

COMPARATIVE ANALYSE

IO: HOLISTIC TRAINING EDUCATIONAL MODEL



Realized in the period:

October 2018 – February 2019

Two main activities implemented by each project partner:

1. Exploring situation and searching good practices for teaching children and students about reaction caused by natural - human disasters.
2. Conducting interviews with stakeholders and experts at national level about educational tools and emergency protocols at schools.



Italian good practices

GP1: “I am also Civil Protection”, summer school for children aged 10-16, started 2018 and over 40 000 young people involved in the project.

Provides information about natural disasters in general and correct behaviors in case of disaster, the rules of preventions. The aim of the initiative is to make children aware of the active role that everyone can play in protecting the environment, the territory and the community.

GP2: “I don’t take risks”, national communication campaign on best practices of civil protection; web awareness campaign and web tools indicating how to react in case of disasters, but also involves volunteers who are speaking with citizens at squares addressing general public, started 13-14 October 2018 in 103 provincial capitals in Italy.

Italian good practices

GP3: “Civilino” is an educational game, developed in 2014 and is educational program dedicated to the knowledge of the Civil Protection System and, in particular, of the municipal emergency plans and the territory of Umbria Region.

GP4: “SiRVeSS- Sistema di riferimento Veneto per la sicurezza nelle scuole”, network between the schools aiming to promote collaboration for promotion of culture of safety and civil protection among school staff, students and youngsters. The main idea is for sharing experiences, tools and methods between the subjects. Positive experiences make it possible to speed up the educational work..

GP5: “Multimedia School of Civil Protection”, an educational program designed to spread the culture of civil protection developed in e-learning, produced 2015. It is carried out for the fourth and fifth grades of the primary school and for the first grades of the secondary school, an age group particularly receptive for the type of training investment described, aimed at the growth of a participatory awareness of active citizenship.



Italian good practices

GP6: “Sicuramente a scuola”, 2018, aimed at employees and self-employed, professionals of the sector, employers, students and school operators, to spread and improve the level of knowledge and awareness about the risks to which workers are exposed during the performance of their activities and measures prevention and protection that can be implemented. Website contains a series of information on safety in schools. It also contains a series of recommendations and indications concerning safety and risk prevention. In addition, it contains the programs of security courses that the company addresses directly to schools

GP7: “Emergency planning Study Center”, started in 2015, web site created and edit by former worker in the Civil Protection sector, The teaching strategy is based on the idea that the maximum free sharing of information, tools and methods of Civil Protection enhance the culture of prevention. All contents are verified and they have a rich repertoire of scientific and bibliographic references.



Greek good practices

GP1: “Educational Tv – The Deucalion Project”, website addressing students (all ages), started 2014 and uses various tools from scientific material to videos, activities, e-games, brochures, apps for mobile phones and augmented reality games, producing interactive multimedia tools, creating virtual educational environments and developing various educational scenarios and activities, materials and tools for students, about the causes of natural and human induced disasters, their impact on both the natural and man-made environment, and the measures to prevent and cope with their consequences.

GP2: “Enhancing Volunteer Awareness and education against Natural Disasters through E-learning - EVANDE”, 2014-2016, e-learning platform, used as a communication and educational tool in order to make available the information collected by the partners to the public.



Greek good practices

GP3: “Racce “Raising Earthquake Awareness And Coping Children’s Emotions”, realized 2010 and addressing children, including those with movement disorders with the aim to palliate children emotions in case of an earthquake or volcanic disaster; newsletter, videos, multi-media and web-based products appear in the web site of the project.

GP4: ““Self - Protection Guidelines” General Secretariat For Civil Protection”, 2014-2016, website and e-tool which helps people to learn about the causes of natural and human induced disasters and prepare themselves to handle them better. The tool includes guidelines for 8 kinds of natural and human induced disasters and is useful and reliable tool for the educational community and specifically for teachers. There is also an e-book about the evacuation planning of infrastructures in case of earthquake of fire for disabled people

GP5: “Earthquake Planning and Protection Organization (EPPO) for kids and adults”, website aiming 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, brochures, e-books and evaluation of knowledge games, students learn in a fun way to face the risk of an earthquake..

GP6: “Environment - wood protection”, animated website produced 2008 presenting plans about forest fires, having sections for students and teachers.

GP7: “Imeakia-dancing Earth”, interactive web page - digital tool addressing children and consisting games, newspaper, comics, etc. In the category of games there is the option "Dance of the land" referring to earthquakes.

GP1: “Kids and Cat 112”, simple computer game produced 2011 teaching children between 7 and 13 years how to react in front of natural and human disasters. Its main focus is on the emergency number 112, but it also explains what to do while waiting for the emergency services and uses puzzles, memory games and videos.

GP2: “Let’s visit the Fire Station”, web based educational program for teachers and primary children (8-12) divided into three stages: Previous work before the visit, visiting a Fire station and work after the visit. There are some web-based supporting materials such as videos, summaries and teacher’s materials.

GP3: “Remember rhyming”, self-learning song produced 2017; 30 seconds raps to help children remember emergency numbers. Numbers are 091 to call the police, 061 in case of being injured and 112 for emergencies in general.

Spanish good practices

GP4: “Risquet’s advices”, self-learning web based tool for children produced 2014. It consists 12 short stories about a character called Risquet that explains how to act in different risk situations, both human and natural.

GP5: “First Aid Game”, game aiming to train children for first aid which is presenting different scenarios and in each one there are several accidents that the user has to solve applying first aids with the help of several brief explanations.

GP6: “Mefytu”, a Fire prevention educational program, combining theoretical and practical activities, produced in 2012. It consists on visiting a school to make 3 different activities with the aim of teaching to children fire prevention.

GP7: “Avoid fire...diversity is life”, tool for teachers produced 2009 used as guideline for developing of educational programs on fire prevention. It web portal (materials and games for teachers and kids), presential activity (work with a specialized trainer) and collaborative work (results).



Bulgarian good practices

GP1: “Academy First Aid”, produced 2017. First aid training courses led by doctors. The training is mainly focused on pedagogical staff, young people and volunteers and is based on pedagogical approach “learning by doing”.

GP2: “Give Safety and Future to Your Child”, informational campaign started 2015 addressing both – parents and children through informational brochures. Its realization is on 1st June by police officers at the cross-borders checkpoints in Bulgaria.

GP3: “Children Police Station ”, educational program aiming to develop skills for personal safety and adequate response in dangerous situations, intolerance to anti-social behavior and awareness about the civil and human rights and responsibilities among children aged 8 – 12, started in 2013.



Bulgarian good practices

GP4: “Preparation for work with children with disabilities in case of natural and man-made disasters”, produced 2017. Campaign aiming to enhance training and better interaction between volunteers and children with mental and physical disabilities, using practical sessions with experts and children.

GP5: “Annual competition for events organized in a learning environment aimed at improving the preparation and reduction of vulnerability in case of natural disasters and human-caused emergencies.”, started 2016. Events are organized at schools around 5th December and are facing different school emergency situations involving as many students, services and volunteers as possible, providing good practical training.



Bulgarian good practices

GP6: “Thematic meetings in schools with police officers, firefighters, rescuers and cyber security experts”, started 2016. The minimum meetings which police officers, firefighters, rescuers and cyber security experts have with the children in each school are three and special program is developed regarding the specific needs.

GP7: “Youth fire brigade "Young Firefighter"”, started 1999. An extra-curricular activity or a club of interest that covers children between 12 and 16 years of age. Students undergo special trainings and participate in competitions and combines the disaster response with sport.

CONCLUSIONS AND RECOMMENDATIONS, BASED ON SELECTED GOOD PRACTICES

1. Greece, Spain and Italy have wide range of web based tools for education of children and teachers how to react in situations of natural disasters.
2. In Bulgaria are well developed extra curriculum activities realized by police officers, firefighters and rescuers.
3. There is lack of online educational tools for development of skills among children for managing and preventing caused by human disasters.
4. Project partners has experience in development of educational games and online courses and some of presented good practices can be adapted and used for the NHDPlay project's task.



CONCLUSIONS AND RECOMMENDATIONS, BASED ON SELECTED GOOD PRACTICES

4. Special attention on the design and structure of the web based platform and game, developed under the project have to be put on, because in the description of the good practices it was identified by the partners as main point of weakness in some tools.
5. It is important the strength of the network created by the project partners to be used and the specific expertise to be not only shared and described, but developed.
6. Website has to contain detail information on the different components of the platform, game and educational courses.



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7. It is necessary to be discussed and agreed between project partners how the access to the platform recourses will be ensured – through obligatory registration or will be accessible without registration.
8. Project partners have to decide how one of main disadvantages of web tools will be overcome – the lack of clear procedure for feedback or evaluation.
9. Web platform, game and online materials have to be well-designed, easily accessible, presentations of the educative materials to be detailed, communication to be friendly and a lot of audiovisual material and project outcomes to be published and free to download. High quality and very rich educational material, with nice and detailed presentation. Many interesting videos with high level of awareness.



CONCLUSIONS AND RECOMMENDATIONS, BASED ON SELECTED GOOD PRACTICES



10. In the video presentation the information about the purpose and the content of the video should be included.
11. Information in text form is important, but has to be written and adapted for children.
12. The aim of each activity should be described.
13. Different actions and scenarios should be developed in order children to be more interested and to be motivated and involved for self-learning process.



**THANK YOU FOR
YOUR ATTENTION!**

**NOW IT IS TIME
FOR DISCUSSION!**