



HOLISTIC TRAINING EDUCATIONAL MODEL – IO1

FCSVM

METHODOLOGY FOR THE DEVELOPMENT OF IO1 – HOLISTIC TRAINING EDUCATIONAL MODEL

TOPIC: Culture of action in natural and human-induced crises in children and students from primary and secondary school

METHODOLOGY: Two-stages:

- Exploring situation and searching good practices for teaching children and students about reaction caused by natural - human disasters, in four countries following a common methodology
- Final analysis summarizing and classifying all the findings and recommendation.

FCSVM developed the **Guidelines** for the identification of good practices in partner Countries, as well as shared templates to be used in order to guarantee the homogeneity and high quality of the findings.



GUIDELINES FOR THE DEVELOPMENT OF IO1 – HOLISTIC TRAINING EDUCATIONAL MODEL

The Guidelines foresee **three levels of information**:

- 1. Part I – General information about each selected tool:** the information provided in this section can give a general overview of the tool and they are useful in order to positioning in the web-platform or web TV under specific categories
- 2. Part II – Analysis of the tool:** the information provided in this section will explain in detail the aim and the contents of each tool, its pedagogical/didactic strategy, its user-friendship, the level of updating of the information, the editing strategy and the technical and aesthetic characteristics. In this section also some screenshrip of the tool must be provided.
- 3. Part III – Assessment of the tool:** is the section related to the reference framework for the assessment of the tool in which the successful characteristics and the points of weakness (from technical, pedagogical, didactical points of view) have to be deeply explained

Conclusions

KA2 - Agreement Number : 2018-1-BG01-KA201-047885



THE NUMBERS OF IO1 – HOLISTIC TRAINING EDUCATIONAL MODEL

- **4 Participating Countries**
 - Bulgaria
 - Italy
 - Greece
 - Spain
- **32 good practices identified**
 - 11 in Bulgaria
 - 7 in Italy
 - 7 in Greece
 - 7 in Spain
- **22 experts interviewed**
 - 6 in Bulgaria
 - 3 in Italy
 - 9 in Greece
 - 4 in Spain



CONCLUSIONS OF IO1 – HOLISTIC TRAINING EDUCATIONAL MODEL

- The comparative analysis of such different situations makes it possible to highlight the excellences, some shortcomings, but also some homogeneity between Italy, Greece, Spain and Bulgaria with respect to training and disaster prevention activities.
- In Italy, we can underline that on the topic of natural or human-made disasters, attention has grown in the last years. In Umbria Region, situated in the center of Italy, there is a deep attention on the topic of training in the field of disasters. This derives from the fact that central Italy is often affected by natural events such as earthquakes.
- In Greece, tools are well structured and presented and could be useful as source of info concerning natural – human disasters. A disadvantage of above web tools is that there is not a clear procedure of feedback or evaluation. Few of the tools are addressed to disabled groups of people. Only few of the web tools are multi-language.

CONCLUSIONS OF IO1 – HOLISTIC TRAINING EDUCATIONAL MODEL

- In Spain, the question of the security of the population over the last decade has become more and more relevant. Population lives under constant threat of natural and human-instigated disasters. During the analysis emerged that there are a lot of interesting points related to the activities of experts.
- In Bulgaria, most important successful characteristics were defined such as positive public attitudes about the usefulness of training and the need to improve the skills of teachers; Interactive practical modules, led by young specialists, make the trainings attractive for young students; Active inclusion of people with disabilities. At the same time, points of weakness are, among others, that there are not enough teaching materials adapted for NHD PLAY age target group; Lack of interactivity and gamification in distance learning; Lack of unified curriculum, developed jointly by educators, psychologists, professionals and volunteers to be followed and upgraded, instead trainings are organized according to the capacities of specific lecturers