of cognitive and sociocultural perspectives in cognitivist research in order to make sociocultural elements more central in sociocultural research and in science education. That helps us in underlining that the idea of a mainstreaming related to civil protection education in school reinforce the position according to which science represents a uniquely valid approach to knowledge, when not disconnected from social institutions and wider cultural background . American authors' researches in the history of science (Shapin & Schaffer, 1985), and cultural anthropology (Hutchins, 1980), leaded us to say that science "had to be understood as a very human activity whose focus of interest and theoretical dispositions in any historical period as… a part of and not apart from the dominant cultural and political issues of the day. Moreover, the core sense-making process at the heart of scientific investigation was seen to critically involve instrumentation and technologies, in effect distributing cognition between persons and artefacts, and persons and persons, mediated by artefacts, discourses, symbolic representations, and the like" (Lemke, 2006)

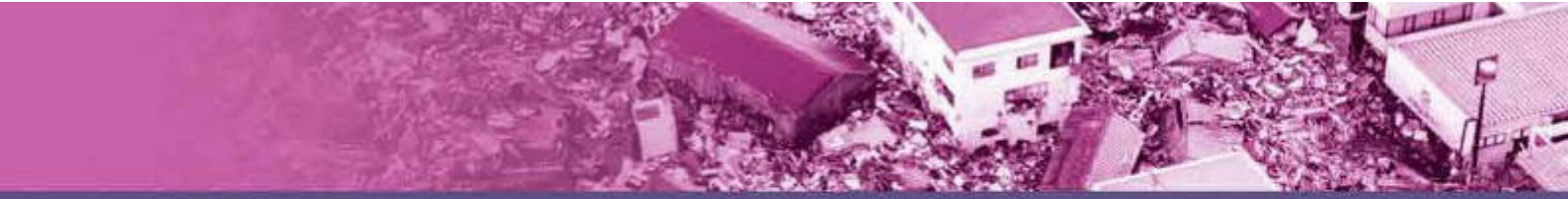
The view of science education in a socio-cultural perspective is developed by anthropological theories (see for all Spindler, 1987) in a clear neo-Vygotskyan developmental psychology approach, defining again that an asocial views of autonomous cognitive development is not positive if not really negative. In the way of intruding Civil protection topics in school this position has to be viewed as a concert contribution, but it asks us to take into account the social and cultural aspects of natural and made-man disasters.

At theoretical level we can take into account the Piaget's view of the autonomous child-scientist construct- ing as revised along the Vygotskyan contribution.In Civil protection seems to be particularly relevant taking into account the social and cultural origins of learners' logical, linguistic, and semiotic resources and models learned from the social community coming from social interaction in the learning development.

This leads us to consider another aspect of teaching Civil protection in School: the notion of learning- in-community, as a result of social interactions with cooperative participants, with relevant differences due to the cultural background.

It recalls the contribution of social sciences about the nature of how people learned to talk and write the "languages of science" in a meaningfully and cooperatively commitment relate to the life in a Community.

In the United States the notion of community learning tends to be utilised with regard to extension of opportunities addressed to children, however more and more the act of learning in a context of social relationships have been reinforced with the idea of informal and no-formal learning.



In the application of this point of view, the definition of "learning or educating community" is simply something beyond the school or formal educational institution.
"Talking about educating or learning 'in the community' does not mean making a crude distinction between the school or college on one hand, and the community on the other" (Smith 1988). Teaching issues related to Civil protection implies to learn form the other experience s and practical indication, even when the exchange of information is not formal and official and the community organisation are not educative institutions. That put to emphasise the role of volunteers organisations and civil protection corpse whose role in teaching issues related to disasters is essential especially when the topic are definitely addressed to indicate behaviours to be adopted in case of situations of risk.
It is evident that the Community create between schools and external experts is something more than an occasional opportunity of cooperation, but stresses the need of a continuos and well defined system of relationships, better if formally stated with a specific agreements among the different actors who play role in the practice of Civil protection.

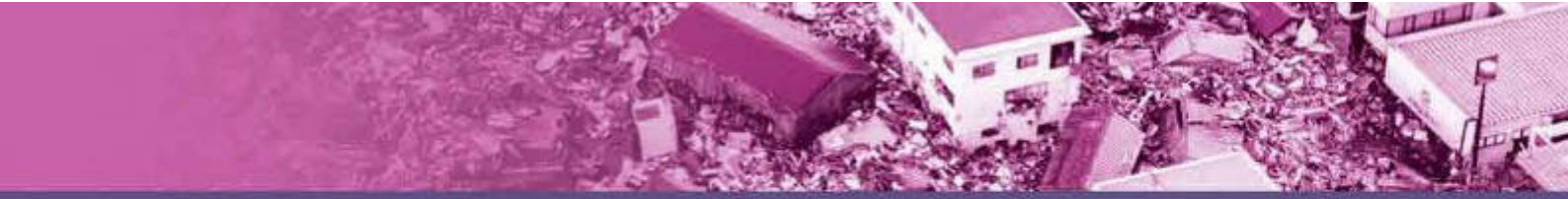
Critical aspects of the learning environment adapt to teach Civil protection

In Civil protection education the practical issues often intertwines with the specific learning environment, The critical aspect seems to be exploring a very practical didactic in a theoretical environment such as the traditional classroom. We have to take into account that we have to consider the Civil protection education as a result of two different impact:

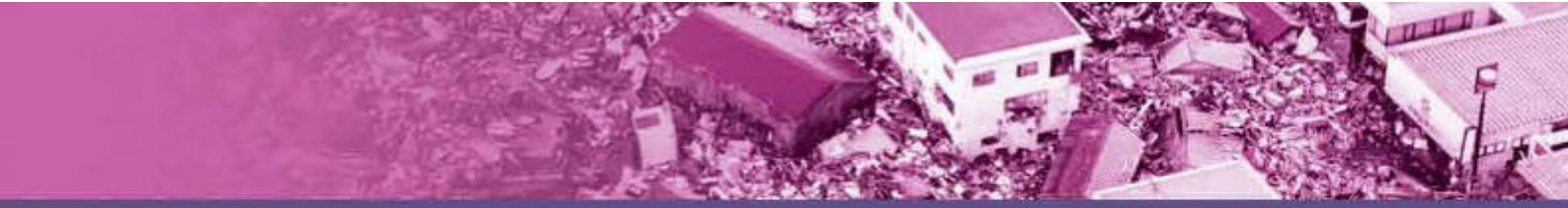
- creation of concepts related to the origin of disaster as a result of empirical didactic using simulation and activities in laboratory
- creation of skills related to the behaviour to be adopted in case of disaster

Against the first appearance , both aspects are to be considered as a result of a Pragmatic principle addressed to enable students to give feedback in term of practical knowledge.
According to this point of view the civil protection issues in school are part of the scientific education and are not relegate to the field of safeguard of the people.
The goal of this debate is not merely addressed to put the civil protection issues in a proper frame, in order to avoid the de-classification of these list of topics, but it is the effort to find a bridge between the skill related to the behaviours to adopt in case of disaster with the scientific education to consider the first part of the second ones .

What are the practical consequences?
We have the opportunity to create a real interest for the civil protection system and to help the students to understand the real impact of an effective training. This can lead the students to take part to the practical activity with a different attitude, supporting a general comprehension of the natural phenomena.
A "side effects" can be a better cohabitation with the incidence of the natural disaster in the place where the risk is potentially possible, with a contribution to managing the pre-traumatic stress.
In general pedagogical terms, this list of approaches is somehow related with the explanations of cognitive development. To make an examples the Russian author Vygotsky was explicit in recommending to use mental patterns (schemes) to guide behaviour or cognition, and interpret new experiences or material in relation to



existing schemes. We have the same result with the contribution of Piaget, with specific reference to meaningful information stored in networks of connected facts or concepts referred to as schemata (Piaget, .
For other authors, new information, which fits into an existing schema, is more easily understood, learned, and retained than information that does not fit into an existing schema (Learning to cooperate, Slavin, 1988).
For these theorists then, concepts related to behaviours or practical scheme to be adopted in certain case or experimental knowledge are better attached to existing leaning concepts, like has to be considered scientific backgrounds will be more readily learned and assimilated than new information relating to less established schemes.
Besides, the main aspects of Vygotsky's work that have received great attention are related to the cultural basis of cognition and are better defined once the existence of a "zone of proximal development" is accepted. It is known this concept among the educators and it defines a zone characterised by the limit that learner's current ability to learn presents and shows (Vygotsky Thought and Language, 1986).
The application of these concepts in teaching civil protection reinforce the idea that we need to introduce a scientific background related to the origin of the disasters, but also leads us to introduce a social and historical background where the reaction to disaster (natural and manmade) are situated. In common European classes “teacher-centered" and probably with a traditional approach teaching civil protection can also determine a contribution to introduce a cooperative approach to learning improving motivation and communication among the students.
In this way, the little communication and interaction between students and teachers in the classroom was difficult to enhance students' English proficiency, and also seldom satisfied Taiwan's workforce needs in the future. Recently, the Ministry of Education has much put emphasis on enhancing English conventional abilities in technological college students (GIO, 2002). To provide students' learning interest, proficiency training, practical training and workforce need for technological college students, the college system needs to change its academy- oriented approach into market-oriented way to their students focusing on practical, lively, and interesting curriculum in English classes. Cooperative Learning arose and seemed a good way as an achievement to facilitate students' interaction (Slavin, 1978). Cooperative learning has become one of the main stream instructions used in the language learning classroom to promote student motivation, and student-student interaction (McCafferty, 2006)
As reported by Slavin (1991a), cooperative learning has been viewed as the solution for educational problems: it can promote students' academic achievement and thinking skills, enhance positive learning attitudes and learning motivation, increase higher-order learning, serve as an alternative to grouping, remediation, or special education, improve interpersonal relations, and prepare students for collaborative work.



Emergency welfare: contexts and professional profiles

Emergency welfare and resilience: integrating Disaster Risk Reduction (DRR) into the Educational sector

Rosario Salvato

1. What's resilience and why schools are strategic to build a culture of resilience in the framework of the emergency welfare

Resilience seems to be the new buzzword in urban-regional matters. Large or small, urban or rural, communities/cities/towns today are facing many challenges, other than a myriad of potential future shocks and disasters.

To meet these challenges, cities (more than 50% of the world's population now lives and works in cities, and estimates suggest this may rise to 70% by 2050) must become more resilient, strengthening prevention and response measures to deal with disasters more effectively. Resilience to disaster means not only the ability to recover from a major disaster but also building the capability to withstand disasters.

The story *resilience* has to tell is an interesting one, and it picks up where we left the plot line before: Where *sustainability* talks about linear or circular processes of growth and long term consumption, *resilience* comes up with ideas of networks and self-renewal; when *sustainability* seeks continuity of performance, then *resilience* wants survival. Adaptation in the context of *sustainability* refers to continuous change and to sensitivity and vulnerability; in the context of *resilience* it refers to sudden disturbances, catastrophes, and to recovery and renewal. In the context of *sustainability* adaptation deals with the unknown by planning for possible futures, in the context of *resilience* it tries to prepare for the un-projectable, the impossible-to-imagine. *Sustainability* can be made, *resilience* happens – and in such moments we need to trust the system we created to maintain its elements and functions. To sum up, the evolution in environmental planning towards resilience thinking is far from trivial – *resilience* as a concept is more dynamic, it is non-linear and cross-linked, complex so to say, and it embraces uncertainty.[1]

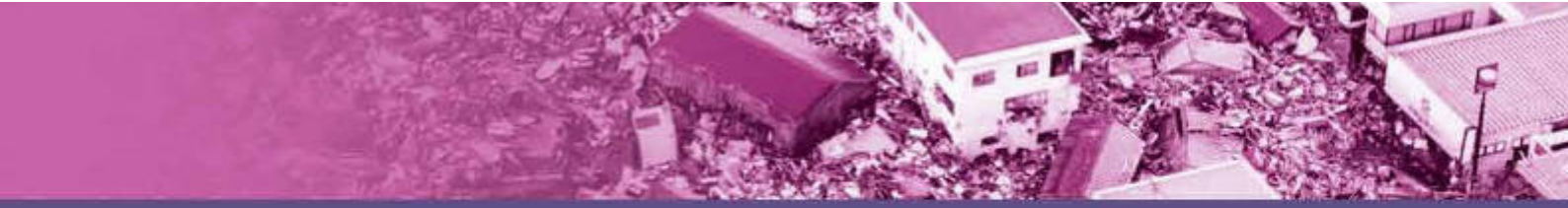
A question that comes to mind is: did our communities demonstrate effective disaster management systems or are these still being developed? The answer, perhaps, is that we are still learning.

It is worth wondering why disasters have not yet become a part of the image and psyche of our society as we face disasters so frequently, particularly in the last few years.

It must be also underlined that education systems are greatly affected by disaster, but they are also a key factor to reducing risk and strengthening disaster resilience.

The serious impacts of disasters caused by natural hazards on educational systems and school communities are evident around the world. 'Worldwide, approximately 1.2 billion students are enrolled in primary and secondary school; of these, 875 million school children live in high seismic areas and hundreds of millions

[1] Davoudi, S. (2012). Resilience: A bridging concept or a dead end? Planning Theory & Practice, 13(2), 299–307.
Adger, N. (2000). «Social and Ecological Resilience: Are They Related?». *Progress in Human Geography*, 24, 347-364.



more face regular flood, landslide, extreme wind and fire hazards. Although children spend a lot of hours in school facilities, too often schools are not built or maintained to be disaster resilient.

Quality education can provide life-saving and life sustaining knowledge, skills, and attitudes that protect children and young people during and after emergencies.[2]

Especially the local peripheral areas are in need of having frequent exchanges of information and practices to increase the level of human capital as a way to respond to the vulnerability of local communities. In general and according to the accepted definition of resilience, with the term we are defining the ability to respond and adapt to unexpected changes creatively and collaboratively.

Several examples across the globe show that children are more vulnerable to disasters. But at the same time they can be influential and effective communicators about disasters. Often, lessons learnt at school are later transmitted at home.

Introducing disaster awareness and risk reduction education in the school curriculum would foster a better understanding amongst the children and the communities about the immediate environment and would help to reduce the risk faced by the community.

Unless a community develops a capacity to assess, learn, adapt, and innovate continuously, unless it is resilient, it is not possible to assure a good reaction to significant situations and it will imply an opportunity to restart good conditions of life in shorter time, saving economical and human resources[3]. And this process has to start from the school system.

The ability to be resilient is based also on its open-focusing attention in what other communities have done and what are the wrong processes adopted to be not repeated. The circularity of information, the practice of open learning and the dissemination of positive experiences is very important.

The lesson is that we need to know more. In this framework we need to Integrate Disaster Risk Reduction in the School Curriculum for enhancing and disseminating knowledge and good practices.

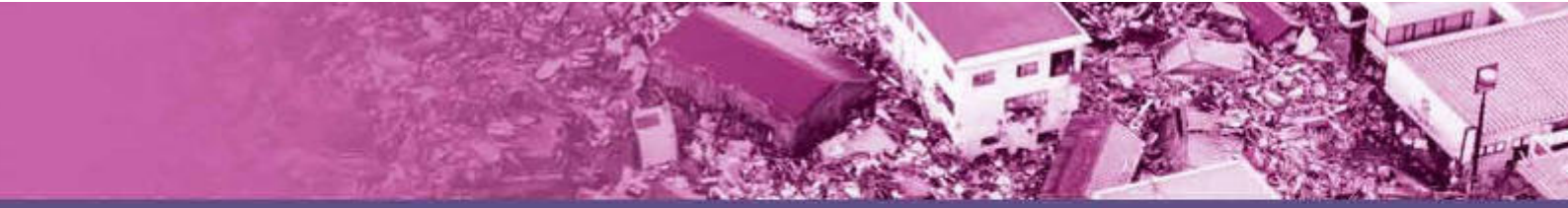
However, in order to create opportunity of real increase of knowledge a massive learning strategy is needed. Since the characteristic of a resilient local community consists not only in adopting technical requirements and procedures to be acquired, but also in the ability to become a "can-do community" where knowledge and learning are at the basis of the entire process.

2. The characteristics of a Disaster Risk Reduction educative program

Education can be a decisive sector to push back against the global rise in disaster risks from both natural and man-made hazards. Inclusion of DRR into the education sector has particularly been fostered by the Hyogo

[2] "Disaster Risk Reduction in School Curricula: Case Studies from Thirty Countries", published by UNESCO/UNICEF (2012), available at: http://unesdoc.unesco.org

[3] Folke, C.; Carpenter, S.; Walker, B.; Scheffer, M.; Chapin, T. and Rockström J. (2010). «Resilience thinking: integrating resilience, adaptability and transformability». *Ecology*



Framework for Action (HFA), which 'encompasses disasters caused by hazards of natural origin and related environmental and technological hazards and risks'[4].
Resilience has implications for school systems, schools and other learning institutions, It's important to 'use knowledge, innovation and education to build a culture of safety and resilience at all levels[5]' and identifies the following school-related key activities:

- Inclusion of DRR knowledge in relevant sections of school curricula at all levels;
- Implementation of local risk assessment and disaster preparedness programmes in schools and institutions.

Resilience is the ability of an education system (at different levels) to minimize disaster and conflict risks, to maintain its functions during an emergency, and to recover from shocks[6]. Resilience at an individual level is the ability to apply knowledge to minimize risks, to adapt to emergency situations, to withstand shocks, and to rapidly resume learning and other life-sustaining activities. Resilience can be strengthened when factors underlying vulnerability are addressed.
Resilience is reinforced when the 'inherent' strengths – of individuals and systems – are identified and supported.

With this in mind, a more holistic conceptualization of risk reduction and resilience has also to embed the multiple intersections of disasters. So a holistic risk education approach has to be promoted, which simultaneously takes into account multiple risks.
It has to be grounded on a multi-risk analysis, which can analyze the impacts of both man-made and natural hazards to the education system, as well as assess the vulnerabilities of the system.
It has to offer a vision of cross-curricular and interdisciplinary treatment of sustainability precepts and principles, and it has to advocate a multi-method and participatory pedagogy that integrates critical thinking and reflection with concrete and practical engagement towards building sustainability in the community[7].
A systematic, coherent and implementable conception of DRR education should have certain characteristics in which participatory and experiential learning should become clear:

- Understanding the 'Natural' Disasters

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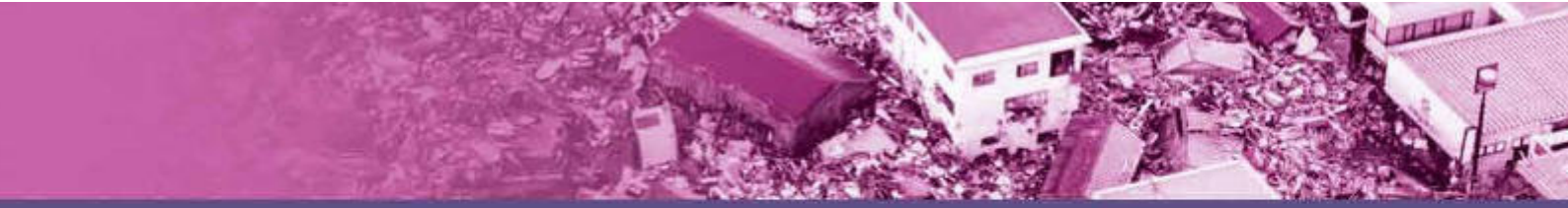
[4] UNISDR. 2005. *Hyogo Framework for Action 2005-2015: Building the Resilience of Nations and Communities to Disasters.* Geneva: ISDR. p. 1.

[5] UNESCO IIEP & UNICEF WCARO. 2011. *Integrating Conflict and Disaster Risk Reduction into Education Sector Planning*. Paris: UNESCO IIEP. p. 8.

[6] Alberti, M. (2008). *Advances in urban Ecology: integrating Humans and Ecological Processes in urban Ecosystems.* Verlag: Springer.

[7] Laboulle, O. & Richmond, M. 2011. 'Education for sustainable development and education for disaster risk reduction: a winning combination'. In UNISDR. *Risk Returns*. Leicester, UK: Tudor Rose. pp. 119-122.



The first characteristic should concern developing understanding of the science and mechanisms of natural hazards such as earthquakes, cyclones, tsunamis and volcanic eruptions: why they happen; how they develop; where they occur; their frequency and power; their physical impacts; trends and patterns in their occurrence.

The recent global mapping of DRR curriculum found that, in many instances, disaster-related learning was more or less confined to parts of the curriculum, such as physical and natural science and geography, where there has been traditional and longstanding textbook coverage of natural weather and geo-seismic hazard. But just as science dominated early disaster-related international discourse before the social and economic consequences of disaster became the focal point of attention, so disaster-related education spearheaded by science is giving way to a broader, multi-disciplinary, socially oriented approach.

Understanding the science of natural hazards remains an important dimension of DRR education[8]. Cultivating rich understanding of mechanisms involves moving beyond the textbook and/or workbook toward engaging students in active enquiry, experimentation, project work, analysis and discussion of stimulus learning material and active engagement with DRR professionals, meteorologists, climate change researchers, community DRR activists.

- Learning and Practicing Safety Measures and Procedures

Instruction and practice in safety measures and procedures in the event of hazard, at school, are very important.

This should include familiarization with hazard early warning signs and signals, instruction in evacuation or sheltering procedures, drills and exercises, familiarization with basic first aid and the contents of a first aid kit, health and safety measures, and guidance on how to stay safe after a hazard has subsided.

Safety awareness has so far tended to find a place in the student learning experience as a co- or extra-curricular element or as an addition to the textbook study of hazard in science lessons. A cross-curricular approach is needed in which safety behaviors are internalized and continually improved through reinforced practice. Occasional learning that is inactive in nature, limited in its practical, action and decision-making scope, and unreflective is not suited to fostering safety knowledge and practice.

- Learning the capacity of reducing risks

Disaster risk can be reduced by increasing the capacity of a society to protect itself against hazard. The fourth characteristic of a DRR education learning should engage learners in processes of resilience building in their own community through grassroots level initiatives such as undertaking local vulnerability assessment and mapping initiatives, identifying hazards, developing resilience action plans[9].

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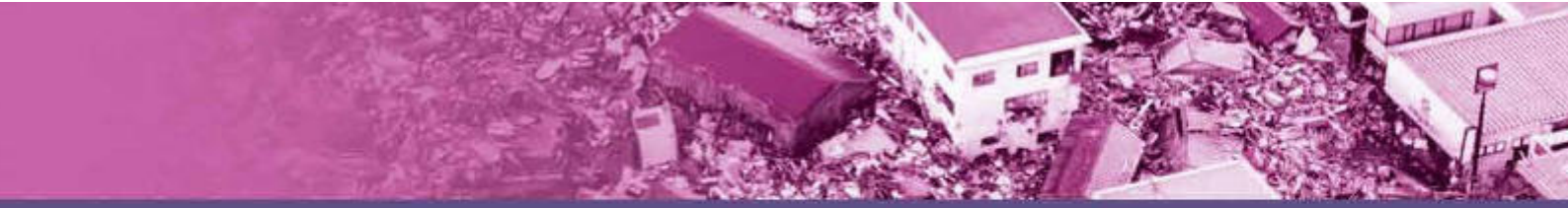
[8] Rose, C, Rouhban, Tovmasyan, K. & Schick, O. 2009. '*Workshop 4: Education for Sustainable Development and Disaster Risk Reduction: Building Disaster-Resilient Societies*,' in UNESCO World Conference on Education for Sustainable Development, 31 March – 2 April 2009, Bonn, Germany, Proceedings. Paris/ Berlin/ Bonn: UNESCO/BMBF/German Commission of UNESCO. pp. 53-55.

[9] ASEAN/ISDR. 2011. Disaster Resilience Starts with the Young: Mainstreaming Disaster Risk Reduction in the School Curriculum. Jakarta: ASEAN Secretariat; Khun Dee, ADPC (personal communication, 27 June 2012).



This action-oriented learning dimension can offer hands-on experience of participatory citizenship education. At a deeper level students can examine how and to what extent human activities may contribute to increasing frequency and severity of hazard.

- Learning the Culture of Safety

DRR in education is understood to have both structural components, such as school buildings and facilities, and non-structural elements, such as school disaster management, school policy development, disaster drills and procedures and formal, non-formal and informal learning. The culture of safety should place an emphasis on blending the structural and non-structural elements so that the school can become a *learning community* oriented towards building a culture of safety and resilience. It can be organized giving a voice to students in the curriculum, in their daily lives and in the processes of the school regarding both structural and non-structural aspects of safety and resilience building. In such a blending the school becomes a DRR learning laboratory[10]. Possible elements/activities can include learner involvement in school DRR policy development, learner engagement with technical personnel on structural safety aspects of the school, learner management of school hazard bulletin boards, student run vulnerability assessments of the school as practice for their resilience building projects in the community, student presentations of in-class or in-community DRR work at school assemblies.

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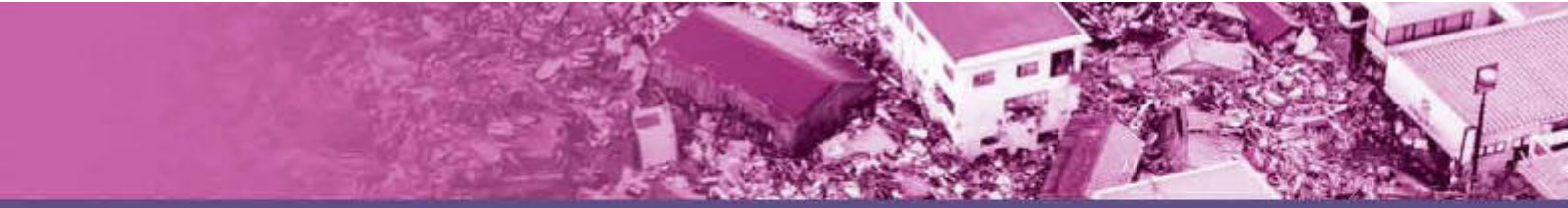
[10] ISDR. 2011. Compilation of National Progress Reports on the implementation of Hyogo Framework for Action (2009-2011). HFA Priority 3, core indicator 3.2. http://www.preventionweb.net/english/hyogo/progress/documents/hfa-report-priority3-2(2009-2011).pdf

ISDR. 2007. Words into Action: A Guide to Implement the Hyogo Framework. p. 65.



3. Teaching resilience means teaching life skills and emergency welfare

Life skills can be identified as skills required for personal and social competence, to exercise social responsibility, to contribute to the community and as a form of lifelong adaptation to change.
Life skills education is concerned with the systematic practice and learning of life skills within the resilience learning program. By definition, acquiring a skill involves active participation in its practical application rather than passive learning[11].
Although there are different listings of what life skills are, depending on cultural and national contexts, the following three broad categories summarize the essence:
- Communication and interpersonal skills (e.g. interpersonal communication skills; empathy building; cooperation and team work; advocacy skills);
- Decision making and critical thinking skills (e.g. problem solving skills; lateral thinking skills);
- Coping and self-management skills (e.g. skills for increasing personal confidence and abilities to assume control, take responsibility, make a difference, or bring about change; skills for managing feelings; skills for managing stress)[12].

Life skills education is meant to deal with urgent challenges that children and youth face in today's world, so they are fundamental in relation to the above mentioned characteristics of a Resilience Learning Program.

Skills such as critical thinking, decision making, problem solving, negotiation, conflict management, information management and change agency and advocacy are crucial in an active engagement with processes of community resilience building, disaster adaptation and mitigation.

It follows that children have the right to take part in decisions and efforts to protect their own safety and well-being in front of actual and potential threats, and to partecipate in reducing vulnerabilities and building resilience in their own community. That's why child-led and child-centered DRR education have to be made through the development of the life skills, contributing to quality education in terms of content, process, learning environment and learning outcomes.

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[11] Boda G., *Life skill e peer education: strategie per l'efficacia personale e collettiva*, La Nuova Italia, Milano 2001.
Del Gobbo G., *Il processo formativo tra potenziale di conoscenza e reti di saperi: un contributo di riflessione sulla costruzione di conoscenza*, Firenze University Press, Firenze 2007

[12] Marmocchi P., Dall'Aglio C., Zannini M., *Educare le life skills: come promuovere le abilità psicosociali e affettive secondo l'Organizzazione Mondiale della Sanità*, Erickson, Trento 2004

4. Other pedagogical characteristics that DRR and emergency welfare Program should have: ensuring Learning Diversity

Students learn in a variety of different ways and each learner has his/her own particular set of learning style preferences.

Some are primarily hands-on learners, that is they like doing practical things in a methodical and sequential manner. They like recording experiences and experiments, conducting surveys, experiencing and observing, making displays and doing all types of practical tasks[13].

Other learners prefer to work with thoughts, ideas and theories and tend to enjoy analyzing, comparing, contrasting and synthesizing them. They enjoy lectures, debates, book research and undertaking writing tasks that challenge them to organize their thinking[14].

Other learners are stirred by emotional learning that focuses on sharing personal experiences, stories and perspectives. They like interpersonal work in small groups, role-plays, expressing themselves through creative and performing arts and other tasks that exercise their imaginative and emotional intelligence[15].

Yet others are more at home when given latitude as learners to experiment, engaged in problem solving and 'out of the box' thinking stimulated by real life or concocted situations. They like field trips, developing and implementing practical ideas, problem-solving exercises, simulations and role-plays.

The above is a brief synopsis of what learning style theory has to say about the learning predispositions of the individual learner. The learning style of any learner will be a unique composite of the four styles outlined above, but all learners will feel more comfortable with some kinds of learning while needing support and guidance in becoming adept at other kinds of learning[16].

Any learning situation, should be based on the idea that the learning approaches employed are mixed and balanced so that each learner encounters an equitable mix of comfortable and challenging learning situations. Diversity of learning style is, ultimately, a manifestation of child-friendly learning[17].

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[13] Colazzo S., *Apprendimento esperienziale, apprendimento per metafore, outdoor training*, Amaltea, Melpignano 2009

Reggio P., *Apprendimento esperienziale: fondamenti e didattiche*, EduCatt, Milano 2014

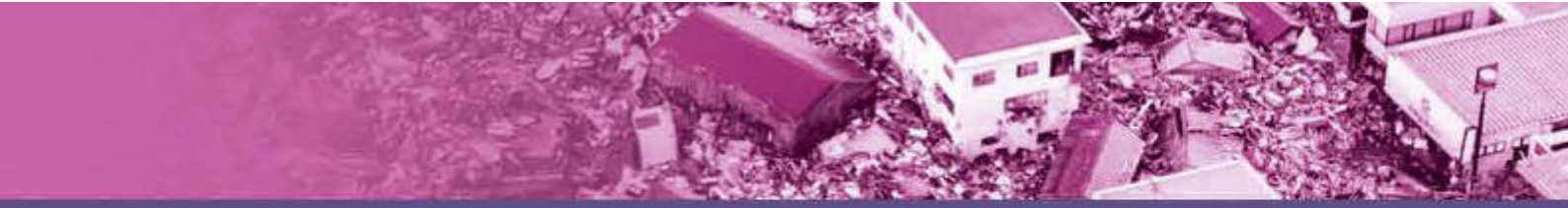
[14] Ciuffoli F., *Problem solving con creatività. Giochi logici, paradossi e test per risolvere i problemi cambiando prospettiva*, Franco Angeli, Milano 2002.

Fischietti A., *La creatività e il problem solving*, AlphaTest, Lodi 2009

[15] Gardner, Howard (1983), Frames of Mind. Basic Books Basic Books, New York

[16] Bruner, Jerome S., Jacqueline J. Goodnow, & George a. Austin (1956), A Study of Thinking, John Wiley & Sons, Inc., New York.

[17] Reggio P., *Il quarto sapere: guida all'apprendimento esperienziale*, Carocci, Roma 2010



As the Convention on the Rights of the Child affirms, education should be directed towards the development of the child's fullest potential (Article 29) and the child has the right to receive and express ideas and information through multiple media (Article 13). Building learning style diversity into a DRR learning program can be achieved through ensuring a balanced and lively mix of learning approaches. Fortunately, the goals of DRR education coincide with the need for such diversity.

The DRR education field seeks to build knowledge and understand the causes, nature and effects of hazards. It advances a range of competencies and skills to contribute proactively to hazard resilience building, adaptation and mitigation. Such competencies and skills are reinforced and fine-tuned by coming from and being tested in real-life situations.

DRR education also enables learners to test their attitudes and clarify their values through real-life or surrogate experience. Such goals are difficult to realize within a learning monoculture or through a narrow range of learning approaches.

For these reasons, DRR learning programs should feature a balanced mix of the following learning modalities:

- Interactive Learning: brainstorming (spontaneously offering ideas on a given topic, all ideas being accepted prior to their categorization, organization and evaluation); pair and small group discussion exercises; whole group discussion; interactive multimedia presentations (by students teacher, community members, DRR experts)
- Inquiry Learning: individual and team case study research and analysis; project work; undertaking surveys; interviewing; examining data sets; Internet searching
- Affective Learning: opportunities to share feelings, hopes and fears around hazards and disasters; opportunities to share emotional responses to learning experiences; empathetic exercises ('how might it feel to be in that situation?'); expressing feelings, insights and perceptions through multiple media[18]
- Surrogate Experiential Learning: filmic experience (e.g., through fictional or documentary films); board games; role plays; drama (sketches, mimes, puppetry); simulation gaming; learning through artificially contrived classroom experiences
- Field Experiential Learning: field visits to disaster support services; hazard mapping and vulnerability assessment in houses, schools and communities; community hazard transects; enacting emergency plans • Action Learning: student/community initiatives to raise hazard awareness; working with community members on resilience-building, adaptation and mitigation initiatives; poster campaigns; street theatre; risk reduction campaigns (e.g. tree planting); student-led school assembly and community presentations on their DRR work[19]
- Imaginal Learning: learning approaches using the imagination to envision positive and negative future scenarios, to envision past occasions of hazard and disaster, to visualize what to do in crisis situations, to tell and listen to stories

[18] Lipman M., *Educare al pensiero*, Vita & Pensiero, Milano 2003

[19] Liuzzi M., *La formazione fuori dall'aula: concetti, metodi e strumenti per un nuovo modello multidimensionale*, Franco Angeli, Milano 2006

• Somatic and Expressive Learning: learning approaches using the body, such as body sculptures, human tableaux, and employing various forms of artistic expression

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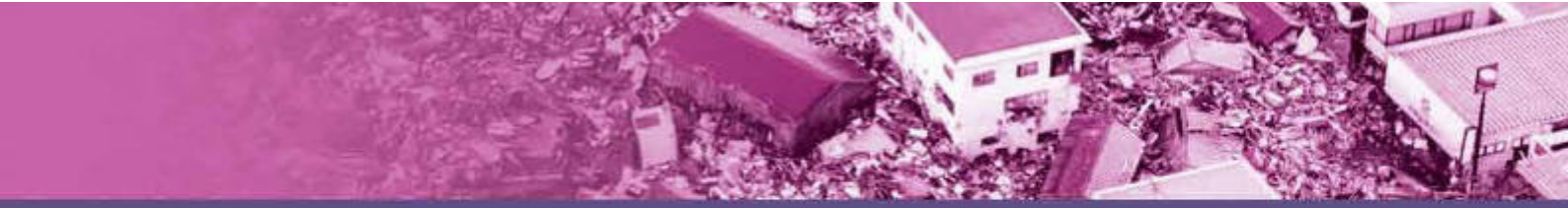

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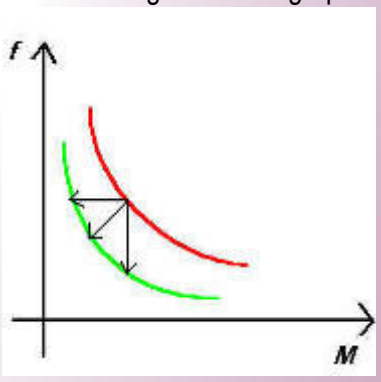
Early childhood: knowledge and planning for an informed management in an emergency
by Marco Conti

When dangerous situations related to natural or man-made events occur, schools of all levels and types have been focusing for quite some time now on procedures and practices to find appropriate protective measures.
These are useful actions and tools for emergency management especially in view of their contribution to the understanding of the reaction of both children and their teachers during a catastrophic event.
It is therefore important to transfer these experiences in such a sensitive area as that of early childhood, in order to promote in all individuals involved, primarily children and their families, a culture of prevention, safety and of an informed management of an emergency.
Key elements to handle such situations, in whatever field you are operating, are ***knowledge of the environment*** and ***knowing exactly which actions should be taken***; in particular widespread basic training addressed to all the actors within the school (early childhood centres, kindergartens, elementary, middle and high schools) would supply a series of actors able to disseminate the key knowledge for a correct approach to emergency situations.

What does 'risk' mean
In 'lay' terms we can say that risk (R) is the product of two factors: the frequency (f) with which a certain event (fire, earthquake, partial collapse, ...) occurs and the magnitude (M) of the consequences associated with it. From a mathematical point of view the two quantities are inversely related, it is in fact easy to understand how, for example, in the case of an earthquake, the seismic events with catastrophic consequences (high magnitude) are not widespread (low frequency), while seismic events with limited consequences or not perceptible (low magnitude) are widespread (high frequency).

The risk factor is then indicated as the product of both frequency and magnitude, that is, with the formula **R = f x M**, as represented in the following Cartesian graph.



Considering that it is impossible to achieve zero risk situations (**zero risk does not exist**), foreseeing means reducing the risk, i.e., looking at the graph in the figure, switching from the upper curve (higher

risk) to the lower curve (lower risk) by implementing a series of measures to reach a situation of **acceptable risk**.

Inside **nursery schools** there are many things which could be ***dangerous*** (stairs, terraces, floors, fixtures, windows, corners, pipes, fittings, hanging or unstable objects, ...) in addition to those which fall into the ***natural disaster*** frame and appliances using ***electricity, gas and hazardous substances.***

When talking about dangers associated with ***electricity*** we should keep in mind that touching for example a live electric wire or inserting a finger or an object into a wall socket, the human body is subject to the passage of electrical power (*electric shock*) which in some cases can cause death: the voltage required to turn on a normal light bulb is more than enough to cause serious damage to a person. A more insidious danger is the case of a flow of electricity through outer metal casings of appliances (fridges, washing machines, dishwashers, ...): when touching one of them our body is subjected to the passage of an electric current with the consequences already mentioned. In these cases it is good practice to follow a set of rules:

- Disconnecting the main switch before working on electrical equipment
- Cleaning or repairing an appliance only after pulling out the plug from its socket
- Never leaving a lamp without its bulb inside
- Trying to avoid using adapters and multiple plugs
- Using sockets with holes protected against the introduction of objects
- When pulling out a plug from its socket do not pull it from its wire

Also ***gas*** can be a source of danger and of fires because once mixed with the oxygen in the air it may ignite in the presence of a minimal source of heat; in particular conditions it could even explode and cause serious damage to the surrounding structures. *Methane* is a natural gas distributed through pipelines in our towns. Its flow is controlled by a metre outside the buildings; while *G.P.L.* is sold in cylinders which come in different sizes, or distributed through fixed tanks. Also in this case it is important to follow a set of rules:

- Keep gas cylinders outside the premises, protected from the heat of sun rays.
- Do not keep full or empty cylinders in the kitchen, boiler room or basement.
- Periodically check the rubber tube that connects the cylinder (LPG) or the metal tube (methane) with the appliance.
- Close the shut-off gas tap every time you leave the property.
- Check any pans left on the cooker, especially if there are liquids boiling.

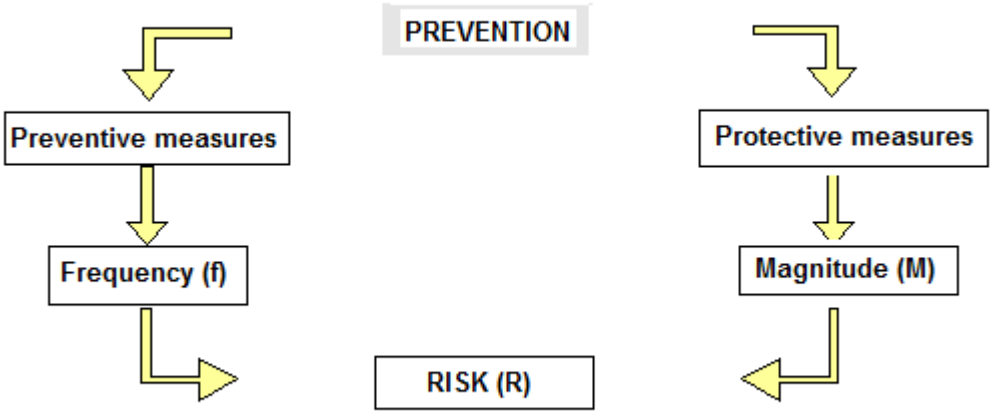
Finally, ***hazardous substances***, i.e. all those more or less dangerous chemicals identified with appropriate symbols, which require caution and care when handling and storing such as *poisons,*

harmful substances, corrosive substances, flammable substances and medicines. The rules to follow in this case are to:

- Avoid stocking unnecessary large amounts and do not leave products unattended and out of place.
- Follow the instructions provided by the manufacturer for doses and methods of use.
- Keep the products out of the reach of children and locked up in a safe place.
- Put together only similar products in order to reduce mistakes in the dosage and use.
- Store the substances in their original packages in order to avoid them mixing with those in other containers.
- Keep flammable substances preferably in a separate metal cupboard with an adequate number of vents and placed outside the house.

Prevention

Prevention means reducing risk, acting on the factors determining it through interventions to prevent the occurrence of dangerous events or to limit their consequences, as shown in the diagram below



In particular *preventive measures* reduce the probability of an event occurring, acting then on the frequency (f) reducing its value, while *protective measures* reduce the consequences of the event and then act on the magnitude (M) limiting damage to people, structures and materials.

Emergency plans

The preparation of emergency plans is part of the preventive measures. First we must know the environment, then identify the steps to be taken in case of danger and therefore the appropriate tools to correctly manage an orderly exit of the occupants of the building in order to guarantee their safety.
Events which may require the evacuation of a whole building or of part of it are:

- Fires that develop inside the building or in its vicinity
- Earthquakes
- Collapses due to structural subsidence

- Warnings or suspected presence of explosive devices
- Pollution by external causes
- Hydrogeological phenomena (landslides or floods)
- Any event deemed dangerous by the manager of the facility

The drafting of the plan is coordinated by technicians, but it should also involve those who work within the structures, providing a support ***committee*** with the task also to perform evacuation drills and inform about:

- Issues related to emergency situations
- Conduct in the event of danger and consequent evacuation
- Description and location of escape routes and emergency exits
- Distribution of fire fighting equipment
- Information to the staff
- Creation and establishment of indications of escape routes
- Organization and evaluation of evacuation drills

The plan will lay out the:

a) General characteristics of the structure

The type of *load-bearing structures*, extension of *surfaces*, *number of storeys* above ground, the values of the *maximum height* and the height of the building for fire safety purposes, *lightning rod*, type, number and location of the *fire fighting equipment*, type and practicability of *escape routes and emergency exits*, location of the *gathering area*, description and location of the *premises at risk* (boiler room, kitchen ...) and type of fuel used by the machinery must be checked.

b) Population and its distribution in the structure

We must assess in a targeted way the number of people present in the structure, both in their *total number*, and *divided by floor* (in the case of multi-storey buildings) as well as their distribution with particular attention to the *maximum hypothetical crowding index*.

c) Instructions and rules - Operating Modes

General *rules* and *instructions* are laid out and operational procedures on how to behave are identified, with general guidance in case of danger warning (remain calm, stop all activities, perform the tasks described in the emergency plan, do not push, do not shout and do not run, follow the escape routes, reach the gathering area) and specifics to particular situations (e.g. fire in the room, external fire, earthquake, ...)

d) Alarm signal and rescue call

Indications relating to the first steps to be taken in case of emergency are laid out together with the names of the people responsible, i.e. issue and diffusion of the *alarm signal* and *rescue call*, with a module to use as a guideline to quickly provide the essential information, so to avoid errors in data transfer.

e) Assigning tasks

Tasks and names of those responsible for operations to be performed in case of an emergency (periodic monitoring of fire fighting equipment, daily check on the practicability of exit routes, evacuation operations and interrupting supplies)

f) Graphic images

The graphic images are the immediate visual support of an emergency plan. They should be displayed in a well visible place (usually near the entrance) in order to be easily accessible. They describe: the site plan with the building and the indication of the gathering area; plant of the structure with the rooms, the people present and the places at risk; plant of the structure with the stairs, emergency exits and fire-fighting equipment; plant of the structure with the escape routes for each room.

Indications for nursery schools

Past experiences suggest that in nursery schools we should carefully consider this aspects:

- ***develop an educational project on safety***, to be carried out during the school year and shared by all the people present in the building, to encourage appropriate behaviours in children, according to their age and situation of danger, to put into practice when there is an emergency; the project should address and developed themes related to the phases of danger, alarm, evacuation and escape in safety, taking into account the different physical and behavioural aspects of children.
- experiment for older children (2-3 years) evacuations similar to those adopted for the nursery schools (the safety train), through simple playful activities
- evaluate mobility for children (1 - 2 years) and experiment evacuation activities similar to those in the section of older children or similar to those in the section small children, providing easy playful activities
- experiment for young children (3 months - 1 year) evacuation activities involving strong interaction with the staff, concentrated mainly in this section, taking into account the limited physical independence of the children (green safety train made up by special mobile structures such as trolleys and/or cots to contain the children)
- detailed organizational arrangements to be put into practice in order to handle the emergency with a targeted preparation of both teachers and staff. These are the first resources to be activated in a situation of danger
- Perform a series of evacuation drills with diversified activities (play time, lunch, rest) throughout the course of the year, to promote a real knowledge of the procedures to be adopted in dangerous situations and develop appropriate automatic behaviour
- Provide consistent methods in various childcare facilities about evacuation procedures, to ensure a peaceful and orderly exit of the children.

As regards the *structural part* it is important to:

- Provide an emergency exit for each section with the dual purpose of facilitating the conditions of exit in an emergency and to ensure direct access to the outdoor spaces during the educational activities
- Provide a place with adequately protected outdoor areas for the children after the evacuation while awaiting rescue (such as a greenhouse which can serve as a space for the educational activity in normal conditions)

- Remove objects hanging within the premises that might hinder the safety of the children during an earthquake, or find safe areas in each section where to keep the children and protect them from falling objects (wendy-houses adequately structured or tunnels).

Training

The ideas so far developed go alongside training activities for disseminating a culture of safety and the knowledge of correct behaviour during an emergency.

Therefore, there should be a work group coordinated by the body regulating early childhood care, to which are linked the technical office, and volunteering and security experts, with the task of designing an educational, technical, and training approach aimed at providing basic knowledge to address dangerous situations.

It should start with a meeting with the staff working within the nursery schools outlining the guidelines for developing an emergency plan, its rules and how to behave in case of evacuation.

A second meeting will be for representatives of each activity, identified for individual services, with which the work group integrates; in particular, each participant is provided with the plans of the premises (type, number of people present and number of disabled, stairs, exits and exits with crash-bar handles, location of fire extinguishers and hydrants if present) and the emergency plan both on paper and on computer.

Then follows the drafting of plans for individual structures and processing of educational programs aimed at involving children; followed by the organization of the evacuation drills and assessment of their progress, so that behaviours become automatic.

Planning together, knowing the structure in which it operates, with particular reference to its limits and its resources, inform all potential subjects involved in educational activities, engaging them in a constant update allows to create the conditions for an informed management of a dangerous situation.

Marco Conti
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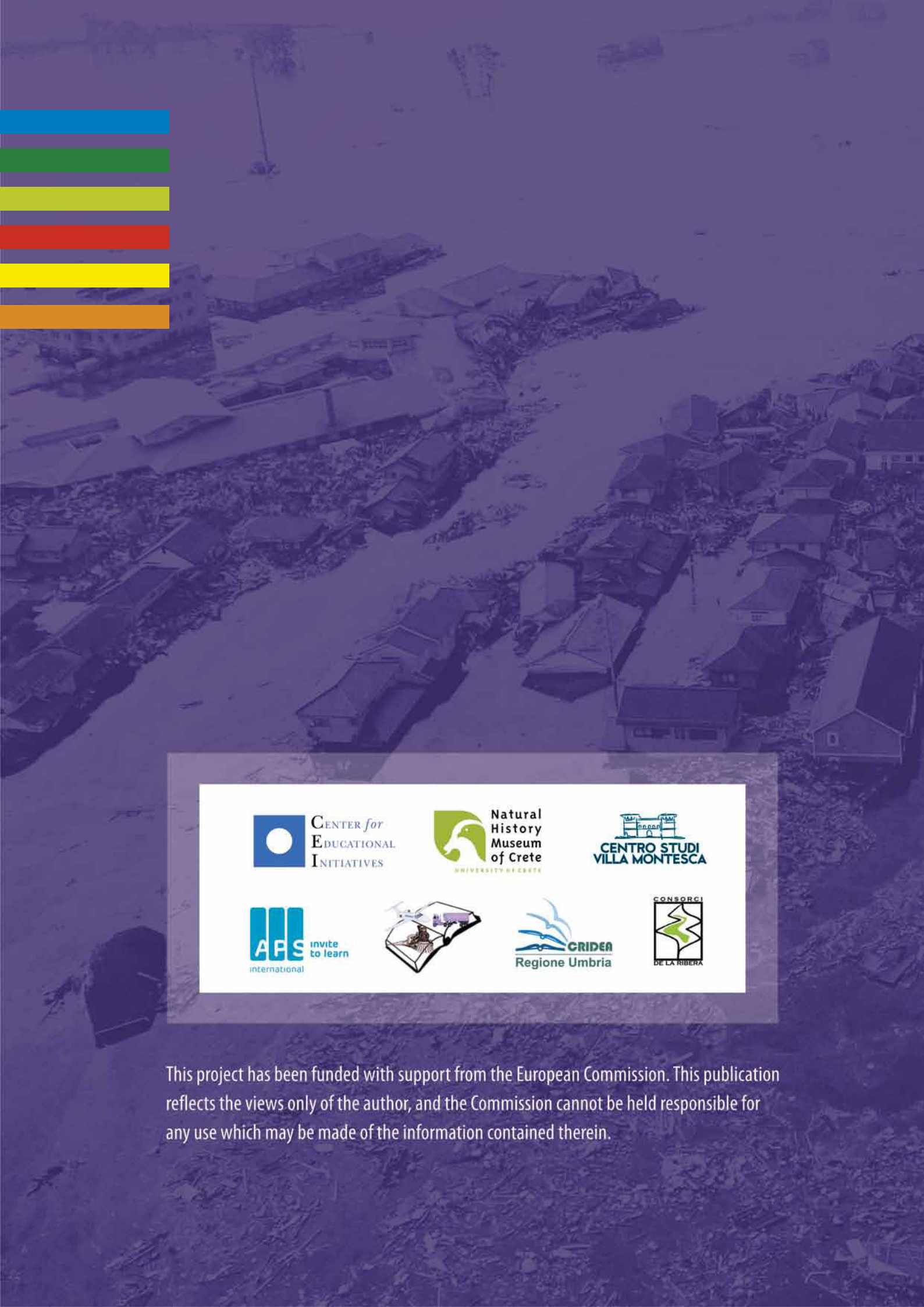
Expert in the Civil Protection

2014



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