



Co-financed by the  
EU - Civil Protection  
Financial Instrument



European  
Civil Protection

**SEE**



# FINAL TECHNICAL IMPLEMENTATION REPORT

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# **S.E.E. Safeguarding Educational Environment**

## Final Technical Implementation Report

Beneficiary: Centro Studi e Formazione Villa Montesca

Date: 31st March 2015

Grant Agreement: EHCO/SUB/2012/638511

## **Table of Contents**

### **1. General reminder of project objectives, partnership and expected deliverables**

### **2. General summary of project implementation process**

2.1. General overview of process

2.2. Comparative analysis of:

- Initial and actual time schedules
- Planned and used resources
- Expected and actual results

### **3. Evaluation of project management / Implementation process**

3.1. Positive aspects / opportunities

3.2. Internal and external difficulties encountered

3.3. Core group co-operation

3.4. Co-operation with the EC

3.5. Comments on the European value added

3.6. Lessons learnt and possible improvements

### **4. Activities**

4.1. Comparison between initially planned and actually implemented activities, including monitoring, evaluation and dissemination

4.2. Qualitative evaluation of activities

### **5. Presentation of the technical results and deliverables**

### **6. Evaluation of the technical results and deliverables**

6.1. General lessons learnt, Strengths, Possible challenges and/or improvements to be tackled through further action, Recommendations to stakeholders, partners, authorities in charge, National and EU institutions

### **7. Follow-up**

# 1. General reminder of project objectives, partnership and expected deliverables

## 1.1 Project Objectives

Children under the age of 18 comprise more than 25% of the EU population. In their lifetimes they may spend more than 2340 days in schools, making imperative that schools and school districts must be prepared to protect students safety and to manage the complicated, multi faced issues that arise when disaster strikes. This data clearly show that education has a pivotal role to play in the reaction of the Community to the disasters consequences.

If a disaster hits a community, one of the first action to be carried out is to reactivate the educational activities. Re-opening the schools has different meanings: not losing the sense of community and keeping the students in positive mood. According to that, many projects have been carried out in order to prepare and to prevent the effects of the disasters. These project are, in most cases, developed at local and regional level and it is quite difficult to use the results as lessons to be learnt or good practices to replay in other contexts.

In Europe there are many projects addressed to prepare the students and the staff in case of disaster. Some of these projects are innovative and interesting. However, it is very difficult to disseminate and share their results. The solution could be the creation of a common platform and a web community, in which will be possible to use the tools created in different projects, adding new tools and suggestions.

Another relevant point is to have an evaluation of the existing tools in order to create not just a web repository but to have a guide about how to use the existing tools and for which purpose and category the tools have to be used.

The SEE project main purpose is to create a common platform and a web community, in which is possible to use the tools already realized in other different projects, adding new tools and learning materials (e-exercises, e-courses, e-learning games, web forum, e-seminars, reportages, edu-videos...), thus offering a complete set of educational resources to students and teachers and to all the categories involved in the prevention, preparedness, self protection and cultural comprehension of the risks. The development of a web community can support the exchange of information and practices related to the:

- knowledge of the disasters origins and causes,

- verification of the actions addressed to prepare the school population, the volunteers and the professionals in case of disasters involving a school organization
- creation of common tools to be used to give information about the correct behaviours and procedures before, during and after the strike.

The set of tools (already existing and new ones) are uploaded into a MOOC (Massive Open On-line Courses) platform which is addressed to different categories of users. The platform contains educational resources to be used in order to prevent the disaster and to prepare the people involved in the rescue operations, starting from the early students until the Civil protection professionals. The meaning is that the schools is a community and when a community is involved or risks to be involved in a situation of emergency, all the members need to know in advance what to do, how to prevent and how to act.

The realization of the first Civil Protection Web TV was another objective of the SEE project. The edu-web TV has been created in order to have an instrument that can interact with the digital TV channels. The web TV dedicated to the prevention and preparedness of the risks in a educative environment is something really new . The Civil protection educational Web TV is a TV channel on demand with the opportunity to broadcast programs and streaming events.

The project proposed also two basic tools for using the web TV: a guide "Teaching Civil Protection" and a web program pilot serie in order to give an example about how to realize products for an European civil protection channel.

The pilot series is a first experiments of a program about the civil protection initiatives and can represent the first step towards the realization of a civil protection European TV channel.

## **1.2 Partnership**

A European network of Partners has been created in order to cooperate for improving knowledge about the main project topics and for guaranteeing quality and effectiveness of deliverables and results to be achieved. Each partner contributes, with its own country experience, to the best carrying out of the activities and the actions implementation.

The partnership includes the coordinating beneficiary: Centro Studi e Formazione Villa Montesca (IT) and the following associated beneficiaries: Regione Umbria (IT); University of Crete – Natural History Museum of Crete (EL); Consorci de la Ribera

(ES); Stichting APS (NL); Center for Educational Initiatives Association (BG) and Colegiul Tehnic de Transporturi (RO).

### 1.3 Expected Deliverables

The main expected deliverables, according to the core tasks of the SEE project, are the following :

- a **European Civil protection MOOC (Massive Open On-line Courses) platform** containing
  - **already existing e-learning tools** (searched, analyzed and evaluated in the first phase of the project)
  - **a guide** to single out criteria to be used for the evaluation of the e-learning materials in the sector of the protection of school organization and in the field of the knowledge of the disaster origins and causes
  - a **web community of experts** in order to disseminate the relevant European experiences in the field
  - **new learning tools (e-exercises, e-courses, e-learning games, web forum, edu-videos, reportages...)** to be used to give information about the correct behaviors and procedures before, during and after the strike
  - **video and visual tools** (to meet the needs of people with special conditions and under disability)

The platform is divided in relation to the risks sectors and categories of users, taking into account the origins and the effects of the different risks, the nature and the role of the users.

The platform is created to be "social" and, in this perspective, it interacts with the social networks (facebook, twitter, you tube...) in order to increase the number of participants and the level of their involvement. The number of the potential users is very high (students, staff, volunteers and professionals) and, because of the characteristics and variety of the learning products, it can also meet the different needs of the involved categories.

- a **Web television On-demand and Live**, an innovative product created to complete the learning offer.

The web TV contains three main categories of contents: streaming events (live seminars and meetings with a specific out-door service to allow questions and interventions made by the public); tv broadcasted programs (including the first pilot

series about Civil Protection); on-demand products (the existing videos and the new ones realized for the project)

Both Platform and web TV are realized in order to be Multi-platform (mobile – Iphone and android, tablet and Ipad, pc) and compatible with all the most popular browsers (firefox, safari, Chrome, explorer etc...).

## 2. General summary of the project implementation process

### 2.1 General overview of the process

As regards the comparative analysis of the work plan, individual tasks and their carrying out, the following deadlines have been met:

- TASK ID A **Management & Reporting to EC** and TASK ID F **Dissemination**, (transversal TASKs).

All the actions and products foreseen and those which are essential for the project's administrative management (Quality evaluation plan, Quality indicators, ....) and for the transparency of the partners' work and dissemination/valorisation of the results (Dissemination Plan, Project Web-site <http://www.seeproject.eu/>, brochures in all the partners languages, conferences, seminars, EU awareness campaigns in each participating country....) are fully realized.

- TASK ID B **Analysis, Assessment and Collection of the already existing awareness educational web and e-learning tools (related to risks awareness, prevention and preparedness for emergencies, self-protection)**

All the activities planned in this Task are fully realized and the foreseen products are completely delivered. The actions realized are: [A.7](#) Creation of six National Experts Commissions (NEC) for supporting the elaboration and evaluating the web and e-learning tool's effectiveness; [A.8](#) Research of existing web and e-learning tools addressed to EU school (primary and secondary), Civil Protection volunteers and professionals called to intervene in case of disaster in the school environment; [A.9](#) Building up of the referent framework for the assessment of the already existing educative awareness web-tools and e-learning tools; [A.10](#) Framework refinement and approval

The products delivered are: [D20](#)- Data base of the European didactical projects, web and e-learning tools; [D21](#)- On line inventory of information on disasters, risks, emergencies prevention, preparedness, self protection and coping emotions after the disaster; [D22](#): Assessment framework in order to evaluate the awareness existent tools



- TASK ID C **Analysis and best practices collection on educational web and e-learning tools addressed to schools**

All the activities planned in this Task are fully realized and the foreseen products are completely delivered. The actions realized are: [A.11:](#) *best practices* collection and realization of a booklet "Report on best practices on the existing EU educational web and e-tools for schools, Civil Protection volunteers and professionals called to intervene in case of disaster in the school environment".

The products delivered are: [D23:](#) Report on best practices on the existing EU educational projects and web and e-learning tools addressed to schools, Civil Protection volunteers and professionals called to intervene in case of disaster in the school environment; [D24:](#) Best Practices SWOT analysis (inside the booklet)

- TASK ID D **Realization of the Civil Protection Educational Web TV and e-learning Platform for spreading knowledge about risks, prevention and preparedness measures and self protection in EU schools**

The activities foreseen in this task are fully realized. In particular: [A.12:](#) Realization of the Civil Protection educational Web TV; [A.13:](#) Realization of the web platform; [A.14:](#) Realization of educational programmes for the Web Channel: first pilot series about risks knowledge; [A.15:](#) Organization of the awareness campaigns in EU schools for testing the Civil Protection educational web channel and e-learning platform.

The products delivered are: [D25:](#) Civil Protection Educational Web TV; [D26:](#) Civil Protection Educational Web Platform; [D27:](#) Educational programmes for the Web TV Channel: first pilot series about risks knowledge); [D28:](#) Awareness campaigns for schools and all the relevant stakeholders for testing and disseminating the Civil Protection educational platform and web channel

- TASK ID E **Design and testing of educational activities based on the contents, tools and resources uploaded in the Civil Protection Educational WEB TV and e-learning platform**

All the activities planned are fully realized. In detail: [A16:](#) Definition of Methodological Guidelines for creating school educational activities based on the civil protection educational learning platform and Web TV; [A17:](#) Definition of the European school educational activities (for primary and secondary schools)

on emergencies prevention, preparedness and self-protection; [A18](#): Creating multimedia video products (edu-videos, cartoons, etc...) for supporting the school programs to be uploaded in the interactive web platform and in the web TV.

The products delivered are: [D30](#): Methodological Guidelines for creating school educational activities based on the civil protection educational learning platform and Web TV; [D31](#): School educational activities (for primary and secondary schools) on emergencies prevention, preparedness and self-protection; [D32](#): Multimedia video products (edu-videos, cartoons, etc...) for supporting the school programs, to be put into the Civil Protection educational Web TV and e-learning platform; [D33](#): questionnaire for evaluating the effectiveness of the web platform and of the web TV; [D34](#): Educational web tools for dyslexics and for students with special needs; [D35](#): Report of the testing phase of the web platform and web TV in EU primary and secondary schools

- TASK ID G **Project Sustainability** All the activities planned are fully realized. In detail [A33](#): Definition of the SEE Project Sustainability Activities and Plan: how to maintain and further develop the platform and the Civil Protection educational Web-TV. The product delivered is the " Project Sustainability Activities and Plan: strategies to maintain active and further develop the platform and the Civil Protection educational Web-TV"

## **2.2 Comparative analysis of initial and actual time schedules, planned and used resources, expected and actual results**

The actual time schedule for all the phases of the project activities followed closely the initial time schedule. Indeed all activities and products of the SEE project have been carried out and implemented according to scheduled programme, thus guaranteeing the correct and rational use of all resources - material, human and economic, set by the project work group.

The planned and used resources are described in the F forms and comprise costs for personnel, travel and subsistence, sub-contracting and other direct costs. Full details of expenditure are detailed in the financial statement and excel workbook.

Each of the key expected results were achieved. In the section 5 "Presentation of the technical results and deliverables" all the outcomes and results are clearly described.

### 3. Evaluation of project management/implementation process

#### General framework

An effective Project Management provided an integrated framework for project organization, planning and control which was designed to:

- ensure the timely and cost-effective production of all the end-products
- maintain acceptable standards of quality,
- clearly and explicitly agree the objectives and scope of the project among the partners organizations,
- develop an overall schedule of activities and resources (project plan) required to carry out the whole project,
- develop a detailed schedule of activities and resources (stage plan) required to carry out the stages (TASK ID) of the project,
- define a project organization structure which was used to effectively manage and carry out the necessary work

so that

- since the beginning the project was set up in order to reach its project goals
- the probability of producing high quality outcomes on budget and on schedule was maximized.

To reach these objectives and to guarantee that all the proper planned activities could be put into action, a set of management tools were implemented and continuously updated during the project lifetime: the SEE Organization Chart, the Gantt Chart and the Work Breakdown Structure of the project, Products Report, Project Costs Report.

It must be also underlined that the evaluation of the project management foresaw some processes:

- - **Project monitoring** focused on activities and outputs and on their contribution to outcomes. Monitoring has been a continuous observation of a project's progress by systematically gathering key performance data for regular analysis
- - **Project reviews** focused on outputs and outcomes. It was organized through different forms of evaluations during which the different co-beneficiaries, coordinated by the applicant, reflected upon the project progression towards achieving its objectives, taking into account available monitoring and evaluation data.

- - **Two interim and a final evaluations** (in relation with the project reports to the DG ECHO) focused on the outcomes of the project and the likelihood that they will achieve the expected impact. Evaluations provided an opportunity for in-depth reflection on the strategy and assumptions guiding the project. They assessed the progress made towards the achievement of a project's objectives.
- - **Impact assessments** (still on going even if the project eligibility is over) in order to determine how and in which way the project interventions can contribute to longer-term impact. The impact assessment is made in the different countries involved in the project with a strict linkage with their national educative and civil protection systems. This sort of evaluation also considers the linkages between the different projects outcomes and the national interventions and strategies on the civil protection education and information.

### 3.1 Positive aspects / opportunities

- a) The project started on the right foot with a proper initiation because **goals and expectation were shared among all the organizations participating in the project**. Since the beginning all partners actively participated to the planning and accomplishment and the organization modalities of the partnership were defined by all the partners (the kick off project meeting in Città di Castello was very important from this point of view)
- b) in SEE the transnational cooperation has been importantly a learning experience: **valuable expertises were been well integrated into the project**, taking into account that the best teamwork results from the diversity of the individuals and roles.
- c) the **linkage that the applicant and the co-beneficiaries organizations have had with the relevant stakeholders in the field of civil protection** (relevant representatives in their own countries and in other EU countries) gave to the project an important national and trans-national impact. The dissemination and exploitation of the project results (i.e. the Awareness campaigns carried out in all the countries involved in the SEE project) and the amount of articles, press releases, events about the project are a direct evidence of the project effective impact. This enabled the project to ensure that messages were relevant across countries and organisations.
- d) the importance paid to creating a pleasant atmosphere during events delivered by the project helped to **harness people's interest and involvement**, enhancing contributions from the Project Team, core group and the wider network.

e) by setting up a robust and separate financial and administrative system for the project and using the forms and excel wordbook provided by EC, the Project Team has been able to monitor and gradually evaluate the project activities and expenditure.

f) **all the products (mainly the MOOC Platform and the Civil Protection Web TV) have been supported by structured guidelines** in order to make them usable by a large public of interested stakeholders

g) the sequence of the stages and steps of the project reflected the intrinsic and architectural dependencies inherent in the project. In any stage, an output of one step has been the input to another.

h) the representativeness of the national steering committees that ensured that the best expertise at national level to fulfill roles and responsibilities were selected and all major interest groups were appropriately represented. So, other than the project partners, **the project benefits from having a group of experienced people who operated in an integrated fashion** and who understood exactly the roles they had to play in contributing to the success of the project. This also ensured that the main interests being served by the project were properly represented also at the working level.

i) the **combination between an external, independent evaluation and an internal one** that stated that the project can be accountable for a follow-up, having assessed the positive results of the following main evaluation criteria

Evaluation criteria	Description
Relevance and strategic fit of the project	The extent to which the objectives of a development intervention are consistent with beneficiary requirements, country needs, global priorities and partner and stakeholders needs and policies. The extent to which the approach adopted by the project is strategic and can have a comparative advantage.
Validity of project results in relation with the civil protection policies	The extent to which the project is logical and coherent with the civil protection national and European policies.
Project progress and effectiveness	The extent to which the project's immediate objectives are achieved, taking into account their relative importance.
Efficiency of resource used	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into results.
Effectiveness of management arrangements	The extent to which management capacities and arrangements put in place supports for the achievement of the SEE project results
Impact orientation and sustainability of the project	The strategic orientation of the project towards making a significant contribution to broader, long-term, sustainable development changes. The likelihood that the results of the project are durable and can be maintained or even scaled up and replicated by project partners after the project formal end.

J) **The realization of on line educative tools addressed to people with special needs. In particular, one of the MOOC courses was tailored for deaf-mute users.**

Risk awareness, knowledge of the correct ways to be taken in emergency situations, the dissemination of the culture of civil protection, are issues that need to overcome language barriers, gender, religion and any other difficulties in order to be known by all. The course offers comprehensive information on earthquake safety, with particular attention paid to the rules of conduct to be known for safeguarding lives before, during, and after a seismic event.

Six videos are made considering the point of view of the deaf-mutes, putting priority in the Sign and images and are constructed in order to ensure a flowing vision of the Sign Language interpreter.

k) the activities and **deliverables realized are fully consistent with the project main aim**, building a culture of prevention and preparedness in view of disaster events

l) it's already **defined by the members of the SEE consortium a follow-up** of the project and it's also started an outcomes maintenance process. This is a formal defined process that involves technical staff in the identification and carrying out the work to be done in order to maintain the MOOC Platform and the Civil Protection Web TV, with all the project outcomes and the educational resources that are in.

### **3.2. Internal and external difficulties encountered**

There weren't significant internal or external difficulties during the project implementation.

Anyway, some elements are worth of mention:

Although the partnership involved both experienced and less-experienced organisations in terms of transnational project work, the consortium has successfully adopted a fresh and innovative approach to its work and has therefore managed to avoid some of the obstacles that can hinder such an enterprise: inertia, incompatibility of working methods, miscomprehension of roles, etc., although there have also been challenges, which have been both contextual and practical.

In contextual terms, while it was a feature addressed in the application (and which justified in part the need for a transnational consortium to deliver the work for added European value) the **different starting points concerning education and Civil**

**Protection in the participating countries** has been noticeable and has influenced the way in which the work has progressed.

Given such differing national situations, which were known at the time of the drafting of the application but perhaps under-estimated in terms of a time-restricted transnational initiative, it was vital that good communication was maintained and that work processes were continuously undertaken among partners as well as among the experts. Not only did this help in addressing the varied national starting points and infrastructures, it also helped identify the two-way processes taking place within the project rather than the one-way process of the coordinator to the other partners. Such practices are important to clearly identify, describe and present the actions in this Final Report.

Under practical aspects, communication has been a challenge in the project. It is not uncommon in transnational projects for the main periods of activity to peak at times just before and just after the scheduled project meetings. Because of the aforementioned contextual challenges, ongoing and consistent communication has been very important in the SEE project in order to ensure progress in each country and awareness of what is taking place in other countries. In addition to the transnational meetings having taken place, the promoters have arranged a series of Skype meetings and videoconferences (especially during the second year of activity the partners preferred communicating in this way rather than through the forum). These have been useful to maintain momentum, but there have also been technical problems in combining the spoken and written communication and issues with participation levels, but the IT, GR, ES, RO partners in particular have been regular participants.

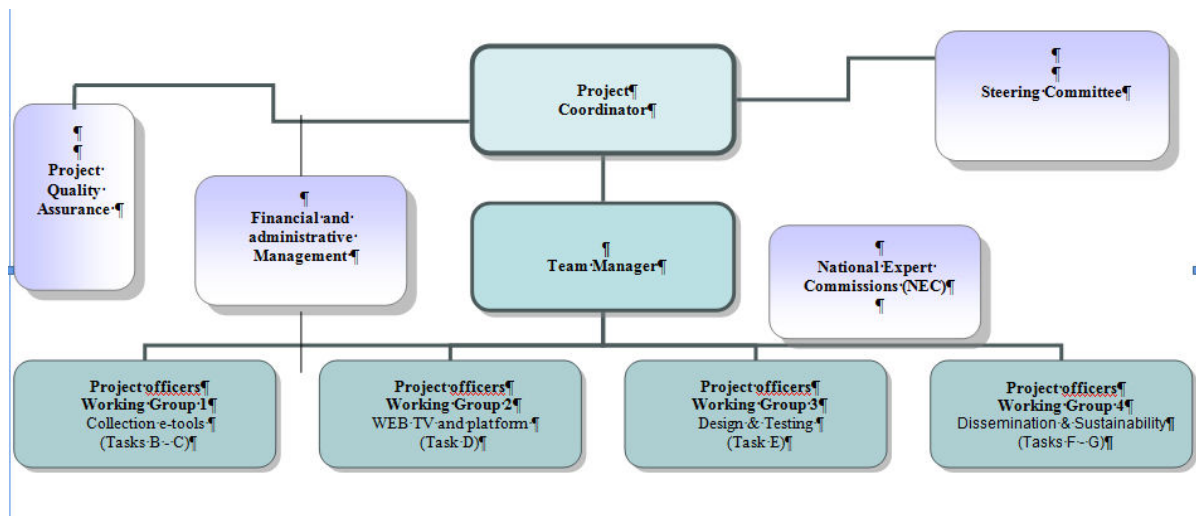
### **3.3. Core group co-operation**

- The Core Group Members were carefully selected to include representatives from the partners organizations and from a range of other organisations active in the field of Civil Protection at national and European level.

Most of the members had either led or participated in EC-funded projects.

- The Core Group, structured as the following, had a key role in guiding the project and in monitoring its progress.

## Organisation Chart



The members of the Core Group have been included in the decision process. This was a strategy to ensure that valuable expertises were well integrated into the project. The arrangements for decision-making of the Group were inspired by the principle of transparency. This strategic alliance reflected the partnership's specific objectives and work programme. Indeed in the project, although every partner was leader of specific actions (the ones more related to the specific experience and competence of each organization), all the partners actively participated to the planning and carrying out of the project.

- The Core Group was also the coordinating organization of the project internal evaluation, therefore it checked and monitored the activities implementation and the respect of the foreseen timetable. In this way the proposal in itself worked as 'control tracklist' with an interesting self-evident monitoring structure.

- The Group also supported the SEE dissemination

- It was up to the Core Group Members to determine a group of representative stakeholders at national and European level (policy makers, civil protection organizations, experts in education, national and EU Institutions, public administrators, Civil Protection volunteers, scientific experts and non-associated persons that are not organized and usually considered the silent majority -e.g. neighbouring people-) with whom the vision and expectations about the project were been confronted during the project lifetime.

- The Core Group provided tremendous support and guidance to the Project Team throughout the project, with exceptional contribution of advice, sharing knowledge, experience and contacts.



- Five Core Group meetings (hosted in the different countries involved in the SEE project) and several video conferences and skype conferences were done in these two years project.

### **3.4. Co-operation with the EC**

The coordinating beneficiary of the SEE project has been in close cooperation with the European Commission that greatly eased the strategic phases of the project. Ms Biljana ZUBER has been very collaborative and careful. She also participated to the SEE Closing Conference that was held in Valencia on November 27<sup>th</sup> 2014.

The EC was informed of and invited also to project meetings and events and received the main project outcomes and two interim reports.

The two interim reports, including a summary of the project expenditures were submitted in August 2013 and in April 2014

At appropriate times, the Project Leader sought financial and technical advice and kept the EC up to date with the project activities and approaches and where any changes were considered.

### **3.5. Comments on the European value added**

The project activities and results had an additional European value that would have not resulted from a project funded at regional and national levels.

The project is indeed able to feed into European debates about education and Civil Protection and looks beyond its confines to find a broader European relevance of the issues, the actions and the outputs: so the European Added Value (EAV) has been maximised by the main activities that are strategic at European level.

For this reason the project has several added values that can be summarized as following:

#### **- *European Political added value***

The project addresses problems that have, of course, a European dimension as well as an international dimension fitting with the goals of the United Nations Decade of Education for Sustainable Development (2005 - 2014) led by the UNESCO, which aims at the development of the concept of Education for Natural Disaster Preparedness (ENDP).

The political added value of the project must be seen also in relation with the findings of the Civil Protection Financial Instruments that states that training, education and research, including on relevant traditional knowledge preservation, are effective ways of developing a culture of preparedness and prevention.

**- *European Pedagogical added value***

The outcomes of the project have potential net benefits which are at trans-national level, giving a contribution for facing obstacles and providing tools for an innovative "Civil Protection" teaching approach. All the project outputs (in particular the Civil Protection Web TV and the e-learning platform) can be used or can be adapted for use in all the Member States.

To be open to know and behave in case of disaster means to be actively part of a more multidimensional perspective: local in order to assure effective impact, national, in order to be connected to the educational policies and regulations; European in order to give a contribution to the implementation of strategies to raise awareness and spreading knowledge about civil protection in Participating States.

**- *European Operational added value*** that entails:

- cross-border cooperation among EU organizations with a vertically and horizontally functioning partnership, despite the different structures and areas of responsibility;
- the researches on existing tools and the testing phase of the MOOC platform and Web TV on large-scale necessitate international collaboration: the project benefits from a wider pool of ideas from which to open the doors to increase possibilities for teaching Civil Protection issues in effective way in primary and secondary schools
- the establishment of a critical mass in human and financial terms and the combination of complementary expertises and resources available Europe-wide in the different partners organisations
- the development of a circle of committed experts (multipliers): carrying out the work at European level would be greater than the sum of the impacts of national projects because they joined research and innovation, realized cross-border networking, exchanged best practices and know-how

It must be in particular underlined that the Civil Protection Educational Web TV and the e-learning platform can represent a desirable first step for the creation of an European Civil protection Web TV, managed and organized by the users, by the schools, by the volunteers/professionals...a TV addressed not only to the school system but to every sector of the civil protection.

So, in order to maintain and further develop the TV, the members of the SEE consortium proceeded (during the project lifetime) in making specific agreements with the Educative and Civil Protection Authorities in order to put at their disposal all the resources, the didactical tools and materials, other than the platform and the Web TV.

Finally it can be underlined that the SEE project gave important results from a multidimensional perspective: *local* because it had an effective impact during the experimentation at local level, *national* because it was connected to the national Civil protection policies and regulations; *European* because it can give a contribution to the implementation of strategies to develop a culture of prevention inside and outside the school.

### 3.6. Lessons learnt and possible improvements

The project was extremely successful, however there are some aspects (*possible improvements*) which could have enabled the project to be even more effective.

In particular

- ❖ considering translation needs in other languages of the ones of the partners countries and English
- ❖ the cost for the realization of the Web TV was higher than planned during the preparation phase. Anyway the additional cost was covered through the cost of the staff of the different partners organizations. The staff worked also in the preparation of some reportages and some video interviews with experts.

Concerning the *lesson learnt* the following aspect are worth of mention:

- the valorisation activity is a key factor of the project. In SEE project the partners showed to have actively engaged in a continuous dissemination effort using different media and tools. An important evidence of this effort is the press review, showing a good rate of dissemination also in newspapers and magazines. and the success of the awareness campaigns realized in all the countries involved in the project (with some innovative way of promoting the project as for instance the Flash Mobs) In this case, the projects activities and its results produced a prolonged effect with more possibility to become a 'structural value' of the scientific content in the specific field
- the importance and value of a well structured project proposal which can be used as a continued source of reference and also as a tool for facilitating the early identification of likely variations in activities or budget which can be brought to the attention of the EC
- the importance of a well structured connection among objectives, activities, deliverables, outputs and results and partners engagements. In this way the proposal in itself worked as 'control tracklist' with an interesting self-evident monitoring structure
- the usefulness of completing the various monitoring forms in helping the Project Team to progressively evaluate the technical results and deliverables

- applying good team management for each of the teams involved (Project Team, Core Group, experts....) led to the following: team-building, early and effective planning, sharing of results, listening to different ideas, continuous attention to harnessing, enthusiasm and interest
- the importance of a precise and detailed timetable that makes possible to analyze the progress of different project phases and tasks
- the effectiveness of a clear identification of different categories of project users: target groups, end-users, beneficiaries and stakeholders. This was important because each product has different parameters of effectiveness, different target groups a different way to impact during the project or after its formal conclusion.

## 4. Activities

### 4.1 Comparison between initial planned and actual implemented activities, including monitoring, evaluation and dissemination

The actual implemented activities for all the phases of the project followed closely the initial planned ones. To achieve this result all the Partners have shared common perspectives and responsibilities, respecting their tasks and the deadlines.

Indeed all the activities Within each Task ID have been carried out and implemented according to scheduled programme, thus guaranteeing the correct and rational use of all resources - material, human and economic, set by the project application form.

The activities related to monitoring, dissemination and evaluation are also fully realized. In particular, an internal and external evaluation were done.

This means that the SEE project activities were monitored and evaluated with a systematic approach to project quality management, ensuring that the needs were clearly understood, agreed and fulfilled.

Concerning the internal evaluation, it assessed the following criteria:

- i) step by step progress of the initiative as a contracted project.
- ii) the activities in relation to the produced outcomes

The evaluation has been carried out in order to check mainly:

- the economic and financial management and supervision of the project by the project co-ordinator
- the quality and consistency of the realization of each activity planned in each TASK ID
- the coherence of the main activities/results (i.e. realization of the MOOC Platform and Civil Protection Web TV) in relation to the project goals

The Final results of the Internal evaluation are shown in the following table (*for more detail please see the SEE Internal evaluation report*):

<b>SEE project internal evaluation</b>		
<b>CRITERIA</b>	<b>DEFINITION</b>	<b>EVALUATION RESULTS</b>
<b>Project performance: positive aspects and opportunities</b>		
<i>Relevance</i>	The extent to which the objectives of the project are consistent with beneficiaries' requirements and needs, and with the institutional	The project fully reached its objectives during its lifetime. The research concerning "Analysis, Assessment and Collection of the already existing awareness educational web and e-learning tools" and the "Collection of best practices" were carried out by "Partner Groups" and each group fully collected the relevant practices and educational e-learning and web tools in its own

	priorities. It also entails an assessment of project coherence in achieving its objectives	country . The MOOC Platform and the Web TV have a very good result in terms of efficacy and diffusion. More courses than planned are put into the platform and more videos than planned are uploaded in the Civil Protection Web TV
<i>Effectiveness</i>	The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.	The development intervention's objectives were achieved.
<i>Efficiency</i>	A measure of how the project resources/inputs (funds, expertises, time, etc.) are converted into results.	The project resources were correctly converted into results: the number of tools studied and of good practices analyzed are much more than what was foreseen in the project application. The MOOC Platform and the Web TV have a very good result in terms of efficacy and diffusion. The experimentation with the schools gave important feedback in terms of usability, effectiveness of the contents, efficiency in relation to the chosen topics.

### Project impact

<i>European added Value</i>	The value resulting from EU support from the project activities which is additional to the value that would have resulted from the project funded at regional and national levels	European Added Value is maximised by the main activities of the project that are strategic at European level. It also must be specified that the EAV is incorporated into work-programmes The overall logic of the system is that its successful implementation should ensure that the programme is on track to capture the potential EAV identified by the project itself. In particular the MOOC Platform, the Web Tv and the Data Base of project, practices tools and learning materials addressed to EU school (primary and secondary), Civil Protection volunteers and professionals, that is are consulting, implementing and integrating interactive multimedia tools accessible from the website, can be continuously updated (also after the project end), keeping updated both the beneficiaries and the wider public
<i>Lesson learnt and possible improvements</i>	Lesson learnt in terms of - efficiency, cost savings, or improved quality; conformance to the aims and the work programme -presence of tangible, intelligible results; breadth of results' application	During the project lifetime the partnership used a series of small steps to deliver results frequently. This method is used to get better control on quality, performance and cost To reach this aim the circle of Deming method was used 1. Plan a change or improvement 2. Carry out the plan 3. Study the results 4. Adopt the change, abandon it, or run through the cycle again The method relies on a rich assessment of the project values, which are quantified for measurability • These values become the definition of success for individual project steps and the entire project. Each project step's results are compared against the definition

		<p>of success to assess impact</p> <p>It must be underlined that both activities and products of the SEE project are carried out and implemented according to schedule thus guaranteeing the correct and rational use of all resources - material, human and economic, set by the project. The lesson learnt goes alongside the sharing of intents and responsibilities by the partners as regards the coordination of the various steps of the project and the common aim of achieving the expected results and the short and long term impact given by</p> <ol style="list-style-type: none"> <li>a) the creation of a MOOC platform, in which is possible to use the tools created in different projects, adding new tools and learning materials (e-exercises, e-courses, e-learning activities), thus offering a complete set of educational resources to students and teachers and to all the categories involved in the prevention, preparedness, self protection and cultural comprehension of the risks.</li> <li>b) The realization of a web TV dedicated to programs about the civil protection initiatives and to the prevention/preparedness of the risks, a really new educative environment that can be something really new and can represent the first step of a civil protection European TV channel.</li> </ol>
<i>Partnership cooperation</i>	<p>This criterion assesses</p> <ul style="list-style-type: none"> <li>-the contribution of partners to project design, execution, monitoring and reporting, supervision and implementation support and evaluation</li> </ul>	<p>The project has developed and implemented a mechanism for successful collaboration among the partnership. Key elements for success have been: experience and understanding by the project management of group process and consensus building within the partnership, willingness of participants to work towards common goals, experience in presenting evaluation results in professional forms (journals, meetings with stakeholders), innovative methods of disseminating information such as promotion of a Network "SEE in Europe Network" and the Awareness campaigns realized in all the countries involved in the project</p> <p>The performance of each partner was assessed on an individual basis with a view to the partner's expected role and responsibility in the project life cycle.</p>

Concerning the external evaluation, an expert was subcontracted in order to give to the project an independent assessment related to the actual outcomes as they are likely to benefit the end-users and the target groups

The external evaluation has been a process of collecting, recording and organizing information about project results, including short-term outputs (immediate results of activities, or project deliverables), and immediate and longer-term project outcomes.

Common rationales for conducting the external evaluation were been:

- identification of success factors, need for improvement or where expected outcomes were reached or not;

- control and validation of the SEE outputs
- check that the SEE products allow the project to reach all its objectives and goals

The conclusion and the final comment of the external evaluator, after a deep analysis, is the following (*for more detail please see the SEE External evaluation report*):

The project SEE is a very useful tools box. Professional rescuers, Volunteers, Teachers and all the other Subjects involved in didactical projects on Disaster Risk Reduction can take advantage from the products developed from the SEE project.

The objectives identified in the project document are fully achieved. The web site and all the related products have an high impact on the users. The web platform, realized with the SEE project, has an high level of usability, it is intuitive but at the same time it contains product and materials with an high technical level.

The pilot platform, output of the project activities, is a complete set of tools. The use of all the sections contained in the platform can help the instructors to realize an all-involving course. But we think that the most important aspect is the open vision of the platform. The Community can take advantage from the platform but at the same time it can provide at the growth of the same platform. We think that the participation of the users and communities in general can be the activities in which invest resources in the future in order to enhance the excellent results achieved with the SEE project.

## **4.2 Qualitative evaluation of the activities**

The qualitative evaluation of the activities are described in the following table:



**TASK ID A – MANAGEMENT**

Activities	Description	Qualitative Evaluation
<p><b>A.1</b>  <b>Definition of a Shared Protocol among the partners for the Project Management</b></p>	<p><b>Guidelines for the project’s</b> decision-making process and provisions for the common work management and organization</p>	<p>Guarantee among the partnership common strategy for the achievement of the SEE objectives.            Guarantee the transparency and the efficacy of the project management.</p>
<p><b>A.2</b>  <b>Arrangements for decision making and management tools</b></p>	<p>The main tools are:            - Spreadsheet formats to be fulfilled timely by all the partners            - <b>Gantt chart and Work Breakdown Structure</b>, instruments showing the estimated length of time and activities to be accomplished in each project phase. They also show who has to do what and when            - <b>Responsibility Allocation Matrix</b> that defines, for each task of the project, rules, responsibilities and specific tasks of the partners involved            - <b>Spreadsheet formats</b> for documenting the project activities in relation with costs to be fulfilled by each partner every 3 months for project monitoring. This is an important help for the completion of the reporting activities to EC            - <b>Templates and Checklists for scheduling and monitoring the partners tasks</b> that is a brief structured report in which each partner has to evaluate on a regular basis his own activities, results and work in progress, in order to improve performances and the effects</p>	<ul style="list-style-type: none"> <li>- Documenting the projected costs of a project and for high-level cost tracking</li> <li>- Supporting the project and acting as a control on whether the targets have been met</li> <li>- Guaranteeing the transparency and the efficacy of the financial management</li> <li>- Improving the results on the value and quality of the project</li> <li>- Simplifying decision making and assisting with changes to the project, if necessary</li> <li>- Collecting reliable information, in order to measure the performances vis a vis the expected results and objectives</li> <li>- Guaranteeing to each partner access to partnership information regarding the transnational cooperation progress to ensure transparency</li> </ul>
<p><b>A.3</b>  <b>First and Second Progress Reports</b></p>	<p>It contains a summary update on the project’s progress, ongoing and planned activities and outputs financial data highlighting the project’s costs up to the drafting of the progress report. It also contains comments on the management of the project and partnership.</p>	<p>Informing the Commission in writing on the progress of implementation of the actions            Documenting the project’s activities in relation to their costs</p>
<p><b>A.4</b></p>	<p>Each partner nominated two representatives as members Steering</p>	<p>This action enforced:</p>

<b>Creation of the project Steering Group</b>	<p>Group The group shared decision on the organisation of the activities and actions, it set the priorities and monitored the project's implementation.</p> <p>Also Six National Experts Commissions (NEC) –one in each participating country- were defined in order to evaluate the tools effectiveness through the assessment framework</p>	<ul style="list-style-type: none"> <li>• Better organisation of projects activities and priorities;</li> <li>• Direct communication among partners and;</li> <li>• Participation of all partners in decision making</li> </ul>
<b>A.5 Project Quality Assurance &amp; Quality evaluation plan and indicators</b>	<p>Brief report and procedures about project quality and measured indicators for monitoring and evaluating products and processes, i.e:</p> <ul style="list-style-type: none"> <li>-respect of the activities planned</li> <li>-respect of the deadline</li> <li>-conformity of the results</li> <li>-efficacy of the communication system</li> <li>-efficacy of the dissemination strategy</li> <li>-type and reason of probable changes</li> </ul>	<ul style="list-style-type: none"> <li>- Obtaining the project quality assurance</li> <li>- Monitoring and evaluating products and processes</li> <li>- Guaranteeing the transparency and the efficacy of the operational and financial management</li> </ul>
<b>A.6 Project meetings</b>  <b>Kick-off meeting Italy</b>	<p>Meeting in Città di Castello organized by the Italian partners on April the 4<sup>th</sup> and the 5<sup>th</sup> 2013</p>	<p>Planning of the Task A, B and C of the project Guaranteeing the transparency and the efficacy of the project management The qualitative evaluation done through questionnaires gave a very positive results about the meeting organization and the meeting goals</p>
<b>Meeting in Sofia BG</b>	<p>Meeting in Sofia organized by the CEI BG partner on 15<sup>th</sup> 16<sup>th</sup> October 2013</p>	<p>Defining the MOOC platform contents Singling out and selecting the good practises Launching the see Film contest The qualitative evaluation done through questionnaires gave a very positive results about the meeting organization and the meeting goals</p>
<b>Meeting in the Netherlands</b>	<p>Meeting in Amsterdam organized by the APS partner from the Netherland on 13<sup>th</sup> – 14<sup>th</sup> March</p>	<p>Presenting the web TV Defining the web TV experimentation phase Defining reports and video for the Web TV Defining the jury for the contest Validating the final booklet</p>

		The qualitative evaluation done through questionnaires gave a very positive results about the meeting organization and the meeting goals
<b>Meeting in the Greece</b>	Meeting in Crete organized by the NHMC partner on 21 <sup>st</sup> – 22 <sup>nd</sup> of October	Presenting the final version web TV Defining the experimentation phase Reporting about the national awareness campaigns Validating the Guidelines National Conference in Greece The qualitative evaluation done through questionnaires gave a very positive results about the meeting organization and the meeting goals
<b>Meeting in Spain</b>	Meeting in Valencia organized by the Consorci de la Ribeira partner on 26 <sup>th</sup> – 27 <sup>th</sup> November, together with the SEE Project Final Conference	Presenting the results of the experimentation phase Defining reports of the final products Defining the rules for the final reporting to the Commission The qualitative evaluation done through questionnaires gave a very positive results about the meeting organization and the meeting goals

**TASK ID B - Analysis, Assessment and Collection of the already existing awareness educational web and e-learning tools (related to risks awareness, prevention and preparedness for emergencies, self-protection)**

Activities	Description	Qualitative Evaluation
<b>A.7 Creation of six National Experts Commissions (NEC) for supporting the elaboration and evaluating the web and e-learning tool's effectiveness</b>	In each country experts in the topics of prevention and raising awareness, civil protection, as well as in the environmental education are selected. Their experience however is invaluable and is shared within a working group. In each country partners developed the National expert groups by inviting experts and specialists to join project's personnel. Experts in emergency, civil protection, psychology, communication, education, participate amongst other specialists in the national expert groups.	<ul style="list-style-type: none"> <li>- Establishment of multidisciplinary and well experienced groups of experts in each country</li> <li>- <b>Professional and technical support in the core phases of the SEE project (Task C-D-E)</b></li> <li>- Transferring of worldwide and nationally gained experience and knowledge to the partners and the project's outcomes</li> <li>- Guaranteeing a strong link with the different</li> </ul>

		<p>national education systems</p> <ul style="list-style-type: none"> <li>- Guarantee a strong link between the project aims and the different local risks/main provoking factors</li> </ul> <p>The chance to involve experts from all partner countries can guarantee outcomes with high quality product, planned to be transferred in different geographical and cultural contexts</p>
<p><b>A.8</b>  <b>Research of existing web and e-learning tools addressed to EU school (primary and secondary), Civil Protection volunteers and professionals called to intervene in case of disaster in the school environment</b></p>	<p>The web and e-learning tools researched, analyzed and published are:</p> <p><b>In Italy</b></p> <ul style="list-style-type: none"> <li>- Civilino (cartoon, web tool and web site)</li> <li>- TINONI &amp; CO. (web tool and web site)</li> <li>- Edurisk - Itinerari per la riduzione del rischio (Educative learning tools and web site)</li> <li>- Web tool of the Multimedia School of Civil Protection</li> <li>- CFS - CORPO FORESTALE DELLO STATO. IL MONDO DI LINO FORESTA (Edu-documentary and web site)</li> <li>- La Protezione Civile nelle scuole. Protezione Civile Città di Torino (e-guide and didactic multimedia tool)</li> <li>- La Protezione Civile per i piccoli (e-guide)</li> <li>- RiskNat – Geoportale (web portal with didactic activities)</li> <li>- Vigili del Fuoco Bimbi (Weminar)</li> <li>- 118bimbi.it (web site)</li> <li>- Elmo &amp; Pluvio (web site with didactic web resources)</li> <li>- Sicurezza a scuola e al lavoro (e-guide)</li> <li>- Ufotto Leprotto (cartoon and web site)</li> <li>- Mister Help (web site and didactic tools)</li> <li>- Rischiattrotolo (edu-game, web site and web resources)</li> <li>- CARABINIERI. Consigli per i più piccoli (e-guide)</li> <li>- Imparo la sicurezza giocando (Edu-documentary, educative learning tools and web site)</li> </ul> <p><b>In Greece</b></p> <ul style="list-style-type: none"> <li>- RACCE "Raising earthquake Awareness and Coping Children's Emotions" (cartoon, e-guide, interactive tools)</li> <li>- "Play and learn" General Secretariat for Civil Protection" (edu-games)</li> <li>- Riskland (Edu-documentary, educative learning tools and web site)</li> <li>- Science in school (web site with didactic web resources)</li> </ul>	<p>The searched and analyzed web and e-learning tools are put on a data-base, friendly to use from everyone interested in, linkable from the project website. It's a consulting, implementing and integrating interactive multimedia tool. It allows the users to find the relevant information simply surfing with different research criteria (per country, per kind of disaster, per kind of tool, per language...)</p> <p>It can be continuously updated (also after the project end), keeping updated both the beneficiaries and the wider public.</p> <p>It will be one of the results/deliverables that will allow the project sustainability.</p> <p>This analysis, implemented at EU level, provided a baseline for understanding what kind of tools are currently used. An assessment framework that contains indicators and indexes for the evaluation of awareness activities in schools, already implemented in the European countries has been created in order to monitor the level of effectiveness of the identified tools</p>

- Video of Private Schools Theodoropoulos (videos and didactic resources)
- SIMPLE TIPS FOR PREVENTION OF FIRE ... BY YOUR FRIENDS THE PLAYMOBIL "brochure fire prevention" (app for playmobil)
- Natural Europe-Educational pathways (e-guide, web site and educational tools)

#### **In Spain**

- Evacuation Operation in Schools (e-guide and web demonstration)
- Self-protection in schools (web site with educational tools)
- Evacuation drill in kindergarten (e guide and web site)
- How to react to an earthquake at school (web tools indicating how to behave in case of disaster)

#### **In the Netherlands**

- Card of scenarios School Shooting (videos and slideshows)
- checklist learning from incidents (e-guide)
- If a disaster strikes school. Dealing with calamities in education (guide and learning tools)
- guide for prevention and coping with school attacks (e-guide)
- self-reliance in emergency situations in education (courseware)

#### **In Bulgaria**

- Fire Safety Guidelines for Children (e-guide)
- Educational-methodological guide for teachers for defense and self-defense in case of fire Grades 1-10 (e-guide)
- Helping Teachers: Educational materials for children on fire safety and disaster protection (educational web tools)
- Online fire fighter games (edu-games)
- Disaster Hero Online Game

#### **In Romania**

- Instructions for evacuation of educational facilities (website, e-guide and educational tools))
- Film demonstration with children and for children where the topic is: "How to behave in a room where fire smoke entered" (cartoon and web site)
- Web tool that shows behaviors in case of disasters
- Website about seismic warning (formation, earthquake protection, life triangle); recent earthquakes; seismic monitoring stations.

<p><b>A.9</b>  <b>Building up of the referent framework for the assessment of the already existing educative awareness web-tools and e-learning tools and</b>  <b>A.10</b>  <b>Framework refinement and approval</b></p>	<p>It's an instrument for defining the relevant factors for the evaluation of the searched web and e-learning tools. The identified factors were broken down into simple indicators in order to be entered into a framework for the final evaluation. Indicators, among the others, were been: the degree of understanding of the content shown in the web tools or in the e-learning tools, the degree of permanence of the contents, the level of participation in educational activities, the point of view of viewers.</p>	<ul style="list-style-type: none"> <li>- Guaranteeing the efficacy of the selected tools</li> <li>- Guaranteeing the European added value of each selected tool in a way that it can be helpful and usable at European level, transferring them in different geographical and cultural contexts</li> <li>- Defining a framework with indicators and criteria in order to evaluate the effectiveness of the existing educative awareness web-tools and e-learning tools evaluate of existing web and e-learning tools</li> <li>- transferring and exploit the good practices at EU level</li> </ul>
--	--	--

**TASK ID C - Analysis and best practices collection on educational web tools and e-learning tools for disaster prevention and preparedness addressed to schools**

Activities	Description	Qualitative Evaluation
<p><b>A.11</b>  <b>Individuation of the more valuable elements of the existing EU educational projects and reports on best practices</b></p>	<p>The best practices analyzed that will form the Booklet on best practices on the existing EU educational web tools and e-learning tools are:</p> <p><b>In Italy</b></p> <ul style="list-style-type: none"> <li>- Vivisicuro.it (web site and educational tools)</li> <li>- Protezione Civile. Regione Autonoma Friuli Venezia Giulia (e-guide)</li> <li>- Dipartimento di Protezione Civile. Regione Abruzzo (web tools indicating how to behave in case of disaster)</li> <li>- App Vigili del Fuoco (App for smarthphone)</li> <li>- A.E.O.P. NUCLEO SANITARIO SICILIA "Video simulazione terremoto" (video documentary)</li> <li>- Carpidiem. Comune di Carpi. Protezione Civile comunale (eguide and web tools indicating how to behave in case of disaster)</li> <li>- Alla larga dai pericoli (web site and educatinal web tools)</li> <li>- CFS Corpo Forestale dello Stato (e-guide)</li> <li>- PATCH (Prevention Analysis and Tools for Cultural Heritage) web site, edu-video, edu-game, on line simulation in virtual words and educational</li> </ul>	<p>Identification and analysis of best practices about educational web tools and e-learning tools carried out by Member States. The full analysis of data have detected various aspects, weaknesses and opportunities of the education projects, to get a complete view of the critical elements on which to pay attention during the development of the educational program based on the Web TV. The diffusion of practices can allow the implementation of strong improvements in education related to risk awareness, prevention and preparedness measures for emergencies and self-protection in schools.</p> <p>The Best practices analysis can be continuously updated (also after the project end), keeping both</p>

tools

### **In Greece**

- Changes on earth surface (edu video)
- Geography of fifth and sixth grade (edu-documentary)
- Educational Television-Volcanoes
- The Earthquake Planning and Protection Organization (web tools indicating how to behave in case of disaster)
- OASP- For kids and adults (on line educational materials and web site)
- Educational program Voluntary Action for Risk, Crisis and Emergencies (e-guide)
- Seismological Laboratory, University of Patras (virtual simulations)
- Imeakia-Dancing Earth (e-guide)
- General Secretariat for Civil Protection (web site and educational tools)
- Educational films for extreme weather events (storms, floods, snow, heat waves, earthquakes, fires)
- The burning Aegeum (edu-video)
- The KAPNOULIS advise ...
- Natural hazards and disasters (SHIELD project) (web site and educational tools)
- EARTHQUAKENET (web site and educational resources)
- 12 DIMOTIKO SXOLEIO ATHINAS (educational web tools)
- Region of Crete Department of Civil Protection (web site, educational tools and web tools indicating how to behave in case of disaster)
- ENVIROMENT - WOOD PROTECTION (edu-documentary)

### **In Spain**

- Close the door to the fire (web site and e-tool)
- Evacuation Drill Earthquake and Fire (web tools indicating how to behave in case of disaster)
- Life Triangle (web site and web tools indicating how to behave in case of disaster)
- Prevention and treatment plan of accidents and natural disasters (web tools indicating how to behave in case of disaster)
- Non-occupational risk prevention (e guide and web site)

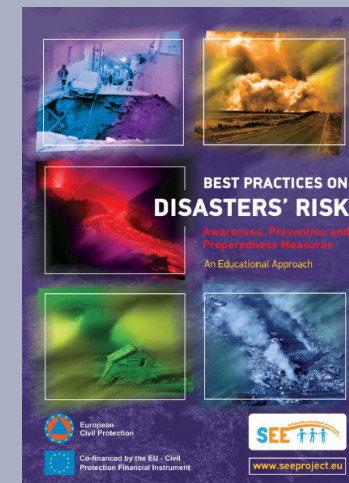
### **In The Netherlands**

- checklist learning from incidents (on line check list)
- self-reliance in emergency situations in education (web tools indicating how to behave in case of disaster)
- Integral Safety in higher education (web site and educational resources)

### **In Bulgaria**

the beneficiaries and the wider public updated about the most important and significant practices and tools.

The searched and analyzed practices are put on the data-base, linkable from the project website. It's another result of the SEE project that can guarantee its sustainability and it can have a significant impact on European Civil Protection Education.

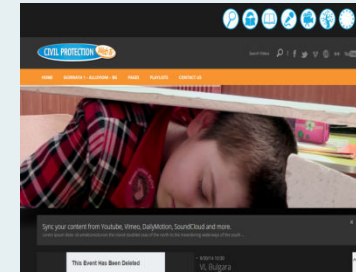


	<ul style="list-style-type: none"> <li>- How to protect ourselves from natural disasters? (web tools indicating how to behave in case of disaster)</li> <li>- Natural Disasters (subject "Our environment", 2nd grade)</li> <li>- Evacuation in Case of Fire (e-guide)</li> <li>- Natural disasters: 12 rules in case of natural disaster and break down (web tools indicating how to behave in case of disaster)</li> <li>- Project "SAFE QUAKE" - Improving the post-disaster behavior of the population living in urban areas with high seismic risk (web site, manual, educative web tool)</li> </ul> <p><b>In Romania</b></p> <ul style="list-style-type: none"> <li>- Web Tool that presents behavior during disasters</li> <li>- Guides and other helpful documents</li> <li>- Presentations and slide shows called "Training guide for emergency situations"</li> <li>- How to live with fire (website)</li> <li>- Web tool that shows behaviors in case of disasters</li> <li>- Website ISU materials for the class with the form teacher</li> <li>- Web brochure about how to behave in case of different natural disasters</li> </ul>	
--	--	--

**TASKS ID D: Realization of the Civil Protection Educational Web TV and e-learning Platform**

Activities	Description	Qualitative Evaluation
<p><b>A.12</b></p> <p><b>Realization of the Civil Protection Educational Web TV</b></p>	<p>The Web TV is an Internet Channel that is organized in a portal containing four main sectors:</p> <ol style="list-style-type: none"> <li>1. On demand videos and programs (where the users can selected what to watch having a choice among videos and programs already broadcasted, the video are selected in the Net or produced by the organizations involved in the SEE projects)</li> <li>2. On air -section, Programs broadcasted live (the project schedules to produce and realized a pilot TV show about risk awareness next October)</li> <li>3. Users reserved space, with an access after a registration (to create a web forum space to interact with the experts and with the users)</li> <li>4. Events and seminars (in streaming)</li> </ol>	<p>The Web TV represents a very interesting way to interact with the digital television and, thanks to the not relevant costs of the video production in HD quality, the products already performed can be broadcasted in the TV digital channels.</p> <p>It must be underlined that in every EU Country the TV represents a very relevant way to disseminate products and knowledge. The web TV can be a desirable first step for the creation of an European Civil protection Web TV managed and organized by the users and by the volunteers addressed not only to the school system but to every sector of the civil protection activity.</p>





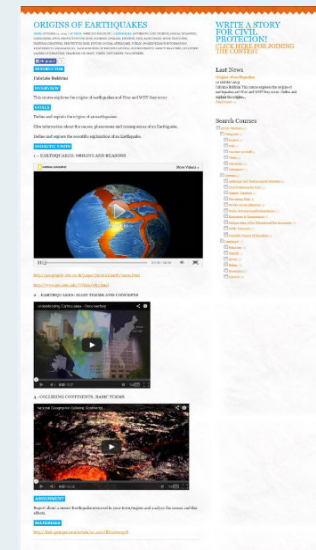
**A.13  
Realization of the Civil  
Protection educational  
MOOC Platform**

A Massive Open Online Course Platform is realized embedding courses about:

- preparedness
- scientific origins of the disasters
- anthropogenic disasters
- educative issues relative to CP

<http://www.seeproject.eu/category/mooc-platform/>


Massive learning in Multilingual from (IT, GR, BG, NL, EN, ES)  
A MOOC is a widespread tool that generally involves a relevant number of users.  
The SEE MOOC embeds around 50 courses addressed to potential beneficiaries (form experts and professionals to students and school staff)




**A.14**


The Consortium promoted the EEA competition "European Civil

The chance to involve young experts and

<p><b>Realization of the First pilot series on Civil Protection</b></p>	<p>Protection Short Story Contest", whose goal is to raise young people's awareness towards the issues of prevention of natural and man-made disasters, emphasizing the importance of civil protection systems.</p>	<p>filmmakers from all over Europe can guaranteed an outcome with high quality product, planned to be transferred in different geographical and cultural contexts</p> <p>Through the contest the first pilot series was realized involving young European filmmakers and realizing a participative process for the creation of the series</p> 
<p><b>A.15 Realization of the European Awareness campaigns for testing the Civil Protection Web TV and MOOC platform</b></p>	<p>Organization of the awareness campaigns in EU schools for testing the Civil Protection educational web channel and e-learning MOOC platform</p>	<p>One campaign in every participating country is organized with the aims to:</p> <ul style="list-style-type: none"> <li>a) support the design and the development of the Educational Web TV and e-learning platform;</li> <li>b) promote the dialogue amongst different stakeholders that will be the users of the WEB TV and the MOOC platform (students, teachers, civil protection volunteers and professionals....)</li> <li>c) assure sustainability and dissemination of these important project outputs</li> </ul> <p>These awareness campaigns are designed by the SEE staff in Europe in cooperation with schools in the territory of the countries identified Partners. Also a short live flash mob about how to behave in case of natural disasters will be performed in each involved school</p>

**TASKS ID E: Design and testing of educational activities based on contents, tools and resources uploaded on the Civil Protection Educational Web TV and MOOC platform**

Activities	Description	Qualitative Evaluation
<p><b>A.16</b>  <b>Definition of Methodological guidelines for creating schools educational activities based on MOOC platform and Web TV</b></p>	<p>Guidelines establishing the general methodology for the realization of the educational activities. Through the indications given in the guidelines, and with the support of the already assessed tools, videos and materials, it's possible to define the various modules of civil protection educative programmes for primary and secondary schools</p> 	<p>The Methodological Guideline embodies the principles and rules to be followed in order to better use the web tools and resources put into the MOOC platform and the Web TV</p> <p>The guidelines can develop transversal teaching modules (age, cultural background, environment, etc.) and the composition of each learning module by defining the right balance between front activity, laboratory activities, games and other resources put in the Web Channel and in the MOOC e-learning platform, etc. .. The definition of the methodological guideline represents a fundamental step for the definition of more general educational strategy to be applied by using the Civil Protection Educational Web Tv and e-learning platform.</p>
<p><b>A.17</b>  <b>Definition of the European school educational activities (for primary and secondary schools) on risks awareness, emergencies prevention and preparedness and self protection</b>  <b>and A.20</b></p>	<p>The school activities are composed of the different e-tools provided into the Web TV and MOOC platform. Each school combined the educational resources in order to reach its own objectives. The e-tools covered different civil protection topics (mainly risks awareness, prevention and preparedness measures, self protection) with different degree of complexity. So each class level could find the more suitable materials, realizing a modular program that took into account the essential elements, such as: objectives, contents, activities, e-tools, evaluation.</p> <p>It was possible to combine a module with others, with regard to competences or qualifications.</p>	<p>Though the modules, the school program assumed an innovative importance at educational level, in fact it overcame the educational fragmentation, which too often characterizes the school system. From this point of view, the school program for the awareness about self-protection and risks' mitigation can be inserted into the transversal formative objectives (interdisciplinary)</p> <p>The Educational activities guaranteed completeness and effectiveness</p>

<p><b>Testing the educational activities</b></p>		<p>In particular three subjects were experimented: teaching hazards and risk reduction in schools; schools as centers for community based disaster risk reduction; development of schools into models and centers of participatory risk reduction in the community.</p>
<p><b>A.18 Creating Multimedia Video Products put on MOOC platform and Web TV</b></p>	<p>Videos for promoting the Civil protection European dimension</p>	<p><b>More than 50 courses are put on the MOOC Platform and more than 70 educative videos and resources are inside the Web TV</b></p> <p>The multimedia video products aim at covering some issues not completely covered by the videos and the multimedia resources already collected analyzed, assessed and put in the Web-Tv and into the MOOC platform, for stimulating the curiosity and the interest of the young people through innovative and technologically advanced tools</p>
<p><b>A.19 Creating Tools for students with special needs</b></p>	<p>Six brief videos for deaf-mute users, in details:</p> <ol style="list-style-type: none"> <li>1. What is the earthquake</li> <li>2. When earthquake occurs</li> <li>3. How to measure an earthquake</li> <li>4. How to protect from the earthquake</li> <li>5. What to do during an earthquake</li> <li>6. What to do after an earthquake</li> </ol>	<p>Each video is composed by an English speaker, an interpreter of international sign language, images and subtitles in order to give a good level of dynamism to the video</p>  <p>The Multimedia video product guarantees completeness and effectiveness of the contents. It's put into the Civil Protection Educational Web TV</p>

**TASK ID F - Project Dissemination and publicity**

Activities	Description	Qualitative Evaluation
<p><b>A.21</b>  <b>Definition of the project Dissemination Strategy</b></p>	<p>The dissemination Plan is the partnership internal working document that contains strategic measures for the diffusion and exploitation of the project results and objectives</p>	<p>Better diffusion and exploitation of the project results and objectives . It Guarantees a wider dissemination of the project products and outcomes, especially targeted to the main beneficiaries of the realized products/deliverables.</p>
<p><b>A.22</b>  <b>Organization of the European Awareness campaigns for testing the Civil Protection Web TV and MOOC platform</b></p>	<p>Organization of the awareness campaigns in EU schools for testing the Civil Protection educational web channel and e-learning MOOC platform</p>	<p>One campaign in every participating country is organized with the aims to:</p> <ul style="list-style-type: none"> <li>a) support the design and the development of the Educational Web TV and e-learning platform;</li> <li>b) promote the dialogue amongst different stakeholders that will be the users of the WEB TV and the MOOC platform (students, teachers, civil protection volunteers and professionals....)</li> <li>c) assure sustainability and dissemination of these important project outputs</li> </ul> <p>These awareness campaigns are designed by the SEE staff in Europe in cooperation with schools in the territory of the countries identified Partners. Also a short live flash mob about how to behave in case of natural disasters will be performed in each involved school</p>
<p><b>A.23</b>  <b>Organization of 6 European Workshops (one in each country involved in the project)</b></p>	<p>The EU Workshop presented the results achieved. The topics of the European Workshops were the following:</p> <ul style="list-style-type: none"> <li>- Web TV and its contents</li> <li>- E learning Platform and its contents</li> <li>- Educational activities in primary and secondary schools</li> </ul>	<p>Wide diffusion of the project contents            Guaranteeing a wider dissemination of the project products and outcomes, especially targeted to the main beneficiaries of the realized products/deliverables</p>

<p><b>A.24</b>  <b>Design, set up and management of the Project Web-site</b></p>	<p>It <a href="http://www.seeproject.eu/">http://www.seeproject.eu/</a> contains the project objectives, products, the partners organizations description, the photo-gallery, the DATA-BASE with all the selected tools, the MOOC platform and its resources, the Web TV and its educational videos. It plays a fundamental role in the dissemination strategy. A space is devoted to the On-line Community</p>	<p>Diffusion and exploitation of the project results and objectives  It will be maintained after the project end, exploiting and diffusing the project results and products and creating a virtual meeting space (on-line community) where to continue to share and exchange experiences, material, information, data...</p>
<p><b>A.25</b>  <b>Design and diffusion of the SEE Brochures</b></p>	<p>Is a paper based product to diffuse the project contents. For this purpose, a specific graphic layout and a text summarizing the project main objectives was created. The brochures was translated in all the partnership languages. In particular, 1000 copies of the brochures are published in each national language (English + Partner Countries languages).</p>	<p>Wide diffusion of the project contents  The brochures will be disseminated also after the project end</p>
<p><b>A.26</b>  <b>Promotion of a school Network "SEE Network"</b></p>	<p>A permanent network was created. In this way, it was possible to launch a permanent debating table about the civil protection education.  The objective is to strengthen and rooting the concept of the network as a community of practice and research, a set of individuals united by a project that unites them and motivates communications, exchanges, interactions, co-evolution</p>	<p>The SEE in Europe Network is formed by relevant project stakeholders at European level. The Community work and will work mainly on-line (web site based)  With the creation of the web platform the Network will be enhanced and further stimulated.  After the end of the project, the Network will active into the SEE community tools. Through the newsletter and the other tools that will be maintained in the web site it will be possible to continue the promotion of the Network giving it an European dimension</p>
<p><b>A.27</b>  <b>Dissemination of the web tools</b>  <b>A.28 Diffusion of the Web TV</b>  <b>A.29</b>  <b>Web Publications</b>  <b>A.30</b>  <b>Publications and Press</b></p>	<p>The publication and the other dissemination events realized in the different countries involved in the project are very high  (Please see the SEE Dissemination Report)</p>	<p>Widely diffuse news and information about SEE project (its aims, activities, products and results) to relevant stakeholders. The publications in specialized journals and newspapers and other dissemination events will be realized also after the project end</p>

<p><b>releases</b></p>		
<p><b>A.31 Realization and publication of the SEE Newsletter (six issues)</b></p>	<p>The six issues are published on the project web-site and sent to the relevant stakeholders by e-mail. The published issues of the SEE newsletter allows the dissemination of the project's activities, as well as the diffusion of the project's outputs, underlining the necessity of intervention strategies based on the effective cooperation among different professional profiles within the team.</p>	<p>Its main aim is to widely diffuse news and information about SEE project (its aims, activities, products and results) Sfter the end of the project, the project newsletter will active into the SEE web site. Through the newsletter and the other tools that will be maintained in the web site it will be possible to continue the promotion of the Civil Protection web platform and web TV, giving them an European dimension.</p>
<p><b>A.32 Organization of the Final Conference in Valencia</b></p>	<p>The Final conference was organized in Valencia on 27th November 2014. 09h00—16h30 VALENCIAN INSTITUTE OF PUBLIC SECURITY Ctra. Valencia a Cheste,</p> <p>The programme was the following <b>Welcome by the Director General of Security and Citizen Protection Irene Rodrigo, Directora general de prevención IVASPE</b> <b>Introduction by the President of Concorci de la Ribera Juan Ignacio Barrachina Doménech, President</b> <b>Projection of the first episode of the Pilot Series 'The Rescuers, the old mud'</b> <b>Introduction to the SEE project: a WebTV for Civil Protection Fabrizio Boldrini, Coordinator, Centro Studi Villa Montesca</b> <b>The EU Civil Protection Mechanism Biljana Zuber, Representative of the DG ECHO of the European Commission</b> <b>Analysis and best practices collection on educational web tools and e-learning tools for disaster prevention and preparedness addressed to schools Catherina Voreadou, Natural History Museum of Crete</b></p>	<p>Well organized conference. Relevant stakeholders attended the event <i>Biljana Zuber, Representative of the DG ECHO of the European Commission</i> participated and presented "The EU Civil Protection Mechanism"</p>

	<p><b>MOOC Massive Open Online Course: Education for Civil Protection</b> <i>Maria Rita Bracchini, Project manager, Centro Studi Villa Montesca</i></p> <p><b>Awareness Campaigns</b> <i>Center for Educational Initiatives. Bulgaria</i></p> <p><b>Best practices on civil protection in the Region of Valencia</b> <i>Moisés Belloch—Civil Protection Expert, Responsible of IAE ngo</i></p> <p><b>Civil protection education and special needs</b> <i>Valeria Poggi Cridea, Regione Umbria, Italy</i></p> <p><b>Education and civil protection, two experiences in the schools</b> <i>The cases of the Netherlands and Romania</i></p>	
--	---	--

### TASK ID G - Project Sustainability

Activities	Description	Qualitative Evaluation
<p><b>A.33</b> <b>Definition of the SEE Sustainability Activities and Plan</b></p>	<p>A structured Plan was realized in order to find strategies about how to maintain active and further develop the Civil Protection Educational Web TV and the e-learning platform</p> <p>It's a plan that aims to guarantee the SEE project sustainability, providing a perspective for the Civil Protection Web TV and e-learning platform and the SEE Network.</p> <p>The plan contains also a guideline for further development of the project, involving also new members in the Network and for planning further disseminating activities after the formal life cycle of the Project</p>	<p>Better diffusion and exploitation of the project results and objectives . It describes in a practical way the potential or achieved sustainability of a project using the following two criteria:</p> <p>1. Diversity and intensity of activities/outputs maintained or developed after the end of the funding:</p> <ul style="list-style-type: none"> <li>- Activities/outputs are maintained,</li> <li>- Activities/outputs are developed (i.e. needs are assessed annually)</li> <li>- Assess the possibility to specialize on issues that address the diversity (visual difficulties, physical disabilities, cognitive delays, cultural differences, etc.)</li> <li>- Update the database with the insertion of</li> </ul>



		<p>new educational projects at European level</p> <ul style="list-style-type: none"><li>- Maintain available, on a permanent basis, the Project Web-site, the Web Platform and the Web TV together with the tools realized during the piloting phase</li></ul> <p>2. Intensity and enlargement of the cooperation:</p> <ul style="list-style-type: none"><li>- The international network is maintained (i.e. partners take care of the follow-up) and it can also be enlarged to incorporate other domains or entities</li></ul>
--	--	--

## 5. Presentation of the Technical Results and Deliverables

### PARTNERSHIP MEETINGS

#### *Kick-off Meeting in Italy, Città di Castello – 4-5 April 2013*

The purpose of the first meeting, organized by the coordinator Centro Studi e Formazione Villa Montesca, was to present the project with a detailed overview, describe the work methodology, define the administrative and organizational aspects, share with all partners and explain the next project steps, define the partners' tasks and duties for the following period.

The meeting was also an important occasion for a face-to-face contact among the Partners and for sharing and agreeing on the strategy to adopt to allow a smooth progress of the project activities.

#### *Second Meeting in Sofia, Bulgaria – 15-16 October 2013*

The second meeting was organized by the Bulgarian partner in the premises of the Ministry of Education and Science. Ms.VaniaKastreva, director of regional inspectorate of education - Ministry of education, underlines the importance of the topic of the SEE project and wishes the Partners to reach all the project goals. During the meeting the results of the first phase of the project are being analyzed, the two main tools (platform and web TV) are presented, the quality assessment has been also discussed and data gathered and the following tasks are agreed.

#### *Third Meeting in Amsterdam, the Netherlands – 13-14 March 2014*

The meeting has been organized by the Dutch partner Stichting APS. The purpose of the meeting was to analyze the project progress, present the products for the MOOC courses and for the WEB TV, the results of the research phase, the SEE Contest, the Awareness campaign, and then to define financial issues and discuss about the following steps to undertake.

#### *Fourth Meeting in Heraklion, Crete – 21-22 October 2014*

The meeting was organized by the Natural History Museum of Crete. Issues discussed were: the pilot series, the awareness campaign, the WebTV and the launch of the experimental week, the educational activities to implement, the European workshops organization and the SEE in Europe Network. The Partners were also invited to participate in the Earthquake Simulator Program organized by the NHMC and in the second day of the meeting a National Conference has been organized where each partner presented the project results and the current situation and future perspectives in their own countries. More than 100 attendants took part in the conference.

LINK TO:

- PHOTOGALLERY IN THE WEBSITE OF MEETINGS AMONG PARTNERS

<http://www.seeproject.eu/photogallery/>

- PRESENTATIONS USED, downloadable from the Partners forum

<http://www.era-edu.com/MFTP/>

(data for entering into the forum:

username: dgechocomm1

password: Commeurope15!)

## EVALUATION REPORT (INTERNAL AND EXTERNAL EVALUATION REPORTS)

An internal and an external evaluation reports have been produced as a result of the monitoring and analysis of the Partners and beneficiaries feedbacks, that was carried out along the whole project period. The purpose of the monitoring was to evaluate the efficiency and effectiveness of the project procedures, the communication among Partners, the production of the deliverables and the compliance with the preliminary plan of the project.

Link for Downloading the Evaluation Reports:

Internal Evaluation Report:

<http://www.seeproject.eu/finalreport/internalevaluation.pdf>

External Evaluation Report:

<http://www.seeproject.eu/finalreport/externalevaluation.pdf>

## STEERING GROUPS & NATIONAL EXPERTS COMMISSIONS

### ***National Steering Groups***

To assure a proper collaboration between the SEE Coordinator and the Partners, in each organization a Steering Group was created with the main purpose to give their members a relevant role in the decision-making during the project activities development and in the monitoring of project's implementation. The members of this Steering Groups met regularly during partnership meetings and were in constant contact via online tools of communication (skype, emails, forum...). Here below a list of the main members singled out for each Partner organization:

#### Bulgaria:

Petar Tsvetkov  
TzvetanTzvetanski

#### Netherlands:

Kees Hoogland – managing director  
Mark van der Pol – programme director  
Spier ten Doeschate – senior consultant

#### Crete:

Dr Voreadou Catherina, Head of Education in NHMC, Scientific responsible of the Greek team  
Dr Trichas, NHMC Multimedia Lab  
Chatzinikolaki Eleni, Dpt of Education in NHMC  
Nikolakakis Manolis, Data administrator, NHMC

#### Spain:

Graciela Olivert  
Sergi Machi  
Laura Bas

Jesús Ribes - project management/ Internal auditor

Italy:

- Boldrini Fabrizio (Scientific Director CSVM)
- Bracchini Maria Rita (Responsible for Projects and Research Dept. CSVM)
- Conti Marco (Expert of integrated training processes CP)
- Poggi Valeria (Responsible for CRIDEA Regione Umbria)
- Di Giulio Elisabetta (CRIDEA Regione Umbria)
- Marzi Alessandro (Responsible for VAS Regione Umbria)
- Montepagani Federica (VAS Regione Umbria)
- Nicola Berni (Sector CP Regione Umbria)
- Claudia Coccetti (ANCI Umbria, Association of Italian Municipalities)

Romania:

- Mihaela Poroch
- Roxana Gavrilas
- Cristiana Voicu

### ***National Experts Commissions***

In each Country, partner of the SEE project, a group of experts has been set up with the purpose to gather professional support during the phases of the project, to guarantee scientific points of view and for linking the world of education to the one of civil protection.

Each national commission cooperated with the SEE partnership in analysing the products and activities efficiency and effectiveness.

Here below a list of the main members singled out by each Partner organization:

Bulgaria:

- Mrs. Violeta Darmoneva - Ministry of Education, Regional Educational Inspectorate, Sofia District - Senior Expert
- Mrs. Denitsa Baramova - Bulgarian Red Cross, Youth Department - Health Education and First Aid Senior Specialist
- Mrs. Ivelina Spasova - 6th Primary School, Sofia - Headmaster
- Mr. Emil Jassim - Center for Educational Initiatives - Educational Expert

Netherlands:

- Gert Jan Stoker – Nederlands Advise bureau Risk management (Dutch consulting agency on risk management) - managing partner
- Ine Spee – Instituut voor Psychotrauma (Institute for Psychotrauma) – senior crisis consultant
- Klaas Hiemstra - Centrum voor school en Veiligheid (Centre for School and Safety) – managing director

Crete:

- Dr Fassoulas Charalambos, Head of Geological Dpt in NHMC
- Dr Kourou Asimina, Geologist, Head of Education in Earthquake Protection and Planning Organization (EPPO) in Greece
- Stefanatou Eva, Head of School Activities (Environmental Education e.t.c.) of Primary Education, Regional Directorate of Primary and Secondary Education of Crete
- Avouri Penelope, Head of Lithakia's Centre of Environmental Education, Zakynthos, Greece. Responsible for the National Thematic Network "The Seismic Arc that connects us" of the Greek Ministry of Education

Spain:

- José Vicente Fabuel (local policeman)
- Civil Protection professional (tbc)
- Graciela Olivert (Project coordinator and communication expert)
- Laura Bas (Project coordinator and communication expert)

Italy:

- Marzi Alessandro (Responsible for VAS Regione Umbria)
- Nicola Berni (Sector CP Regione Umbria)
- Claudia Coccetti (ANCI Umbria, Association of Italian Municipalities)

Romania:

Eng. Viorel Bejan (expert in emergency situations)

Col. Dan Axinte, inspector specialised in emergency situations and former chief of the County Emergency Situations Inspectorate

Dan Iamandi – colonel chief, Emergency Inspectorat

Manuela Apostol – psychologist

## DATABASE OF EUROPEAN DIDACTICAL PROJECTS, WEB AND E-LEARNING TOOLS

Preliminary phase of research:

A **Referent Framework** has been built for allowing Partners carrying out their researches of the existing educational web tools. The purpose of it was to gather experiences on the base of a common frame so to make results comparable and to assess the already existing e-learning tools.

The framework was based on some main items:

1. Research on Existing Web and e-learning tools related to the safeguard of the environment
2. Research on Best practices collection related to Civil protection web and learning tools addressed to schools.

The first activity was related to the research of already existing tools addressed to school staff, volunteers, CP professionals.

Some examples of tools analyzed could be:

- model of web awareness campaigns
- web tools indicating how to behave in case of disaster
- cartoons
- TV series
- slideshows
- web booklet
- guidance and support documents (if web based)
- web sites
- others.

The second activity was based on the idea that it is possible to identify educative web tools and embed them in a space where it can be easier to use them.

Tools that were considered:

- coursewares
- Tv series and documentaries
- apps for tablets and smartphones
- web based edu-games
- edu-cartoons
- edu-blogs
- e-learning platforms
- video products
- edu-video trailers
- coursewares for students with special needs

- edu slideshows
- others...

The languages of the tools selected were the partners ones plus English.

The referent framework foresaw three levels of information that Partners answered to when conducting their research and analysis:

Part I - General information about each selected tool: general overview of the tool

Part II - Analysis of the Tool: the information provided in this section explain in details 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 screenshots are provided.

Part III – Assessment of the tool: successful characteristics and points of weakness are pointed out (from technical, pedagogical, didactical point of view).

*Here below a screen of two pages of the framework tool used as reference by all project Partners:*

Part I: General Information about the selected tool	
<p><b>Kind of research to which the tool is related</b></p> <input type="checkbox"/> Research on Existing Web and e-learning tools related to the safeguard of the environment <input type="checkbox"/> Research on Best practices collection related to Civil protection web and learning tools addressed to schools	<input type="checkbox"/> e-seminar <input type="checkbox"/> Mooc seminar <input type="checkbox"/> slideshows <input type="checkbox"/> web booklet <input type="checkbox"/> e-guide <input type="checkbox"/> web site <input type="checkbox"/> courseware <input type="checkbox"/> e-book <input type="checkbox"/> a-book <input type="checkbox"/> Flash Application <input type="checkbox"/> App for Android <input type="checkbox"/> App for Iphone/Ipad <input type="checkbox"/> Webinar <input type="checkbox"/> E-seminar <input type="checkbox"/> video spot <input type="checkbox"/> other (specify _____)
<p><b>Denomination/Title of the tool</b></p> <input type="text"/>	<p><b>Please specify the kind of device/technical characteristics</b></p> <input type="checkbox"/> Ipad <input type="checkbox"/> Tablet <input type="checkbox"/> Desktop PC <input type="checkbox"/> Notebook <input type="checkbox"/> Ultrabook <input type="checkbox"/> Netbook <input type="checkbox"/> Iphone <input type="checkbox"/> Smartphone <input type="checkbox"/> Ipad <input type="checkbox"/> Mac <input type="checkbox"/> other (specify _____)
<p><b>Year of production</b></p> <input type="text"/>	<p><b>General aim of the tool</b></p> <input type="checkbox"/> Training for volunteers <input type="checkbox"/> Training for school teachers <input type="checkbox"/> Training for school staff <input type="checkbox"/> General information about the disaster
<p><b>Language/es</b></p> <input type="text"/>	
<p><b>Country of production</b></p> <input type="text"/>	
<p><b>Kind of tool</b></p> <input type="checkbox"/> model of web awareness campaigns <input type="checkbox"/> web tools indicating how to behave in case of disaster <input type="checkbox"/> cartoon <input type="checkbox"/> TV series <input type="checkbox"/> audio-seminar <input type="checkbox"/> video game <input type="checkbox"/> Edu-documentary <input type="checkbox"/> app for tablets and smartphones <input type="checkbox"/> web based edu games <input type="checkbox"/> edu blog <input type="checkbox"/> e-learning platform <input type="checkbox"/> video products <input type="checkbox"/> edu video trailers	

## ONLINE INVENTORY OF INFORMATION ON DISASTERS, RISKS, EMERGENCIES PREVENTION, PREPAREDNESS AND SELF-PROTECTION

Research on the existing web and e-learning tools addressed to EU schools (Primary and Secondary), Civil Protection volunteers and professionals called to intervene in case of disaster in the school environment.

The results of this research have been gathered in one unique online inventory of web and e-learning tools in the fields of risk awareness, prevention and preparedness measures, and self-protection.

This database gathers the singled out, analyzed and studied didactical projects and educational e-learning tools in the fields of risk awareness, prevention and preparedness measures, and self-protection.

The product appears as a search engine containing published projects and products at international level and as a tool for finding products realized in other countries with the possibility to find also possibility of new synergies.

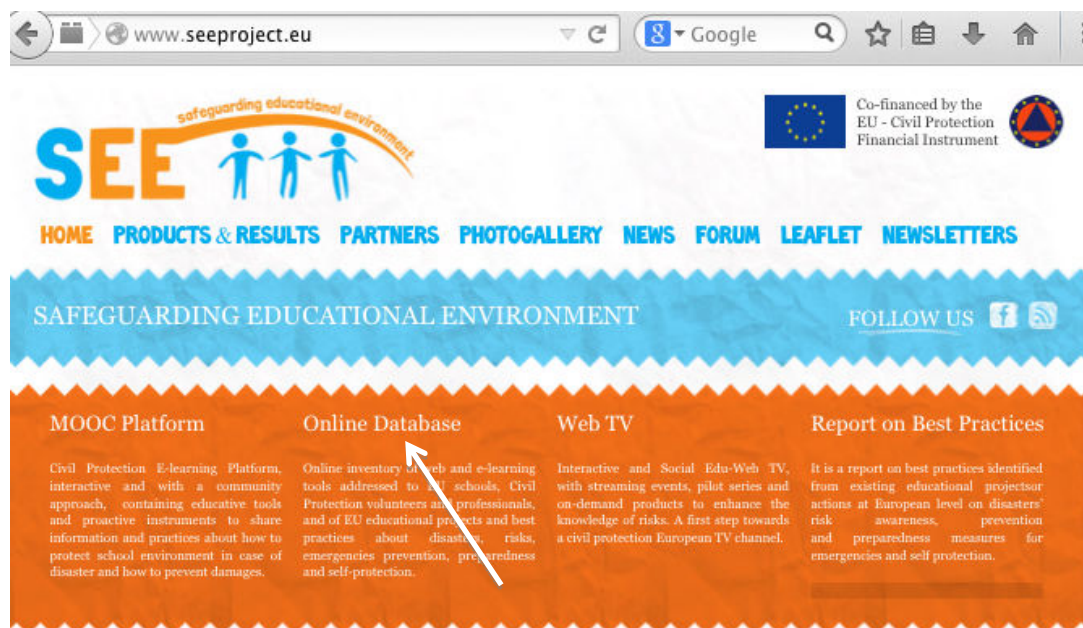
The research can be of two different typologies:

- Research on Existing Web and e-learning tools related to the safeguard of the environment
- Research on Best practices collection related to Civil protection web and learning tools addressed to schools.

By inserting information as the keyword, the language, the denomination, the country where the product, tool was produced, the typology and characteristics, the aim of the tool, the users, etc..

The tool that has those characteristics results from the research by clicking on the button at the end of the form 'Search'.

### The Database is easily linkable from the homepage of the project website



Or it is reachable by the direct link:

<http://www.seeproject.eu/online-database/>

## THE SEARCH FORM

**☰ Kind of research to which the tool is related**

Research on Existing Web and e-learning tools related to the safeguard of the environment

Research on Best practices collection related to Civil protection web and learning tools addressed to schools

**🗄 Year of production**

**🗄 Keyword of description**

**🗄 Language/es**

**🗄 Title or denomination**

**🗄 Country of production**

**🗄 Device**

**🗄 Characteristic of tool**

**🗄 General aim of the tool**

**🗄 Users/target**

**☰ Usability (How to use it)**

**☰ Copyright**

**☰ Degree of permanence of the contents**



**REPORT ON BEST PRACTICES ON THE existing EU EDUCATIONAL WEB AND E-TOOLS FOR  
SCHOOLS, CIVIL PROTECTION VOLUNTEERS AND PROFESSIONALS CALLED TO  
INTERVENE IN CASE OF DISASTER IN THE SCHOOL ENVIRONMENT  
&  
BEST PRACTICES SWOT ANALYSIS**

Aim of the report:

- 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 forms the basis of the decision-making process for the establishment of a teaching program for disasters addressed to the educational community, volunteers and CP professionals.

The report was built by the following steps:

- selection of already existing web and e-learning tools and best practices carried out by Partners related to the safeguard of the environment, addressed to schools, volunteers and CP professionals (from the previous Task Database and Online Inventory)
- comparison of the selected data by a working group of experts through comparison tables-application of a SWOT analysis in order to identify the critical points as well as additional opportunities
- summary of the results of the implementation of SWOT analysis in a report of the existing best practices.

The report is structured as follows:

- An introduction with general remarks about the 34 Best practices from the 6 partner countries of the SEE project

For each one of the partner countries there is:

- a table summarizing the Best practices
- an outcome of the SWOT analysis which highlights the Best practices
- an analytical presentation and evaluation of each of the Best practices

Basing on the Referent Framework, the practices here included refer to three main parts:

1<sup>st</sup> part: includes a table which gives an overview of the product presented as well as best practice treatments. The choice of the instrument with which to present this information fell once again on the table (matrix), which is in an immediate way, understandable and comparable, contains all the information related to best practice treated.

2<sup>nd</sup> part: contains a structured analysis of the subject, with insights and screenshots from the pedagogical, didactic, methodological, and technical points of view. The aim of this section is to present to the reader a concise overview of the situation, which can then be expanded through the links.

3<sup>rd</sup> part: includes product evaluation using SWOT analysis at the micro level in order to understand the strengths and weaknesses, and opportunities and threats of each element. This section provides the ability to define strategies for the future development of a selection of elements, and is therefore a key section of the entire work.

## ONLINE VERSION

The Report can be displayed from the homepage of the project website, clicking on the menu "Report on Best Practices"

### MOOC Platform

Civil Protection E-learning Platform, interactive and with a community approach, containing educative tools and proactive instruments to share information and practices about how to protect school environment in case of disaster and how to prevent damages.

### Online Database

Online inventory of web and e-learning tools addressed to EU schools, Civil Protection volunteers and professionals, and of EU educational projects and best practices about disasters, risks, emergencies prevention, preparedness and self-protection.

### Web TV

Interactive and Social Edu-Web TV, with streaming events, pilot series and on-demand products to enhance the knowledge of risks. A first step towards a civil protection European TV channel.

### Report on Best Practices

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.

## REPORT ON BEST PRACTICES

**f Like** 2 **g+1** **0** **Tweet** 0

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.



CONTENTS	
INTRODUCTION	4
<b>1.1.1.1</b>	4
<b>1.1.1.2</b>	4
<b>1.1.1.3</b>	4
<b>1.1.1.4</b>	4
<b>1.1.1.5</b>	4
<b>1.1.1.6</b>	4
<b>1.1.1.7</b>	4
<b>1.1.1.8</b>	4
<b>1.1.1.9</b>	4
<b>1.1.1.10</b>	4
<b>1.1.1.11</b>	4
<b>1.1.1.12</b>	4
<b>1.1.1.13</b>	4
<b>1.1.1.14</b>	4
<b>1.1.1.15</b>	4
<b>1.1.1.16</b>	4
<b>1.1.1.17</b>	4
<b>1.1.1.18</b>	4
<b>1.1.1.19</b>	4
<b>1.1.1.20</b>	4
<b>1.1.1.21</b>	4
<b>1.1.1.22</b>	4
<b>1.1.1.23</b>	4
<b>1.1.1.24</b>	4
<b>1.1.1.25</b>	4
<b>1.1.1.26</b>	4
<b>1.1.1.27</b>	4
<b>1.1.1.28</b>	4
<b>1.1.1.29</b>	4
<b>1.1.1.30</b>	4
<b>1.1.1.31</b>	4
<b>1.1.1.32</b>	4
<b>1.1.1.33</b>	4
<b>1.1.1.34</b>	4
<b>1.1.1.35</b>	4
<b>1.1.1.36</b>	4
<b>1.1.1.37</b>	4
<b>1.1.1.38</b>	4
<b>1.1.1.39</b>	4
<b>1.1.1.40</b>	4
<b>1.1.1.41</b>	4
<b>1.1.1.42</b>	4
<b>1.1.1.43</b>	4
<b>1.1.1.44</b>	4
<b>1.1.1.45</b>	4
<b>1.1.1.46</b>	4
<b>1.1.1.47</b>	4
<b>1.1.1.48</b>	4
<b>1.1.1.49</b>	4
<b>1.1.1.50</b>	4
<b>1.1.1.51</b>	4
<b>1.1.1.52</b>	4
<b>1.1.1.53</b>	4
<b>1.1.1.54</b>	4
<b>1.1.1.55</b>	4
<b>1.1.1.56</b>	4
<b>1.1.1.57</b>	4
<b>1.1.1.58</b>	4
<b>1.1.1.59</b>	4
<b>1.1.1.60</b>	4
<b>1.1.1.61</b>	4
<b>1.1.1.62</b>	4
<b>1.1.1.63</b>	4
<b>1.1.1.64</b>	4
<b>1.1.1.65</b>	4
<b>1.1.1.66</b>	4
<b>1.1.1.67</b>	4
<b>1.1.1.68</b>	4
<b>1.1.1.69</b>	4
<b>1.1.1.70</b>	4
<b>1.1.1.71</b>	4
<b>1.1.1.72</b>	4
<b>1.1.1.73</b>	4
<b>1.1.1.74</b>	4
<b>1.1.1.75</b>	4
<b>1.1.1.76</b>	4
<b>1.1.1.77</b>	4
<b>1.1.1.78</b>	4
<b>1.1.1.79</b>	4
<b>1.1.1.80</b>	4
<b>1.1.1.81</b>	4
<b>1.1.1.82</b>	4
<b>1.1.1.83</b>	4
<b>1.1.1.84</b>	4
<b>1.1.1.85</b>	4
<b>1.1.1.86</b>	4
<b>1.1.1.87</b>	4
<b>1.1.1.88</b>	4
<b>1.1.1.89</b>	4
<b>1.1.1.90</b>	4
<b>1.1.1.91</b>	4
<b>1.1.1.92</b>	4
<b>1.1.1.93</b>	4
<b>1.1.1.94</b>	4
<b>1.1.1.95</b>	4
<b>1.1.1.96</b>	4
<b>1.1.1.97</b>	4
<b>1.1.1.98</b>	4
<b>1.1.1.99</b>	4
<b>1.1.1.100</b>	4

The Report can be also downloaded as a pdf file clicking on the link right below the online version

**REPORT ON BEST PRACTICES**

Like 2 +1 0 Tweet 0

It is a report on best practices identified from existing educational projects or actions at European universities, focusing on risk awareness, prevention and preparedness measures for emergencies and self-protection.

**BEST PRACTICES ON DISASTERS' RISK**  
Awareness, Prevention and Preparedness Measures  
An Educational Approach

**DOWNLOAD HERE THE REPORT**

the link that opens is:

<http://www.seeproject.eu/wp-content/uploads/2014/11/REPORT-ON-BEST-PRACTICES-08112014.pdf>

## CIVIL PROTECTION EDUCATIONAL WEB TV

Internet platform that can be reached from the menu on the project website or through the link: [www.civilprotectionwebtv.com](http://www.civilprotectionwebtv.com)



The WebTV contains videos that are result of project Partners contributions. Each Partner has realized original videos. Where in national languages, the videos have been subtitled in English to offer the widest access and usability by people from different countries.

List of original videos originally produced by SEE Partners:

### *Bulgaria*

*Interview to Tsveta Brestnichka* – representative of a Parents association 'Roditeli', interview about priorities of preparation of children in front of natural and antropogenic disasters.

*Interview to Emil Jassim* – representative of team of CEI implementing the SEE project in Bulgaria

*How to teach SEE through ICT* - combined lessons on earthquakes and fires and scenario

*How to teach SEE through role games* – reportage, children in the school and the elementary teachers Velislava Petrova, Maria Stoilkova, Ilka Nenova: point of view on the SEE project, preparation and reaction to disasters by children and teachers, activities realized by children in the frame of SEE.

*Interview to Velislava Petrova, Maria Stoilkova, Ilka Nenova*: the teachers point of view about reaction of children and teachers in front of disasters and observation of reaction of children in front of SEE, experience and coping of emotions.

### *Spain*

*Interview to Josep Sanjuan i Gisbert* – teacher of secondary school; prevention and simulation, the most important aspects if children are involved in the emergency situations.

*Interview to Sergi Machi Felici* - project manager; what does the SEE project mean to Consorci de la Ribera.

*Interview to Oscar Gimenez Gras* - Environment expert; the plan of risk assessment of the Region of Valencia.

*Interview to Moisés Belloch Mont* - Civil Protection professional, head of fire brigade; the SEE project and the prevention at school in case of disasters.

*Emergency Evacuation Protocols at school* – Yolanda Piqueres Serra, Director School A. Xuquer and Rafael Pérez Asensi, Head of emergencies at the school about plan of prevention at school and evacuation protocols; Sofia González, National Ministry of Financial Affairs and Public

Administration, preparation of citizens, in particular staff at school, in case of natural disasters.

*VideoSpot* about awareness on earthquakes

*Seismic disaster and reconstruction process* – story of disasters happened

#### *Crete*

*Interview to Ioakimidou Anastasia*, MSc Surveying Engineer of EPPO European and Mediterranean Plan Protection Organization - policy that EPPO follows in the seismic protection of buildings; safety of school buildings; information of citizens about protection from earthquakes.

*Interview to Mrs Kourou*, Head of education and awareness in the Earthquake Planning and Protection EPPO of the Ministry of Infrastructure, Transport and Networks - about EPPO, schools preparation to earthquakes; behaviour of educational community in terms of preparedness in case of an earthquake; the products of the SEE project.

*Interview to Catherina Voreadou*, project manager of the SEE project by NHMC

*Reportage about the Kefallonia island earthquake of 1953*

*Lecture about the Minoan civilization destruction*

*Interview to Charalampos Fassoulas*, Head of Geodiversity dept of NHMC – higher seismic and volcanic activity occurring in the Mediterranean region.

#### *Romania*

*Interview to Luminita Mihai Ion*, expert in visual arts/shooting about the SEE WebTV and the awareness campaign

*Technical film* for TV channel (e.g. already used for broadcasting by Mediaplan)

*Interview to Simionescu Tudor Mihai* - Inspectorate for Emergency Situations / Fire (advice on how to react in case of fire if you are at school)

*Spot behavior in earthquake prevention for children in primary school*

*Spot behavior in earthquake prevention for children in secondary school/for high school students*

*Reportage about organization and implementation of Civil Protection* also in the education system in Romania

*Interview to Major Oloeriu Ioan Catalin* - Emergency Situations Inspectorate / Chief Civil Protection Iasi (explains the advice they give to people to survive in critical situations and case of disasters)

*Interview to Dan Tugui*, trainer within the center for training in emergency medical assistance and paramedics in Iasi; first aid measures in schools, awareness in schools about emergency.

#### *Netherlands*

*Reportage about a primary school* in Groningen, which has recently been confronted with earthquakes.

*Interview to Prof. Flemish Sintubin* - development and impact of developing earthquakes in Groningen, in the north of Holland

*Interview to Prof. Flemish Sintubin* - importance of civil protection by the society at large and the specific role of school

*Flood in 1952 in Zeeland* - Interview to Jaap Schoofs who has experienced the flood of 1953. About what school had meant to him during this period (previous Staff member of the National museum of flood disaster, who himself is a survivor of the flood. Theme is civil protection and the importance of schools in times of a great disaster.)

From the top menu, visible on all the pages of the WebTV, the users can navigate through the different sections, pages of the platform and go directly to the sections looked for. The daily schedule is highlighted on the right side of the homepage.

The WebTV contains:

- On Demand Videos: in this section of the WebTV it is possible to see a video from a list of contents available (lectures, reportages, originally created videos, interviews, etc...). Videos are existing and new ones originally realised for the project.
- Live Streaming for a show schedule that is broadcasted all days. TV planning defined to broadcast documentaries, reportages, etc at any moment.
- TV broadcasted program: the Pilot series is available under the Film Festival Section.

The contents are varied and constantly evolving and increased.

The Web TV is an additional learning tool available to teachers, volunteers, and other rescue professionals who would like to integrate their personal knowledge with engaging, impactful content.

## HOMEPAGE OF THE WEBTV

The image displays the homepage of the Civil Protection WebTV. At the top, there is a navigation bar with eight colorful icons representing different content categories: 'A session requested on civil protection', 'Mission in school', 'Teaching Civil Protection', 'Civil Protection Stories', 'Civil Protection Film festival', 'Stories of natural Heartbeats', 'European Civil Protection', and 'Civil Protection Videogate'. Below this is a search bar and a navigation menu with links for HOME, ON AIR, ON DEMAND, VIDEOS FOR DEAF BLINDS, WHAT'S NEW PROJECT, and CONTACT US.

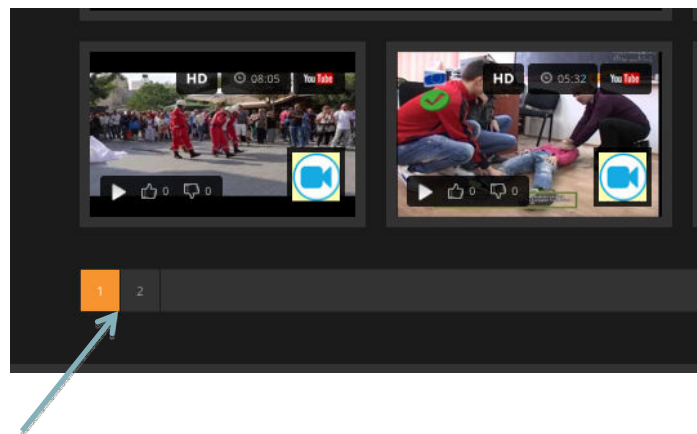
The main content area features a large video player showing a man speaking, with a title 'TEACHING CIVIL PROTECTION' and a subtitle 'Lectures and experts' video contributions about civil protection hot topics'. Below the main player, there is a 'livestream' section with a video player showing a group of people, and a 'VIDEOS' section with a video player showing a man speaking. To the right of the 'VIDEOS' section, there is a 'CHAT' section with a list of scheduled events:

Time	Event Title
12:52	THE RESCUERS old mast
13:04	PARTICIPAZIONE E PREVENZIONE PER UNA MONTAGNA PIU' SICURA from Gioviogordo in Trentino
13:33	Interview to Oscar Gimenez Gras

The video player interface includes a '1 VIEWER' indicator, a 'VIDEOS' button, and a 'CHAT' button. The video player shows a man speaking with subtitles: 'Nevertheless, the rubbles of the adobe are lighter in the case of detecting the weight of every it is possible to survive in an adobe house.'

The WebTV is divided into different categories that aim to give the users a clearer idea of the contents available so that they can easily decide the topic they want to look at.

*Important note: Each section of the WebTV has various pages containing videos. You can scroll from one page to another:*



SCREENS OF SOME PAGES OF THE WEBTV SECTIONS:

### CATEGORIES OF THE WEBTV

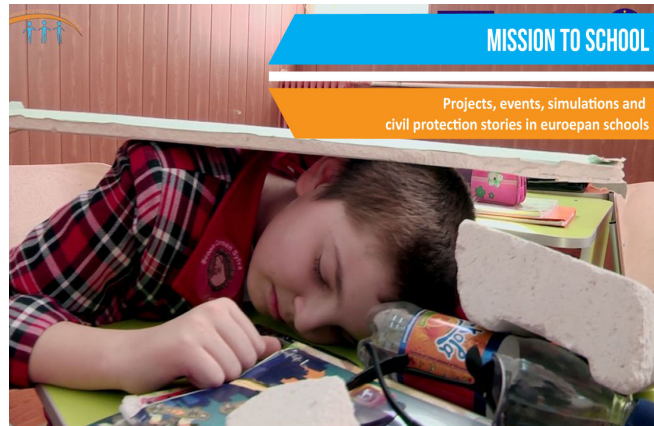
1. **“A certain regard on civil protection”**: this series presents opinions, problems and ideas about the European systems and approach about Civil protection.

#### *A certain regard on civil protection*



2. **"Mission to school"**: presents reportages and experiences lead in European School about how to react to natural and anthropic disasters.

 *Mission to school*



3. **"Teaching Civil Protection"**: a various list of topics related to scientific and operative contents about the general framework of Civil Protection, included the origins of natural disasters and historical views about the social and natural impact of catastrophic events;

 *Teaching Civil Protection (Video Lecture)*

**TEACHING CIVIL PROTECTION**

Lectures and experts' video contributions about civil protection hot topics





4. **“Civil Protection Stories”**: Civil Protection is made also by stories of people and places. This web series presents miscellanea of videos with different topics and approaches, but at the centre of the attention: the life of local communities.



5. **“Civil Protection Film Festival”**: the Internet presents a very interesting list of independent productions that represent a very rich ideas of what civil protection is for the people directly involved and for those that are victims of disasters;

### Civil Protection Film festival



6. **"Stories of natural heartbreaks"**: what happens to people that lost all their life and belongings after a natural disasters? Presenting Stories of hearts and stories of lives is the goal of this web series: from Haiti earthquake to Fukushima, coming along the recent disasters, independent filmmakers tries to tell the stories of people that survived but had to start again their lives



### *Stories of natural heartbreaks*



7. **"European civil protection"**: Interview to experts realized by the European Commission – DG ECHO. (<https://www.youtube.com/user/HumanitarianAidECHO>);



### *European Civil Protection*



8. **"Civil Protection video gate"**: can civil protection become a viral event in the WEB? The video-gate is a web series that presents short images and tips from the very big list of video-disasters that populates the video social media.



### *Civil protection videogate*



## CIVIL PROTECTION EDUCATIONAL WEB PLATFORM

The Educational Web Platform of SEE is based on the structure and logic of a MOOC platform. It provides courses and other educational resources. It is possible to pick and choose among lessons. There aren't starting dates: the resources are always accessible, allowing users to start and finish when they like and to work at their own pace. No courses have an end date.

The MOOC can offer a list of training courses that can be singled out thanks to a search tool having a number of filters that allows users to set some criteria (language, topic, category of beneficiaries) and search for the kind of course needed. After the search of the kind of preferred course/s the user can now apply it for own learning and interest or, as a teacher, for applying it/them in class with students.

The courses contain original materials created by the instructors for the SEE courses purpose or materials available online and gathered and structured according to the structure of a SEE didactic course.

***The MOOC Platform is easily accessible from the Homepage of the project website***

MOOC Platform	Online Database	Web TV	Report on Best Practices
Civil Protection E-learning Platform, interactive and with a community approach, containing educative tools and proactive instruments to share information and practices about how to protect school environment in case of disaster and how to prevent damages.	Online inventory of web and e-learning tools addressed to EU schools, Civil Protection volunteers and professionals, and of EU educational projects and best practices about disasters, risks, emergencies prevention, preparedness and self-protection.	Interactive and Social Edu-Web TV, with streaming events, pilot series and on-demand products to enhance the knowledge of risks. A first step towards a civil protection European TV channel.	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.

**Or by clicking directly on <http://www.seeproject.eu/category/mooc-platform/>**

**SEARCH A COURSE**  
**CLICK HERE FOR INSTRUCTIONS ON HOW TO SEARCH A COURSE**

**Search Courses**

- MOOC Platform (38)
  - Categories (38)
    - Experts (15)
    - Kids (28)
    - Teachers or Staff (38)
    - Teens (28)
    - University (27)
    - Volunteers (38)
  - Courses (38)
    - Anthropic and Technological Disasters (3)
    - Civil Protection for Kids (8)
    - Natural Disasters (20)
    - Preventing Risk (16)
    - Psycho-Social Aftercare (3)
    - Public Awareness and Information (7)
    - Responses to Emergencies (6)
    - River Floods (1)
    - Safeguarding of the Educational Environments (8)
    - Safety Measures (19)
    - Scientific Causes of Disasters (4)
  - Languages (38)
    - Bulgarian (6)
    - Dutch (3)
    - English (18)
    - Greek (2)
    - Italian (4)
    - Romanian (2)
    - Spanish (3)

## THE SEARCH TOOL

On the right of the screen of the MOOC page, the users find a list of criteria that can be selected for choosing the characteristics that the course they are looking for should have (the topic, the beneficiaries or targets, the language).

After having selected all the needed criteria, the user has to click on the button 'Search on MOOC Platform'.

The title of the course/s containing the characteristics you selected should appear and the user can simply click on 'Read More' to enter the complete course and to see its didactic units, assignments and the deepening materials available.

Brief instructions are also available for the users to understand immediately which is the procedure they have to follow for finding the course/s they would like to. They just need to click on the title: 'Click here for instructions on how to search a course'.

After this research a list of courses available in the MOOC platform, according to the criteria selected, appears (with the title of the courses and a brief overview of the contents).

The screenshot displays a MOOC platform interface. On the left, two course listings are visible:

- EARTHQUAKES AROUND THE WORLD**: A course by APS: National Center for school improvement, focusing on gas drilling in the North of the Netherlands. It includes social media sharing options (Facebook, Google+, Twitter) and a 'READ MORE' link with a '27' badge.
- TSUNAMI'S EXPLAINED**: A course by APS: National Center for school improvement, discussing the movement of the earth and tsunamis. It also includes social media sharing options and a URL.

On the right, there is a 'SEARCH A COURSE' section with a link for instructions. Below it is a 'Search Courses' filter menu with the following options:

- MOOC Platform (50)
- Categories (32)
- Experts (10)
- Kids (22)
- Teachers or Staff (32)
- Teens (21)
- University (20)
- Volunteers (34)
- Courses (32)
- Anthropic and Technological Disasters (1)
- Civil Protection for Kids (6)
- Natural Disasters (18)

By clicking on the title of one course, it is possible to see that each course is organized according to a specific structure:

- Title of the course.
- Instructor: individual or organization that created the course.
- Overview: general presentation of the course.
- Goals: objectives that can be achieved after following the course.
- Didactic unit/s: individual modules.
- Assignment: tasks to be completed in the classroom or at home, tips on tests or quizzes, and other methods for putting into practice what has been learned during the course.
- Materials: deepening materials for study and analysis.

**Example of a course appearing after selecting criteria through the Search Tool:**

## MAIN RULES FOR ACTION IN CASE OF FIRE.

CATEGORIES: CATEGORIES, COURSES, ENGLISH, EXPERTS, KIDS, MOOC PLATFORM, PREVENTING RISK, SAFETY MEASURES, TEACHERS OR STAFF, TEENS, UNIVERSITY, VOLUNTEERS

Like 2 +1 0 Tweet 0

### INSTRUCTOR

María Rumeno Stoilkova, teacher in 105 Secondary and Primary School in Sofia

### OVERVIEW

What should students know when there is a fire  
What might be the cause of the fire and what are the main rules for action in case of a fire

### GOALS

Protect the life and health of people in emergency /FIRE/;  
Realizing the value of human life by constricting notions of proper behavior patterns, according to the available knowledge and skills;  
Consolidate knowledge and skills for correct behavior in case of fire;  
Recognizing the importance of the profession of fireman;  
Nature positive qualities such as courage, mutual responsibility and others.

### DIDACTIC UNITS

1. FIRE. Causes of fire [\[download here\]](#)
2. Actions in case of fire [\[download here\]](#)
3. Home Fire Safety for Kids



4. Fire Prevention & Home Safety



### ASSIGNMENT

educational task / game

[crossword-Answer-key](#)

[Riddle\\_gatankl\\_pojar](#)

[word-game](#)

[word-game-with-answer](#)

[crossword](#)

### Materials

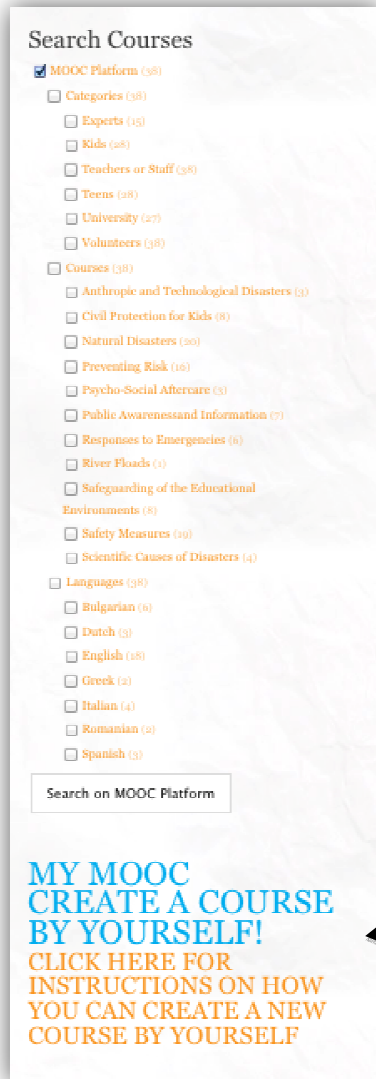
Online Firefighter Games

<http://onlinefirefightergames.com/>

Simultaneous games – Iveco Magirus Fire Trucks

<http://www.mojteigr.com/%D1%84%D1%8A%D1%80%D1%81%Do%B5%Do%BD%Do%B5?o=%Do%BF%Do%BE%Do%B6%Do%B0%D1%80>

The MOOC tool can be used in two configurations: general user or registered user. The **general user** can enter the MOOC and see the courses available by searching the key words, as explained above.



**Search Courses**

- MOOC Platform (38)
- Categories (38)
  - Experts (15)
  - Kids (28)
  - Teachers or Staff (38)
  - Teens (28)
  - University (27)
  - Volunteers (38)
- Courses (38)
  - Anthropic and Technological Disasters (3)
  - Civil Protection for Kids (8)
  - Natural Disasters (20)
  - Preventing Risk (16)
  - Psycho-Social Aftercare (3)
  - Public Awareness and Information (7)
  - Responses to Emergencies (6)
  - River Floods (1)
  - Safeguarding of the Educational Environments (8)
  - Safety Measures (19)
  - Scientific Causes of Disasters (4)
- Languages (38)
  - Bulgarian (6)
  - Dutch (3)
  - English (18)
  - Greek (2)
  - Italian (4)
  - Romanian (6)
  - Spanish (3)

Search on MOOC Platform

**MY MOOC  
CREATE A COURSE  
BY YOURSELF!**  
CLICK HERE FOR  
INSTRUCTIONS ON HOW  
YOU CAN CREATE A NEW  
COURSE BY YOURSELF

**Registered User:** On the other side, if a person wants to create new courses to be included in the MOOC, this is also possible. In fact, on the right of the screen there is a section 'My MOOC', where people can enter data into a given form, insert all the information necessary to create a didactic course and, at the end, submit the new course that will become part of the database of courses that are at the disposal of all the interested users. After the submission a system of checking by the administrators of the courses is enacted to verify the data inserted, to avoid risk of spamming and insertion of data not suitable with the themes or purposes of the SEE MOOC Platform. Before begin this process of insertion of information, the user should go to a registration page and request access data.

**Access to 'MY MOOC'**



## FIRST PILOT SERIES

A Contest was launched in each Partner Country for allowing interested people to send their videos, scriptwriting, with the winner receiving a prize.

Members of an official Jury have been singled out by each Partner with the purpose to evaluate the screenplays and videos arrived by participants in the contest from each Partner country.

A dedicated forum has been set up to allow the members to stay in touch among them and with the series Director. (Link to access the forum of the Jury: [ww.era-edu.com/MFTP](http://ww.era-edu.com/MFTP), the forum is entitled 'SEE - Jury of contest'. Data to access the forum related to the contest: username: jurycommission; password: Commjury15!)

Also a website dedicated to the contest has been produced containing the rules of the contest and instructions on the modality to send videos and scripts by the participants and to allow users have a clear overview of the procedures of the contest. Also a profile of each member of the jury is published on the website. The contest has been promoted and diffused to all potentially interested stakeholders, public, students, etc... The contest was for: not professional authors, young authors, students from film/TV schools, art schools, and university courses in art, cinema, television, communication and literature, young filmmakers.

Minimum age of the participants: 18 years old.

The purpose was the creation of an audiovisual product able to raise public awareness on the issues of civil protection. So the participants in the contest were asked to write a story for a video short film.

Website of the Contest

[www.seeproject.eu/contest](http://www.seeproject.eu/contest)

Co-financed by the EU - Civil Protection Financial Instrument

**WRITE A STORY FOR CIVIL PROTECTION!**

Home | Subscribe area | Faq | Jury of the contest | Contacts

— EUROPEAN CIVIL PROTECTION SHORT STORY CONTEST —

The project, promoted by the Consortium SEE aims to create an audiovisual product of 20 minutes commissioned to audiovisual professionals able to raise public awareness on the issues of civil protection.  
**You are asked to WRITE A STORY FOR A VIDEO SHORT FILM.**  
 The story will be chosen through a contest.

Please check the announcement and [registration](#) procedures.

CONTEST RULES

**Art. 1 - The contest**  
 The Consortium promotes the EEA competition "European Civil Protection Short Story Contest", whose goal is to raise young people's awareness towards the issues of prevention of natural and man-made disasters, emphasizing the importance of civil protection systems.

**Art. 2 - Objective**  
 The objective of the contest is to conceive a subject (story) for a short film (fiction), a documentary or a docu-drama.

**Art. 3 - How to apply**  
 The story can be produced in English or in National language in the form of video synopsis (that is, a video of max 6 minutes to present the subject) or of a written text. It can be a pitch addressed to a counter part; a monologue-story; an interview (self-interview, multiple interview or several interviews) or other forms that meet the requirements of consistency, intelligibility and expressive unity. It may also depict situations or events to support the story.

**Art. 4 - The story**  
 The general theme of the story is civil protection and events related to it; we suggest two subject areas (although our recommendation is not binding):

**A. 'Victims&heroes'**  
 Human experience:  
 1. Experience as a 'victim'. The 'victim' is a person involved in a dramatic event (earthquake, floods, fire, evacuation etc.). He/she can be of any age, any ethnic group and any social or geographical background.  
 2. Experience as a 'hero'. The 'hero' is a person who distinguished him/herself in a rescue operation in a risk situation. He/she can be a professional (firefighter, doctor etc.), a volunteer, a citizen, a student, a child who saved his/her friends or other people.

The story may include one of these characters or both.

**B. 'WHEN THE SKY TURNS UPSIDE-DOWN'**  
 Description of an event such as a natural disaster or a dramatic event involving the whole population or single citizens, rescue operations, help, support and drills.

Participants are free to choose their own way of narrating their story. It is advisable though to keep in mind the general principles of storytelling: prologue, plot, climax, solution.

**Art. 5 - Participants**  
 The contest is for: not professional authors, young authors, students from film/TV schools, art schools (high school) and university courses in art, cinema, television, communication and literature, young filmmakers.  
 Minimum age of the participants: 18 years old.

**Art. 6 - Deadline**  
 The deadline for submitting the story is April 30, 2014. Works received after this date will not be accepted. The Consortium SEE reserves the right to extend the date by communicating its decision on all dissemination tools of the contest.



The competition was entitled EEA competition "European Civil Protection Short Story Contest", and the goal was to raise young people's awareness towards the issues of prevention of natural and man-made disasters, emphasizing the importance of civil protection systems.

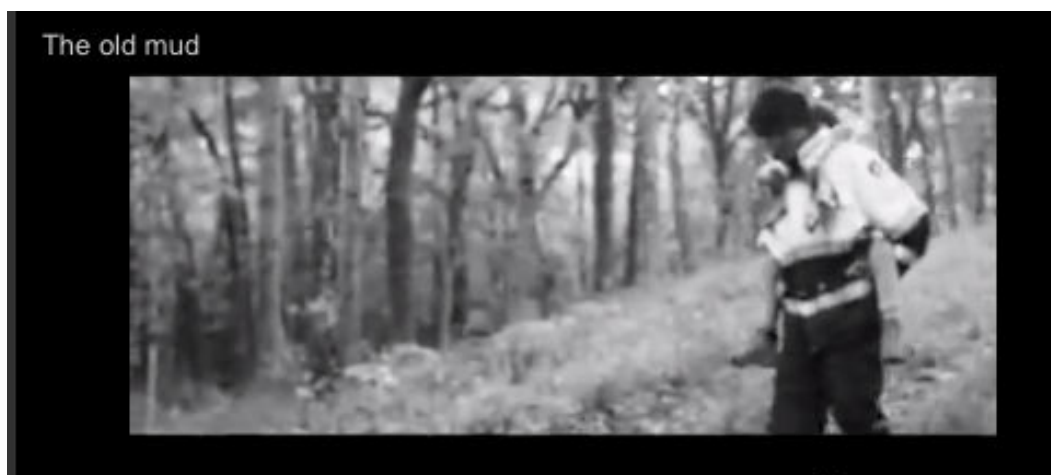
The story could be produced in English or in national language in the form of video synopsis (a video of max 6 minutes to present the subject). The general theme of the story was civil protection and events related to it. It was based on the topic "victims & heroes", Human experience.

After the first phase of evaluation the winner has been proclaimed and the production of the pilot series began. The civil protection volunteers were involved in the shootings. The result was diffused in all the partner Countries and linked to the WebTV.

The Episode is entitled '**The Old Mud**' and is part of the Web Series '**The Rescuers**'.

Link to the Episode, visible from the SEE WebTV, section Civil Protection Film Festival:

[http://www.civilprotectionwebtv.com/video/the\\_old\\_mud/](http://www.civilprotectionwebtv.com/video/the_old_mud/)



## AWARENESS CAMPAIGN IN ALL PARTNER COUNTRIES

In each partner country an awareness campaign was realized, repeated and organized into different moments, in order to:

- support the development of the Educational WebTV and e-learning platform
- promote the dialogue among different stakeholders (students, teachers, civil protection volunteers, professionals, etc...)
- disseminate the project products.
- 

The campaign has been organized on the base of some key elements:

- a common visual identity
- a common message: "Looking from above disasters aren't good or bad. But when you look closer disasters are ugly and bad, if you are not prepared. BE PREPARED, SEE Web TV!"

Products have been realized in each Partner Country on the base of this common visual identity (posters, stickers).

The instruments put at disposal in the planning phase of the campaigns have been used for promotion and diffusion of the SEE activities and products during the dissemination activities realized in each Partner Country.

That allowed to refer to a common ground of reference and to link together campaigns that have been realized into the different EU Countries involved in SEE.

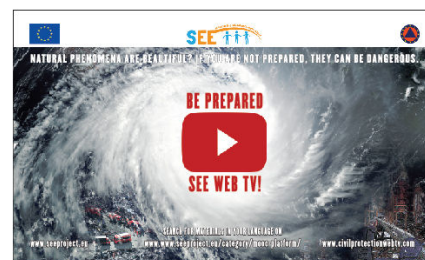
In addition to that, Partners in some cases have also realized and produced more and other materials and gadgets to improve the communication and the opportunity to reach the widest public, and the schools, the students, etc.. (gadgets, consumables, t-shirts, etc...).

Click here to download the report synthesizing the main activities developed by the Partners:

**Link to download the Synthesis Report of activities done for the awareness campaign in all Partner Countries**

<http://www.seeproject.eu/finalreport/awarenesscampaign.pdf>

**Posters and Stickers produced for the awareness campaign and translated in all partners languages**



**Some of the gadgets produced by the SEE Partners:**



**FLASHMOB IN EACH PARTNER COUNTRY (ADDITIONAL PRODUCT)**

As part of the awareness campaigns and as a strong tool for involvement and promotion of the project, Partners have implemented in their Countries some short live flash mob by involving schools, students, teachers as active characters.

The purpose was to gather in a different and contemporary way the attention of other students and teachers, by creating a multiplying effect also on the persons of schools or families that were not directly involved in the specific experimentation of the project. After the performance materials of the campaign have been distributed to the viewers and thus SEE Web TV be popularized. The performances put an accent on the need for all persons of being prepared for disasters.

**Screens of the flashmobs realized by all the Partner in their Countries & link to the related video on the WebTV  
(the Flashmobs are available on the section 'Mission to School' of the WebTV)**

### **BULGARIA**

[http://www.civilprotectionwebtv.com/video/see\\_-\\_awareness\\_campaign\\_in\\_sofia/](http://www.civilprotectionwebtv.com/video/see_-_awareness_campaign_in_sofia/)

Flashmob – 6-th Primary Schools “Count Nikolay Ignatiev” – 19-th November 2014



Sofia Municipality civil protection volunteers



### **SPAIN**

[http://www.civilprotectionwebtv.com/video/consorci\\_de\\_la\\_ribera\\_-\\_awareness\\_campaign\\_see\\_project/](http://www.civilprotectionwebtv.com/video/consorci_de_la_ribera_-_awareness_campaign_see_project/)





**ROMANIA**

[http://www.civilprotectionwebtv.com/video/behavior\\_in\\_earthquake\\_prevention\\_for\\_school\\_students/](http://www.civilprotectionwebtv.com/video/behavior_in_earthquake_prevention_for_school_students/)

Second Flash Mob in the frame of the Awareness campaign at Carmen Sylva School:

<http://www.civilprotectionwebtv.com/flashmobro2/>





**ITALY**

[http://www.civilprotectionwebtv.com/video/italy\\_flash\\_mob/](http://www.civilprotectionwebtv.com/video/italy_flash_mob/)



### NETHERLANDS

[http://www.civilprotectionwebtv.com/video/dutch\\_flashmob/](http://www.civilprotectionwebtv.com/video/dutch_flashmob/)



### CRETE

[http://www.civilprotectionwebtv.com/video/flash\\_mob\\_εσύ\\_πόσο\\_προετοιμασμένος\\_είσαι\\_γι/](http://www.civilprotectionwebtv.com/video/flash_mob_εσύ_πόσο_προετοιμασμένος_είσαι_γι/)



## METHODOLOGICAL GUIDELINES FOR CREATING SCHOOL EDUCATIONAL ACTIVITIES BASED ON CIVIL PROTECTION EDUCATIONAL LEARNING PLATFORM AND WEB TV

The Guidelines are addressed to the final users of the SEE WebTV and Platform. They give them indications and practical information on how to use the MOOC platform and the WEB TV for didactic purposes, for enhancing educative opportunities to increase the awareness about risk prevention in School.

The Guidelines are structured as follows:

- Pedagogical review on the new tools for teaching civil protection in schools
- What is the MOOC
- What is the WebTV and why a WebTV for Civil protection
- Description of the SEE MOOC Platform
- How to access the resources on the SEE MOOC and how to search a course

The guide contains:

- List of topics
- Languages

- Indications about target groups
- Indications about the pedagogic use of MOOC courses; structure of the Courses
- My MOOC, how to create a course by yourself
- The SEE WebTV

The Guide also contains indications about how to use the WEB TV for creating educational personalized paths.



*The Cover of the Guidelines*

The Guidelines have been translated into all the Partners Languages.

Links to download the guidelines in all languages:

Guidelines in English: <http://www.seeproject.eu/finalreport/guideEN.pdf>

Guidelines in Italian: <http://www.seeproject.eu/finalreport/guideIT.pdf>

Guidelines in Bulgarian: <http://www.seeproject.eu/finalreport/guideBG.pdf>

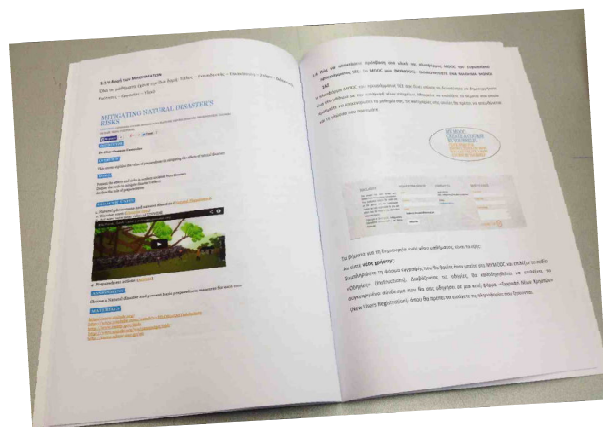
Guidelines in Romanian: <http://www.seeproject.eu/finalreport/guideRO.pdf>

Guidelines in Greek: <http://www.seeproject.eu/finalreport/guideGR.pdf>

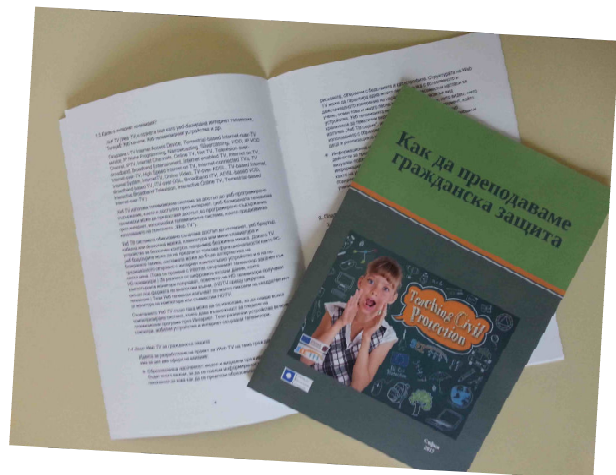
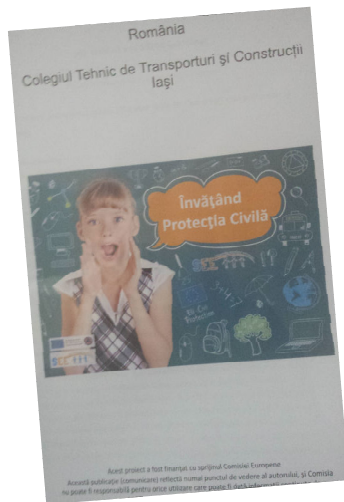
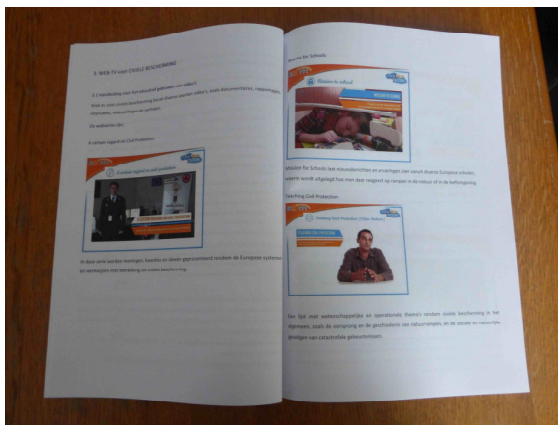
Guidelines in Dutch: <http://www.seeproject.eu/finalreport/guideNL.pdf>

Guidelines in Spanish: <http://www.seeproject.eu/finalreport/guideES.pdf>

### Printed Guidelines of translated versions







Online version of the Methodological Guidelines, in English and in Italian:

<http://www.civilprotectionwebtv.com/onlineguidelines/>

## EDUCATIONAL WEB TOOLS FOR STUDENTS WITH SPECIAL NEEDS

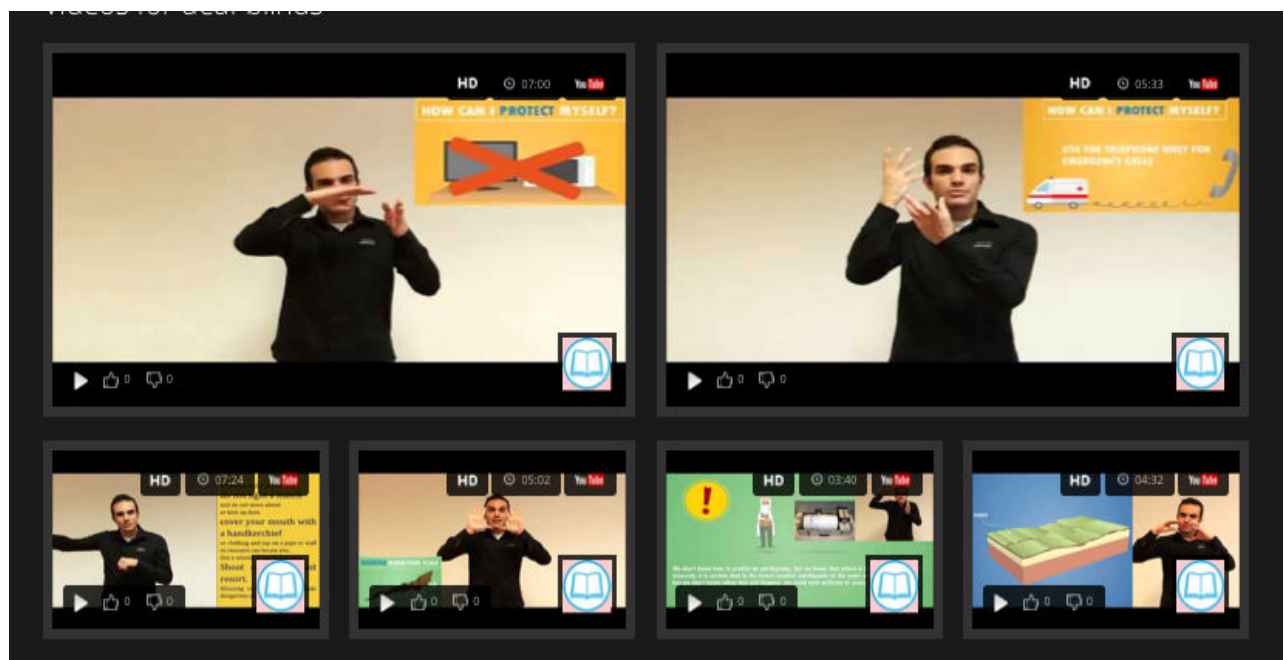
Six brief videos have been produced about earthquakes and protections measures, in details the videos titles are:

1. What is the earthquake
2. When earthquake occurs
3. How to measure an earthquake
4. How to protect from the earthquake
5. What to do during an earthquake
6. What to do after an earthquake

Each video involves an English speaker, an interpreter of International sign language, images and subtitles in order to give a good level of dynamism to the video.

### Link to the Videos for deaf mute on the WebTV

<http://www.civilprotectionwebtv.com/videosdeafmute/>

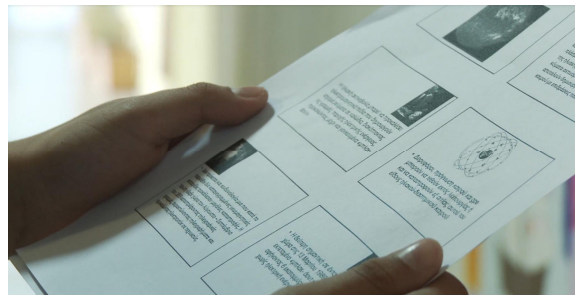


## TESTING PHASE IN SCHOOLS

A “learning by doing” approach was adopted through which all beneficiaries of the project had to undergo practical activities very interactive, highly engaging and adaptive and also easy to follow and implement in the classroom ensuring that students can apply the knowledge they've gained

### Crete:

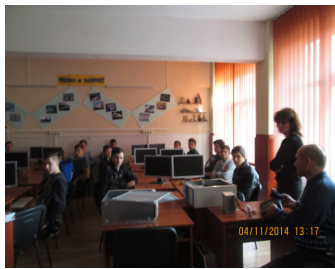
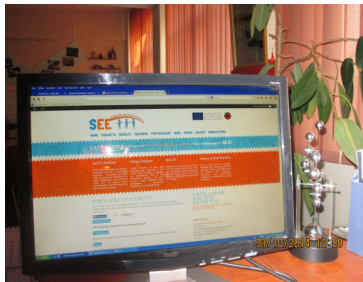
The activity aimed to carrying out a testing phase in three classes of primary and secondary schools (Rodomilia Nursery school of Heraklion, 2ond Primary school of Neas Alikarnassou, Heraklion& Pilot Secondary school of Heraklion), using tools and the resources in the platform and in the Web TV, in order to test them, in the frames of Civil Protection training days in the schools. Realization of experimental cross-modules educational activities (for primary and secondary schools) on risks awareness, emergencies prevention preparedness and self-protection with great impact across Europe.



### Romania:

Pupils were introduced to the products of SEE, MOOC platform and WebTV. They liked the access to virtual experiment and liked to participate as actors in direct disasters simulations (important because visual memory is generally more developed). So, we created with students from Primary and Secondary school films and spots

- film to analyze the correct behavior in earthquake prevention -Primary school “Carmen Sylva”- simulating an earthquake,
- film to analyze the correct behavior in earthquake prevention for children - Secondary school - REPORTAGE for Web TV



### Bulgaria:

The experimental phase was conducted in three schools - two in Sofia and one in the province (Brezovo). Participants: 108 students and 5 teachers. Among them: 81 students from Sofia and 3 teachers and 27 students from province and 2 teachers. The events were filmed and subtitled. In them teachers demonstrate methods of use of ICT in teaching the topics of Civil Protection.



**Italy:**

The testing phase was realized in two classes of primary school and two classes in secondary schools. After an introduction about Civil Protection, the children used the tools and the resources in the platform and in the Web TV, in order to test them. Together with the realization of experimental cross-modules educational activities on risks awareness, emergencies prevention and self-protection, some "live" drills were realized.

**Spain:**

The 20th of November 2014, the Consorci de la Ribera visited the A. Xúquer School placed in the city of Alzira (Valencia) with the aim of testing SEE online tools and didactical activities addressed to students of primary and secondary level. The testing last took into account that students had to read one activity in Spanish (materials, documents and videos) to answer the test included in the activity. Then students watched videos, reportages and interviews made by the Consorci, although they were not still operative in the Web TV. Students showed to be interested in interactive tools and theory about protocol and preparedness for natural disasters.





**Link to Report synthesizing the main data about the testing phase**

<http://www.seeproject.eu/finalreport/testingphase.pdf>

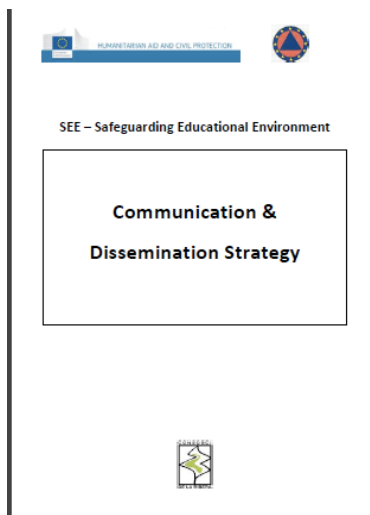
## **DISSEMINATION PLAN & REPORT OF THE ACTIVITIES OF PROMOTION AND DIFFUSION DONE DURING THE PROJECT PERIOD IN ALL PARTNER COUNTRIES**

A Plan of Communication and Dissemination was elaborated at the project beginning to deliver to all Partners the design and elaboration of an effective, comprehensive and complete methodology for the successful implementation of the communication strategy of the project, which is targeted to a wide public and involves different parties.

The ultimate purpose of this strategy was to allow broad acknowledge of SEE project by:

- Raising awareness of the topic
- Informing a wide public about its implementation
- Engaging different stakeholders
- Promoting the Project as a good practice

The Communication and Dissemination plan has been implemented by all Partners in order to standardize information about SEE project and fulfil with all communication requirements.



<http://www.seeproject.eu/finalreport/disseminationplan.pdf>

Along the whole project, each Partner has implemented various and different activities of promotion and dissemination.

To give an overview of the **main dissemination activities realized in each partner country**, these have been gathered in one general **Dissemination Report that can be downloaded from here:**

<http://www.seeproject.eu/finalreport/disseminationreport.pdf>

## 6 EUROPEAN WORKSHOPS

Each Partner Country has implemented a European Workshop.

The purposes of the Workshop were:

- Presentation of the SEE Project
- Presentation of the main products of the SEE Project
- Presentation of the results achieved in the specific country and at EU level
- Presentation of the MOOC platform and of the Courses for students in the context of prevention, in case of natural and anthropic disasters
- Looking at WebTV and example of videos (lectures, experimentations, etc)
- Authorities intervention, debates, proposals, conclusions

Some images of the workshops held in each Country

### ITALY

15<sup>th</sup> December 2014

The purpose of the Workshop was to further disseminate the MOOC platform and WebTV. The first episode of the Civil Protection Pilot Series "The old Mud" was also presented.

Civil protection professionals and volunteers but also public authorities and public in general attended the event, checked E-learning tools, and gave positive feedbacks about the project (50 attendants).



Handing out certificates of participation into the SEE experimentation

### ROMANIA

25<sup>th</sup> September 2014

SEE International Conference "CIVIL PROTECTION ON EDUCATIONAL LEVEL" in Moldova Republic, at Technical College of Constructions Hincesti (52 participants – mass-media, authorities from Educational Ministry, Civil Protection, City Hall, Emergency Situations Inspectorate, directors, inspectors, volunteers, teachers, students, Construction University)



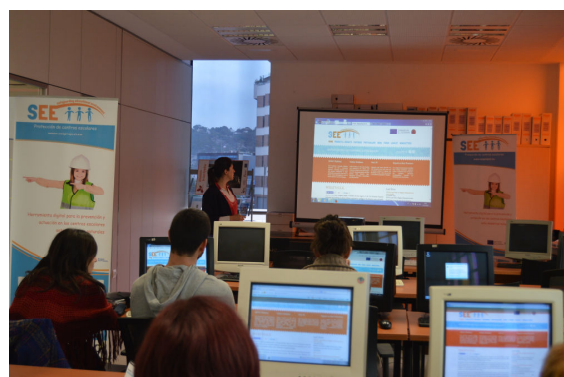


## SPAIN

21<sup>st</sup> November 2014

The purpose of the Workshop was to check with stakeholders the usefulness of MOOC platform and WebTV. The E-learning tools and presentation of SEE project were addressed to beneficiaries of the content provided by the SEE Website. Civil protection professionals and volunteers could check E-learning tools, ask questions and learn about other EU countries.

The Workshop has a positive value because we could compare the level of knowledge and preparedness of our civil protection system to others European systems'.





### CRETE

23<sup>rd</sup> October 2014

European Conference in the frames of the 4th Partner Meeting. The SEE Coordinator presented: the Web TV and its contents, the E learning Platform and its contents; Educational activities in primary and secondary schools.

The whole Consortium presented the impact of the project activities to the Civil Protection strategy of their countries. Discussion with the public.

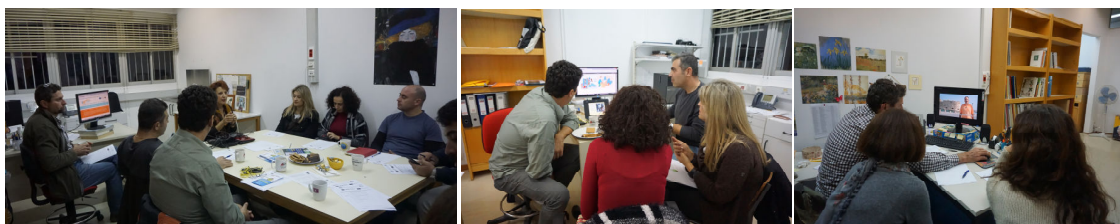
150 Stakeholders (Teachers, Educational Staff, Volunteers, Senior staff from public authorities) relevant to Civil Protection.



+

December 2014

Workshop for dissemination of the SEE project and its products. Stakeholders of Civil Protection (Educational staff, teachers, Volunteers, Senior staff from Civil Protection Authorities).



## NETHERLANDS

16<sup>th</sup> December 2014

Participants: Dolf Hautvast (senior trainer/consultant disaster management), Gert Stoker, Arno Maarschalkerweerd (former director of Communication and information of APS), Peter Lunshof (school director), Petra Janssen (director of a network of schools), Iris Meljes (See project APS), Spier ten Doeschate (See project APS).

The final workshop roughly contained 4 phases or elements: First of all the attendants introduced themselves and also highlighted their own experiences with risks, crisis and disasters at schools. This already led to a lively discussion. Then the goal of the SEE project was explained and the purpose of the SEE platform as well. Then they screened the website. Attendants had looked into detail at the website, they worked in duos on one of the three themes of the website: Best practices, SEE webtv, Moocs.

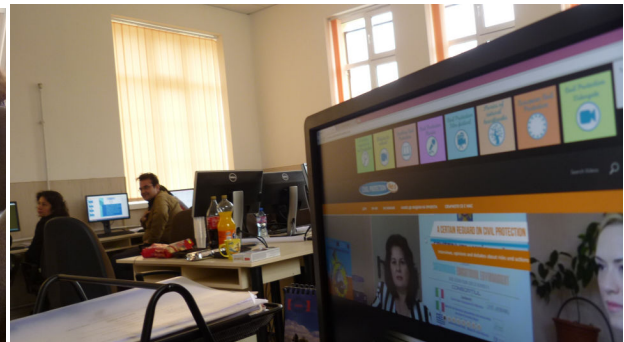
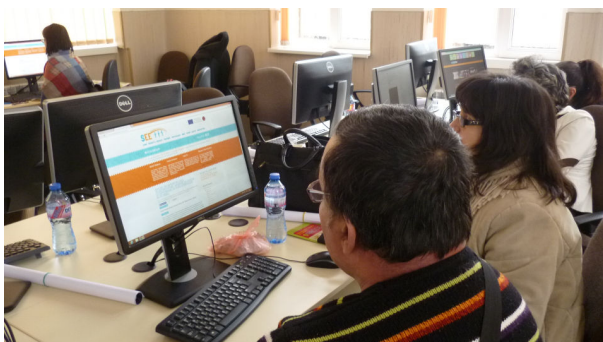


## BULGARIA

13<sup>th</sup> December 2014

Conducted a number of presentations of the project, combined with training in schools from the network of CEI in Sofia, Kardzhali, Plovdiv, Bourgas, Targovishte, Brezovo, Panagyurishte. 74 teachers were included in all the trainings.

December 2014 we organized a National EU Workshop in Sofia with 19 teachers from the country took part in previous training to present them the final results of the project



## PROJECT WEBSITE

The Project Website has been the first and main tool of dissemination.

It was updated step by step with the deliverables produced along the project, that have been linked directly to the project website so to allow to reach the main results in a fast and easy way also by the wide public.

The Website contains a main menu with items as: leaflet, photogallery, newsletters, etc... and a banner with connection to the main pages of the principal products of the project.

On the right of the main page updating news are available about some of the events carried out during the project. The news section could be updated by each single Partner directly.

[www.seeproject.eu](http://www.seeproject.eu)

**SEE** safeguarding educational environment

HOME PRODUCTS & RESULTS PARTNERS PHOTOGALLERY NEWS FORUM LEAFLET NEWSLETTERS

SAFEGUARDING EDUCATIONAL ENVIRONMENT FOLLOW US

MOOC Platform Online Database Web TV Report on Best Practices

**WHAT'S S.E.E.**

SEE it's a two-years European project, co-funded with the support of the Civil Protection Financial Instrument and involving as partners different organizations operating in the education sector and public bodies from Bulgaria, Greece, Italy, Netherlands, Romania and Spain.

Starting from the firm belief that education has a pivotal role to play in the reaction of the Community to the disasters consequences, SEE aims at training students, staff, civil protection volunteers and professionals about procedures and rules to be respected in case of natural or anthropic disasters and it wants to offer a complete set of educational resources to all the categories involved in the prevention, preparedness, self protection and cultural comprehension of the risks.

To get this result, the actions developed within SEE have the purpose to create a set of web based tools addressed to the educative system and related to the prevention and preparedness with the main objective to offer the educational resources helpful to know how to prevent damages and to intervene in the educative environment, keeping into consideration the physical space but also the psychological dimension and the social relationships that are being involved.

**Last News**

**National Workshop in Bulgaria**  
19 December 2014  
During the workshop the main results of the project are presented to 19 teachers coming from the country. They could...  
[Read more -->](#)

**National Workshop in the Netherlands**  
16 December 2014  
The goal of the SEE project was explained and the purpose of the SEE MOOC platform as well. Attendants look...  
[Read more -->](#)

**European Workshops – 15th December Workshop in Italy**  
9 December 2014  
The Workshop aims to promote the results of the project, its objectives and the achievements obtained in two years of...  
[Read more -->](#)

## PROJECT LEAFLET

Electronic and Paper-based product to diffuse the project contents. For this purpose, a specific graphic layout and a text summarizing the project main objectives was created. The leaflet was translated in all the partnership languages and used for disseminating the project during the main activities of diffusion implemented in all the Partner Countries.



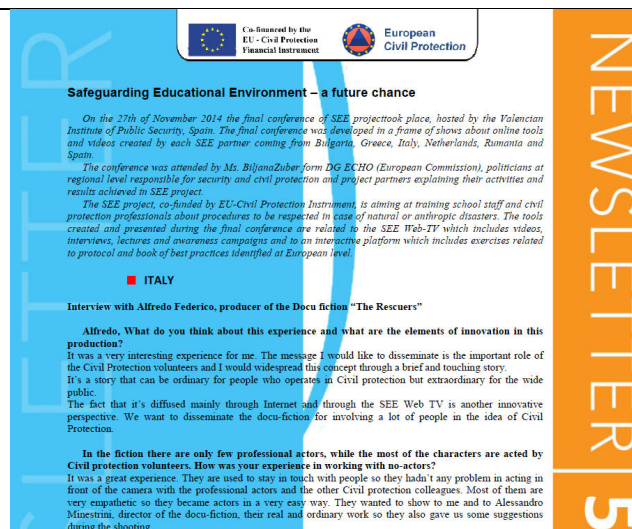
Downloadable in all the Partners languages from the project Website:

<http://www.seeproject.eu/leaflet/>

## SEE E-NEWSLETTERS (5 NUMBERS)

The 5 numbers of SEE Newsletter are published on the project web-site and have been used by Partners for dissemination purposes and printed for delivering them to the public during dissemination activities.

The project newsletters allowed the dissemination of the project, letting people know what is going on in each partner country within SEE, the activities that were being developed. They were useful for the diffusion of the project's outputs, underlining the necessity of intervention strategies based on the effective cooperation among different professional profiles within the team.



All the numbers of the Newsletters are downloadable in all the partners languages from the project Website:

<http://www.seeproject.eu/category/newsletters/>

## "SEE IN EUROPE" NETWORK

The SEE in Europe Network aims to involve the relevant organizations, associations, experts, educative institutions, public authorities, municipalities, stakeholders and also the wide interested public into the SEE project. It is a sustainability instrument, to launch a permanent debate about the civilprotection and education.

The Network is also a way to disseminate the results of the project reinforcing the ownership of the results and involving more actively the stakeholders.

Based on online tool of communication and sharing of experience.

Form used by Partners for subscription:



Co-financed by the  
EU - Civil Protection  
Financial Instrument



The Network on line will contain also some community tools (forum, links to facebook and twitter...) so that all the Network members can be always in touch one another

#### Application Form for Organizations

Organisational Information	
Organisation Name:	
E-mail:	Website:
Other contact/media details (SKYPE, Facebook, etc.):	
Contact Person (required)	
Name:	
Title/Position:	
E-mail:	
Other contact details (Skype, Facebook, etc.):	
I would like to be: Active Member <input type="checkbox"/> Observing Member <input type="checkbox"/>	
Authorised Signature	
In my capacity as the legal representative of ..... (name of organization)..... I confirm our application for membership in the "S.E.E. IN EUROPE" NETWORK. Furthermore, I accept the mission and objectives of the Network and I agree to undertake the responsibilities of member and support the activities of the Network as foreseen in the SEE project.	
Title and name:	
Position in Organisation:	
Signature:	

Link to the Website of the SEE Network:  
[www.seeproject.eu/seenetwork](http://www.seeproject.eu/seenetwork)

## FINAL CONFERENCE IN SPAIN

The Final Conference was attended by Regional politicians responsible of public security, Civil Protection professionals and volunteers, Partners, representative from the European Commission and other beneficiaries interested in knowing about SEE project results.

The Partners, representative of the SEE Consortium took part in the event presenting the results of their experience and in particular the deliverables they were responsible for.

During the Conference also the DG ECHO Representative Mrs Bilijana Zuber attended and had a speech.

*Some photos of the event and the Programme*





**SEE – Safeguarding Educational Environment**

**FINAL CONFERENCE**

27th November 2014, 09:00–16:30  
 VALENCIAN INSTITUTE OF PUBLIC SECURITY  
 C/ra. Valencia a Drecht, 4/6

09:00 Registration

09:15 **Welcome by the Director General of Security and Citizen Protection**  
*Irene Rodrigo, Directora general de prevención IVASPE*

09:30 **Introduction by the President of Concorci de la Ribera**  
*Juan Ignacio Barrachina Doménech, President*

09:45 **Presentation of the first episode "The old mud" of the Pilot Series "The Rescuers"**

09:55 **Introduction to the SEE project: a WebTV for Civil Protection**  
*Fabrizio Bidini, Coordinator, Centro Studi Villa Montecasa*

10:20 **The EU Civil Protection Mechanism**  
*Biljana Zubor, Representative of the DG ECHO of the European Commission*

10:40 **Analysis and best practices collection on educational web tools and e-learning tools for disaster prevention and preparedness addressed to schools**  
*Catherine Voreadou, Natural History Museum of Crete*

11:00 Coffee break

11:30 **MOOC Massive Open Online Course: Education for Civil Protection**  
*Maria Rita Stracchi, Project manager, Centro Studi Villa Montecasa*

11:50 **Civil protection education and special needs**  
*Valerio Poggi Ordes, Regione Umbria, Italy*

12:20 **Best practices on civil protection in the Region of Valencia**  
*Moses Belloch – Civil Protection Expert, Responsible of IAE ngo*

13:00 Lunch

14:30 **Awareness Campaigns**  
*Center for Educational initiatives, Bulgaria*

15:00 **Education and civil protection, two experiences in the schools**  
*The cases of the Netherlands and Romania*

16:00 **Conclusions**







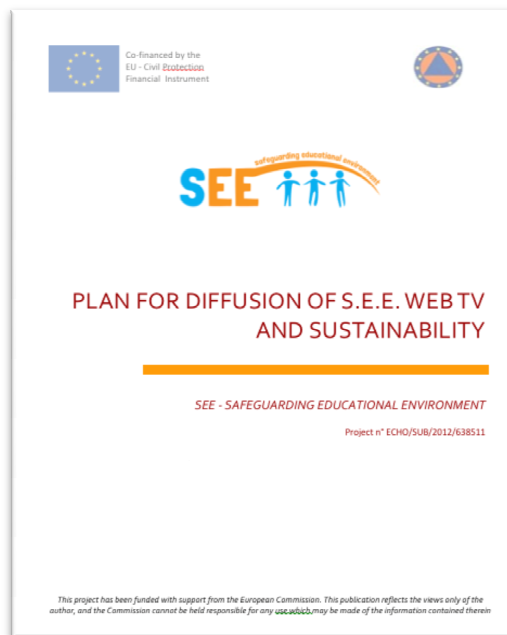






## PLAN FOR DIFFUSION OF CIVIL PROTECTION WEB TV + PROJECT SUSTAINABILITY ACTIVITIES AND PLAN

The Plan contains the main tools and modalities for assuring a continuous diffusion of the Civil Protection Educational Web TV. The purpose is to guarantee the sustainability of the WebTV but also of the project as a whole, containing guidelines for further development of the project and for increasing members of the Network and enhancing of the WebTV and the MOOC platform.



Downloadable from:

[http://www.seeproject.eu/finalreport/diff\\_sust\\_plan.pdf](http://www.seeproject.eu/finalreport/diff_sust_plan.pdf)

## 6. Evaluation of the technical results and deliverables

### 6.1 General lessons learnt

The SEE project has developed specific tools addressed to include in a constant way the perception and the awareness about procedures and behaviours during and after a disaster, mainly addressed to the children and the school staff in educative institutions. The strategy adopted by the SEE project was addressed to explore new ways in terms of social tools to be used for enhancing the participation of children and young students in process related to practices and rules about the safeguard in case of emergency in case of natural and anthropogenic risks.

The first idea coming from the project SEE experience is referred to the concept of school and educative environment. The concept of learning and educative environment has to be extended, covering not just the physical place where the schools activity are developed, but also the material and not material networks that are connected with the school institutions.

To make an example in terms of resilient and systemic point of view, the school day starts in the family context when group of people begins to be connected in different way to the school dynamic. The social and physical movement of children, teachers and parents covers large sides of the towns, and involves different areas of inter-connections:

- transportation: schools are hubs connecting various social and material relationships
- services to be provided: food and other different materials have to be provided continuously with movement of people and means of transportation
- social occasion of gathering people in different situation at the moment of the school end.

When we consider the idea of protecting the school we have to take into account that the school is embedded in networks of social of social and physical space and people.

Another idea is related to the educative relationship at the level of Pedagogic approach. We have to be aware that in general terms the didactic of actions related to the security in schools, included the practice of emergency response, is not very different from what is used to be applied in other similar contexts.

Practices related to evacuation or emergency simulations and/or related to drill and exercises are more or less the same when put in action in schools or in other contexts.

Does Pedagogy of civil protection exist?

It is sure that we have registered a very long list of good practices, all related to apply civil protection exercises in schools, but none is really thought in terms of pedagogic dimension.

That means the need of opening a reflection about Civil Protection and the Educative System, transforming the "lessons" on Civil Protection from an occasional activity led in order to be prepared in case of emergency to a topic regularly included in the list of the didactic areas covered by the scientific disciplines.

Teaching and learning specific scientific contents has been an important focus of research in science education in Europe and North America, However , 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 disaster.

This view restricts civil protection to the boundary of practical exercises and takes it out of the circle of pedagogic actions.

The first effort should be the adaptation of the civil protection issues to the field of scientific education and consider it as a potential section of science education in all the school degrees.

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 can help to know better the origins of the natural disasters and this knowledge is a way to make the students aware about the effectiveness of the responses and the value of preparedness as part of the environment into which they live.

Further comments are related to the use of social tools with a technological dimension. The SEE project intended to introduce instruments more friendly and familiar to the social communication of the young generations. This brings a very relevant list of opportunities:

- students and teachers are attracted by the contents proposed in video and in social networks
- the interaction through these tools is very immediate for students and they are much more involved in debates and discussions

However, the systematic use of these approaches can present advantages of penetrative capacity in term of didactic, but shows some limits in term of awareness.

The project experience shows that when the ICT and the social network tools are “managed” by the community of educators and the educative content are provided in systemic way, the results are very positive at didactic level. But when the contents are relegate to the autonomy of the students, the result are quite less enthusiastic.

The Project MOOC platform has been experimented with this idea: in all the cases the issues related to the civic protection are part of the scientific areas, even when in a practical approach, and the learning dimension has to be guided by the teachers.

The ICT tools allow another impact that the project experience shows as an effective result: the best practices analysis showed that in Europe there are a very long list of experiences whose common characteristic is the realization of videos at professional and semi-professional level.

This represents a very relevant space of communication also for promoting correct behaviors and knowledge to the different social categories of people and to the wide public.

This is the space created by the **wide dissemination of the SEE Civil protection Web TV.**

There is another reason for using this kind of popular and in the meantime social instruments. The very relevant presence of video contents in the web is disseminated and spread along the Web planet and it is sometimes quite hard to find the good resources to be used for educative reasons or for promoting awareness.

Another lessons learnt is that creating categories and well-framed repository is not enough: in order to involve large target groups, communication and video communication need a proper strategy. For those reasons the project awareness campaign underlined the real need of structured actions for constantly accompany the initiatives.

That indicates as that we **have to go further the common and accepted concept of dissemination** and create a real and effective communication approach embedded organically in the project strategy.

So, concerning the approach in the schools about Civil protection, the project shows how we **need to involve in the practical activities not only the school staff but also all the educative community.** The educative community is quite a new concept and involves all the people who are linked directly and not directly with the school

activity. It includes firstly all the parents, but also other categories of people such as external experts, staff working in the local authorities etc...

Finally it must be underlined that the SEE project dedicated a **special focus to educative tools addressed to people with special needs. In particular, one of the MOOC courses was tailored for deaf-mute users.**

Risk awareness, knowledge of the correct ways to be taken in emergency situations, the dissemination of the culture of civil protection, are issues that need to overcome language barriers, gender, religion and any other difficulties in order to be known by all.

The course offers comprehensive information on earthquake safety, with particular attention paid to the rules of conduct to be known for safeguarding lives before, during, and after a seismic event.

Six videos are made considering the point of view of the deaf-mutes, putting priority in the Sign and images and are constructed in order to ensure a flowing vision of the Sign Language interpreter.

## 6.2 Strengths

- **Experimentation of informal and quite new ways of communication** in the general landscape of technologies of communication
- Creation of **instruments for the involvement of the school staff at any level**, included the entire school community
- Development of an idea according to which **civil protection is to be included in the scientific disciplines in schools** and not only relegated to drills and exercises
- The development of new ICT tools addressed to a very wide public, especially the **Civil Protection Web TV that is organized not merely as a video channel but it is organized as a real TV with a broadcasting channel**
- The opportunity to explore the **application of the MOOC massive open on-line courses to Civil Protection with the specific involvement of a large**

**number of public**, not only taking part to the school activity but also directly involved in the operations in case of emergency. SEE project contributed to consider the school system as a network and the school as a social and physical hub

- The realization of **specific educative tools addressed to people with special needs. In particular, one of the MOOC courses was tailored for deaf-mute users**. Six videos with sign language about earthquakes are made considering the point of view of the deaf-mutes, putting priority in the Sign and images and are constructed in order to ensure a flowing vision of the Sign Language interpreter.
- The opportunity to **map good practices addressed to protection of the educative environment in the wide sense**, considering that some of those are fragmented and very local despite they can result very interesting and innovative.

### 6.3 Possible challenges

- The **MOOC platform and Web TV can represent a positive and interactive repository for all the materials on Civil Protection** and used even by very peripheral and small organizations, included local schools and local groups of volunteers
- **In the MOOC platform and in the Web TV the training and the educative programs can be transformed in “nomadic” resources to be used everywhere**, with the very interesting opportunity represented by the potentiality they have to be re-engineered by the users
- - Connected to the above, the web-tools which are very attractive and offer plenty of proof of effort to make the project known, to attract interest, to communicate its objectives and **results should be updated after the project end including updated information (new courses in the MOOC Platform and New Videos in the Web TV)**
- - The project may want to consider the **creation of a sub-group with the task of specifically addressing sustainability issues**. The sustainability and longer-term exploitation plans need to be improved covering also practical issues such as the financing of the project continuation, considering the best means to

further exploit the results and the MOOC Platform and Web TV in/to new countries.

- SEE has realized **specific educative on-line tools addressed to people with special needs (deaf mute)**. The choice to use block text, animations and images is a good choice in order to maximize the transfer of information. A potential future product could be the development of a file for download that contains the script for the six videos, so that viewers have yet another method by which they can access the film's message.
- **SEE has created tools that can represent a very democratic perspective for the educative/Civil protection sectors for any organization that cannot afford the effort to create its own educative tools for training the staff and the students.** The challenge is to widespread all these valuable materials and make them easily consultable, giving them some simple searching criteria, allowing any user to find the relevant information simply surfing with different research criteria (per country, per kind of disaster, per kind of tool, per language...)
- In this sense the European Commission can play a relevant role promoting the dissemination of the main deliverables of the SEE project (Civil Protection MOOC platform and Web TV) .

#### **6.4 Recommendations to stakeholders, partners, authorities in charge, National and EU institutions**

- Reinforcing a general view that considers the school system as a hub embedded in the physical but also in the immaterial network of the town creating learning and training opportunities accordingly
- Introducing the Civil protection issues along with other scientific disciplines in the framework of the scientific education from primary to secondary school, not relegating it to occasional exercises and drills, without losing the practical approach
- Reinforcing the communication strategies related to the civil protection projects with the specific goals of creating opportunities of knowledge addressed to a large public, together with the dissemination of the Civil Protection EU mechanism
- Realizing Civil Protection on-line tools (educational materials) for people with special needs has to be considered a normal practice, especially in schools. We

therefore hope that the movies realized for deaf-mute about earthquake, developed in the project SEE, can stimulate also the development of other similar products

- Enhancing the opportunity of experimentation of new tools related to the Communication and Social Networking with specific organic actions, such as the creation of a European Civil protection web TV in all the EU countries languages, with programs not related only to contents addressed to experts and operator but also to the general public. In this sense the European Commission can play a relevant role through the promotion of the main deliverables of the SEE project (Civil Protection MOOC platform and Web TV) .



## 7. Follow up

A project is a bit like launching a ship: after that the ship is built and launched, others will sail in it. But before launching a ship, it's necessary to make sure that it's safe and it can be maintained.

For this reason the SEE project foresees an exit and sustainability plan.

First of all it must be underlined that the MOOC Platform, the Web TV and the Data Base, that are consulting, implementing and integrating interactive multimedia learning tools accessible from the website, can be continuously updated (also after the project end), keeping both the beneficiaries and the wider public updated about video and learning resources addressed to EU school, Civil Protection volunteers and professionals called to intervene in case of disaster in the school environment and EU educational best

The technical resources required for maintaining the e-learning platform and the Web TV (with their tools, contents and materials) will be supported by the partners themselves.

In order to guarantee a better and more effective dissemination and follow up of the results and products at the end of the SEE project the partners have also singled out and set up two different work groups that have worked alongside the production and management of the activities:

1. *National Experts Commissions (NEC)* and 2. *a Transnational Working Group (TWG)*. Both groups were made up of staff directly or indirectly involved in the activities, were part of the partner organisations and had managerial and technical qualifications in the field covered by the project. The groups worked on each partner national level and on a transnational one cooperating in consultancy and technical monitoring for the dissemination of both the activities and products (Web TV, MOOC Platform and website updating, newsletters etc.) Being both 'internal and external' actors they contributed and will contribute in increasing the impact of the results of the project, even after its completion.

The "SEE in Europe Network" (whose members are schools, the local governments, the small citizens communities, Civil Protection volunteers, Civil protection private and

public organizations, but also teachers, experts in civil protection, experts in ICT....) remains a permanent network called to promote the SEE results on a permanent basis.

A Plan for the Sustainability of the Civil Protection Educational Web TV and MOOC Platform is defined by the partners themselves. It contains the methodology and the resources to continue the actions taking into account the following elements:

- **Preservation** This means thinking about what outputs are likely to be sustainable in the long term. The Web Site, the Web TV and the MOOC Platform together with their resources, material and e-tools realized during the piloting phase will be maintained available on a permanent basis. Also the database will be further implemented with the insertion of new educational projects at European level.
- **Maintenance** This means thinking if some supporting documentation will be needed to maintain deliverables. The partnership decided to realize a short video- handbook about how to use the tools and to implement the contents of the Web TV and of the MOOC platform
- **Other options for the project sustainability**  
At the end of the Project other stakeholders will be encouraged to join the “SEE in Europe Network” for ensuring a long-term cooperation by exchanging experiences and good practices.