

Integrated Digital Training in Emergency Management (I_TEM)

Bridging the gap between civil protection and social services -
a blended learning training concept for civil protection and social
service volunteers

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1. Introduction to the I_TEM project: Why social services in civil protection contexts?

The project Integrated Digital Training in Emergency Management was motivated by an issue that comes up again and again in emergency situations: What happens to people who are usually, in their day-to-day lives, reliant on different social services in a large-scale emergency? So called “vulnerable groups” are often left without the regular infrastructure and provision of everyday support. In instances such as the 2016 Central Italy Earthquake, personnel from social services were evacuated with the general populace, while some of the people relying on their work ended up in local emergency temporary shelters. Civil protection personnel only have limited preparedness for such situations and, at the same time, social service personnel do not necessarily have sufficient familiarity with emergency management structures as part of their education and training.

This is why I_TEM worked on bridging the gap between civil protection and social services, enabling a better understanding of different target groups’ support needs and improved joint work between civil protection and social services personnel. Our intention is that familiarity with “the other sphere” enabled by a joint training course will better prepare civil protection personnel and volunteers, but also make the necessity and appreciation for social service experts’ expertise in emergencies clear. If social service workers or volunteers were to increasingly consider applying themselves in large-scale emergencies, for example as active volunteers for local civil protection NGOs or even just as a consulting source of knowledge for civil protection volunteers in case of emergencies, then the situation of

social services and social affairs in exceptional situations such as emergency temporary shelters can be improved.

There have been previous approaches to include social affairs in emergency management, including by some members of the I_TEM consortium in the EU co-financed SAMETS project. I_TEM took the findings from these earlier projects and amended them in two major aspects.

One aspect is that I_TEM takes digital training elements into account. In the past, civil protection volunteer training has, by its very nature, been mostly “hands-on”. Yet, inspired by necessities of the Covid-19 pandemic, the project utilised a productive combination of e-learning and in-presence training to cater to the strengths of both types of instruction. The I_TEM model course is conceptualised as a blended learning experience.

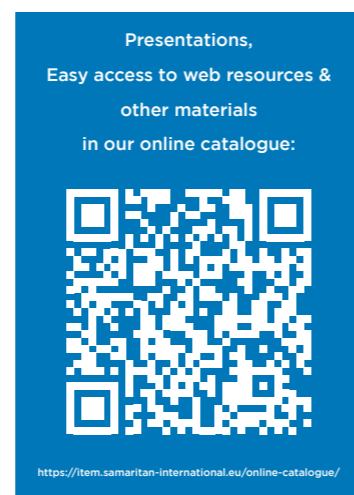
The other aspect is that previous attempts tended to take the perspective of one side - usually civil protection personnel. The participating civil protection organisations might have, such as in the SAMETS project, consulted external expertise to explain the target groups to them, but these experts were not integrated into the creation of the project results. This is why previous attempts lacked the benefit of also familiarising social service organisations with the world of emergency management - a benefit that I_TEM took advantage of by having a consortium that united civil protection as well as social services organisations, who jointly worked on every aspect of the project.

The pilot trainings, that the curriculum described in this document was based on, were

also attended by people from both spheres. The I_TEM project helped civil protection and social service personnel to learn to appreciate each others' expertise, make each other aware of the others' concerns and operations and therefore made it more likely that collaboration for the benefit of the target groups will happen in an emergency. Personnel involved in I_TEM - or in a subsequent training adapted from the project - did not and will not become experts in the other sphere's field - but they can learn to be aware of the fact, that they need not be alone in the face of a social service or social affairs related challenge and are able to seek involvement and collaboration with the other colleagues.

In the following chapters, we lay out the lessons learned from the project in more detail, including a model curriculum and course composition amended by a substantial catalogue of teaching materials proven in our pilot

courses. Original materials are made available as open educational resources, other materials we reference can be accessed (mostly without charge) at their original source, but are of course subject to the general constraints of copyright in education. Materials given as files or, in case of third materials, easily accessible by web link are provided in a web-based Annex to this document, our teaching and training materials online catalogue that is available at:



Early working meeting of the I_TEM project in 2021 - still under pandemic conditions

2. Lessons learned from the project

2.1 Exchange between social services and civil protection

One basic premise of the project from its proposal stage was confirmed throughout the work of the project – That the exchange between the spheres of civil protection and social services is invaluable and that working together in joint trainings can foster this exchange. The direct exchange with colleagues from both spheres, professional or volunteer, from other NGOs added a layer to this that the invitation of individual experts to explain a topic area could not cover in earlier attempts to work on this issue, such as SAMETS.

The pilot trainings, but also the joint project work in preparation and aftermath of these central events, broke down contact barriers and fostered mutual understanding. Civil protection personnel involved in the project now have not only received formal knowledge, but through the practical work as well as the focus of the training on experience and understanding, achieved a connection to the needs addressed by various social services and why it is highly relevant to consider them in emergency operations. The same logic holds true for the social services personnel involved in the project. For many of them, I_TEM was their first contact with civil protection or emergency operations. While the urgency of supporting their target groups even during, for example, a natural disaster situation was known to them and a motivation for joining the project, this insight into the operative logic of emergency services has made possible

interface points clear, where involvement of personnel from social services can make a positive impact in emergencies.

A point that illustrates this fruitful collaboration was the “drawing the camp” exercise in the second pilot training – this final test of how civil protection and social services would work together to design an emergency temporary shelter with different vulnerable groups of people in mind yielded very good results after the participants had completed both pilot trainings together in the run-up. In the evaluation, this prompted us to extend this particular exercise into a “before and after” variant in the final model curriculum.

However, it is clear that any adaptations of our curriculum might not benefit from this exercise in particular – which is why a central lesson learned from the project is that any trainings adapted from I_TEM should always be done in collaboration between stakeholders of both civil protection/emergency services and social services - and ideally stakeholders familiar with the specific context (such as the risk factors of the locale, local demographics and target group prevalence in the populace etc.). We consider this the best way to yield similarly good results within the training, but also to replicate the fruitful exchange between the colleagues that resulted from the joint preparatory work.

2.2 Blended learning in civil protection training and technical considerations

From the beginning, I_TEM considered how to amend and improve the joint training of civil protection and social services by digital means. In light of the Covid-19 pandemic that had recently begun during the application phase of the project, the mode and extent of utilising digital training elements and thereby also reducing the contact time among trainees was left open to a multitude of possibilities.

After some discussion in the initial working meetings, the I_TEM consortium settled on supporting the in-presence course with a typical e-learning platform (or “learning management system”, LMS).

Project partner ANPAS already had an instance of the well-established LMS Moodle running in production use for national volunteer trainings. The project was graciously offered to use this Moodle instance as the basis of the e-learning for the pilot training courses.

Live remote instruction (e.g. webinars or classroom teleconferences) was debated but dismissed.

At the time, there was still an impact of the Covid-19 pandemic on education and training. But signs of normalisation were already showing and the division of educational content into “offline” and “online” instruction at one of the earlier working meetings had already made clear that practical exercises were important to convey knowledge about and understanding of the target groups, the challenges they face and the challenges they pose for volunteers. Thus in deciding the mode of digital training, constructively amending the in-presence training with e-learning resources, where clearly beneficial, took priority over reducing in-presence time as

strongly as possible.

The e-learning portion of the training therefore focused on theoretical introductions, prompts for thought before the classroom, background information, further reading and sharing materials from the classroom for reference.

The goal was to support an interactive classroom with a reduced amount of plenary-style instruction.

Moodle, like most LMSs, allows to share all kinds of media that can be put into a computer file. Most materials were either texts or presentations, with a few discussion prompts given as videos. Links to web content were used extensively, as suitable web resources were plentiful.

The material is, where redistribution is not difficult because of copyright concerns, catalogued in the teaching materials and educational resources chapter, respectively in our online catalogue at <https://item.samaritan-international.eu/online-catalogue/>.

As part of our first pilot training, we also utilised a simple multiple choice quiz as a learning check. Rather than a test of a final learning result, the quiz was very brief and aimed simply at checking whether participants had read the given materials. However, we found that such a test does not ensure that everyone has the same level of self-study knowledge at the time of the course. If it is not possible to make the completion of such a quiz a binding prerequisite for participation in the in-presence course, we recommend to deal with this issue by briefly repeating the essentials as part of the respective classroom segments. With this experience, we also dropped the quiz from the e-learning portion for the se-

cond pilot training and have not included it in this concept document.

Adaptors of our work may want to consider re-introduction of such a check if their circumstances allow them to exclude participants who have not completed such a check. For long-planned international events as the pilot trainings conducted in the project, with pre-made travel and accommodation bookings, it would not have been practical to enforce such a rule.

The project consortium admits that this approach to e-learning results in only a limited reduction of personal contacts during training – namely some of the classroom time that would have conveyed the information available on the e-learning platform in plenary style.

However, the focus on more interactive instruction in-presence, and the importance of having this type of coursework, was confirmed in the evaluation session of the first pilot training and even encouraged to be extended for the second pilot training – which we did.

The evaluation after the second pilot training confirmed that a good balance was struck between e-learning content and in-presence instruction.

We can recommend using LMSs / e-learning portals to provide supporting content for courses adapting I_TEM.

Platforms such as Moodle avoid scheduling complications that would come with live instruction as learners are able to work through the material at their own pace during the e-learning phase (which should be at least a week before the in-presence training), have the benefit of being able to reduce plenary or lecture style instruction of background or introductory information in the course and thereby allowing for more interactive segments, are technologically simple in that they impose

no technical requirements to the learner other than a web browser on almost any device or platform and, especially compared to live video instruction that allows for large groups of learners, are comparatively cost-effective, even when being self-hosted to avoid data protection complications.

Moodle was chosen out of convenience of already being set-up at one of the project partners and, of course, as being a popular and proven choice for an LMS. However, considering that the functionality needed for the I_TEM course in terms of provision of materials is not a feature unique to Moodle, but a basic functionality of most LMSs, we think it likely that most popular LMS software solutions, of which there are many and also many free and open source (FOSS) solutions like Moodle, would be suitable. The choice thus depends on required or desired functionality when utilised beyond the I_TEM course as such. Educational organisations without an established platform and without in-house IT capacities to self host one of the FOSS solutions may be served just as well by utilising a non-free software as a service platform, if data protection concerns can be alleviated.

For an extensive overview of different LMS software products, please see https://en.wikipedia.org/wiki/List_of_learning_management_systems.



E-Learning in I_TEM used the Moodle LMS

3. Model curriculum

In the following, we lay out educational content, desired learning results and an example course structure that we, after two and a half years of project work and two pilot trainings, consider useful to reach our goal of a successful joint course for civil protection and social service personnel.

We encourage any parties interested in replicating the course to make adaptations for their specific context as they see fit, but hope that they find our model curriculum a useful baseline to do so.

3.1 What is an ETS - General considerations

ETS or emergency temporary shelter is the umbrella term for situations in which people find themselves (usually involuntarily) after a traumatising event (such as earthquakes, floods, or man-made disasters). People find themselves together in a more or less long-lasting temporary transitional situation where they live together. This living together in one place and the challenges associated with it add to the trauma caused by the original emergency and result in a volatile mix that the trained volunteers tasked with managing the ETS are exposed to and have to deal with.

There is no one-size-fits-all solution here; a way forward can only be found by understanding the underlying dynamics and knowing the particularities that the various parts of this community of purpose possess. In particular, we want to provide an approach to improve the situation of four so called “vulnerable groups” (or target groups with additional support needs) in such emergencies, namely:

- Children
- Elderly people
- People with disabilities
- People with a different cultural background from the local mainstream/multi-cultural groups

3.2 Children

Description of the target group

“Every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier” (Convention on the Rights of the Child, Article 1)

Children are both traumatised by the causal

event and need to be protected from dangers within the camp. These dangers can come from the facility itself (securing areas in the camp, having emergency electrical power, etc.). Another source of danger could be people who are in the camp. If one starts from

the idea that those present in an emergency shelter are a normal cross-section of the population, the problem quickly becomes more concrete: the proportion of persons who might pose a danger to a child is the same inside the shelter population as it is in the general population. This train of thought then automatically leads to the mechanisms needed to primarily protect children and then provide them with the right care.

Learning result

- Get to know the target group of minors and distinguish them by age group
- Use age- and situation-appropriate language and activities
- Recognise the signals of mistreatment and abuse and know how to report to the competent authorities

Abstract - Summary of the module

Who are children?

The definition of a child is that of the Convention on the Rights of the Child: “Every human being below the age of eighteen years”; yet children are not a single whole; it is necessary to distinguish them into age groups in order to respect their rights and provide care and support consistent with their needs: a preschool child is very different from a teenager!

Why are children exposed?

Children are vulnerable in emergencies due to their peculiar cognitive characteristics: an emergency may be difficult for an adult to process, it is even more so for a child who has less previous experience, less access to sources of explanation and fewer tools to process and access solutions.

Moreover, children are always engaged in age-specific developmental stages that cannot be undergone even in an emergency.

The total dependence of children on reference adults, who are also involved in an extraordinary situation, makes them particularly vulnerable and in need of a protected space and of adults, who are not affected by the emergency event, to take care of them.

In this module are presented activities and structures dedicated to children in the ETS for an earthquake emergency (earthquake central Italy) and for refugee assistance (Vojany, Slovakia, Ukrainian refugee assistance).

Finally, every association should have a zero tolerance policy for child abuse and mistreatment: here we present the main signs and appropriate behaviour if a volunteer recognises a sign of abuse or when a child confides in them about an instance of abuse.

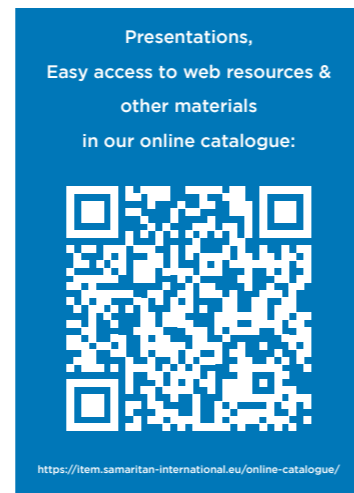
References to teaching and training materials / resources - What to do on-site and what to do online.

In contrast to the other target groups, the topic of children does not lend itself to interactive exercises such as role plays or group experience workshops. The split online/offline is thus slightly different than for the following target groups. E-learning was used to provide background documents on the rights of the child, zero tolerance policies etc. and presentations for reference. The in-presence part of the course did also include an overview of this information, but worked alongside the named examples, with interaction focused on classroom discussions instead of direct activities.

Since the educational segments of the topic of children were simply conventional plenary instruction, the teaching and training mate-

rials chapter does not elaborate on any individual segments.

However, presentation files and media are provided in the online catalogue.



3.3 People of different cultural backgrounds

Description of the target group

Either (recent) migrants or people who otherwise have a cultural heritage that is different from the local mainstream, who may or may not speak the local native language or not speak it very well. They may have habits or traditions that also deviate from the local mainstream when it comes to religious practices, nutrition, or any other aspect of practical or formal everyday life.

Learning result

Improved cultural competence. Having cultural competence enables relevant personnel to understand and respect differences between cultural groups, fostering an inclusive and supportive environment for everyone.

Understanding cultural nuances, language barriers, and communication styles can help bridge potential gaps and enable smoother interactions.

Abstract - Summary of the module

The module will first of all ask and answer the question:

What is culture? The definition, interpretation, understanding and communication. Culture characterises a group of people who share a common set of attitudes, beliefs, behaviours, language, symbols. It also introduces and discusses the concept of the cultural lens: We see the world and interpret actions which we perceive in it.

Communication is the next important segment, where the course discusses:

- Nonverbal Communication help us understand others, bring words to life, hear what isn't being said
- High and Low Context Communication

Other issues that are addressed are:

- The Risk of Stereotyping
- Cultural awareness fosters flexibility and acceptance
- Appreciation for diversity is key for developing cultural competences

References to teaching and training materials / resources - What to do on-site and what to do online.

The segment on different cultures follows the typical split online/offline that can also be found in the following target group chapters.

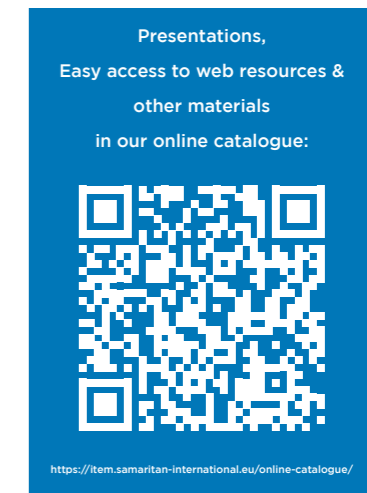
On-site teaching is focused on as many practical exercises as possible, as well as media-based prompts that foster discussion (e.g. about stereotypes), usually integrated into

presentations that explain the context either before or after the interactive part.

The exercises are elaborated further in the educational resources chapter.

E-Learning materials focused on preparation and background reading, but also provided video clips as a lighter prompt for thought.

Examples, where distribution is possible, are referenced in the online catalogue.



3.4 Elderly people

Description of the target group

In the past, elderly or older people and people with disabilities have often been considered as one target group while developing strategies, policies or surveys related to civil protection. However, several reasons show the importance of highlighting the specific needs of older people as well as identify and draft recommendations in order to provide adequate support during emergency situations.

An older person is defined by the United Nations as a person who is over 60 years of age.

However, families and communities often use

other socio-cultural referents to define age, including family status (grandparents), physical appearance or age-related health conditions. At the same time, demographic change leads to an ageing population.

These are two of the major reasons why older people are one of the largest target groups that can be expected to need appropriate assistance in the event of a civil protection mission - just like experiences from civil protection shows. However, the elderly have been and still are underrepresented in the development of policies and strategies in comparison to some other vulnerable groups.

Learning result

- A better understanding of the relevance of taking the elderly into consideration and the specific needs in the context of a civil protection that helps to lower barriers in achieving professional level support for the target group.
- How to show a reflected, empathic behaviour toward the target group.

The former is achieved by a toolbox of suggestions, experiences and solutions presented in the educational segments.

The latter is primarily worked on by different exercises that are designed to change perspective and let the participants reflect their own behaviour toward the target group.

Abstract - Summary of the module

The overall aim is to develop an understanding of the target group.

In addition to gaining a better understanding of the needs of the target group, the first main aim is to highlight and address the following problem areas:

- Prevalence of chronic medical conditions
- Physical limitations
- Syndromes that occur due to the situation: e.g. Relocation stress syndrome
- Dietary conditions
- Risk of social isolation
- Risk of abuse or marginalisation
- Slower pace and problems in movement and orientation
- Probably lower level of flexibility

Second, the module is aiming to provide a tool box of methods on how to communicate, how to anticipate and how to meet the needs of the target group.

References to teaching and training materials / resources - What to do on-site and what to do online.

In order to meet the need of the diverse group of trainees as well as to take into consideration the lack of open-source literature or non-transmitted Lessons Learned, the training is based on four columns:

1. Literature

Background information and scientific facts are important to develop an understanding for the overall challenge the society is facing. First facts as well as further reading resources are part of the e-learning, however it is recommended to repeat/elaborate during the in-presence part in order to remind the participants and open the topic for discussion and questions.

2. On-hand experiences made by trainers/ organisations

Different stakeholders with experiences in taking care of older people during civil protection events from our organisations were being asked to share their experiences, challenges and solutions. The videos cover the overall support of older people in an ETS as well as provide information about basic care. Integrated in the online part the videos are useful as a preparation for the on-site workshops on the one hand and as a take-home source for later on on the other hand.

3. Knowledge and experiences made by participants

Since the course is composed to combine civil protection units as well as professionals coming from social services, the participants themselves are an important source in terms of bridging the gap between those two disciplines. Therefore, it is highly important to create an integrative and motivative module by providing space for discussion and suitable exercises.

4. Role plays and exercises

It is expected that nearly every participant already has some kind of experience with older

people and/or will make some in the near future. During the workshop it is necessary to provide space where the trainees can practise basic care methods such as feeding or changing diapers. Moreover, by switching the roles and being caregiver as well as the person concerned the participants will lower mental barriers, develop an idea about how to treat an older person as well as what is possible and where there are boundaries. Additionally, it is the overall aim to understand what it might mean to be in the position of requiring support, following the rule: treat others the same way you would want to be treated yourself.

3.5 People with disabilities

Description of the target group

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (OHCHR)

Learning result

An basic understanding of the principles of inclusion and accessibility as well as basic competence in determining the support needs of people with disabilities in emergency situations.

Abstract - Summary of the module

The course content starts with a definition of the target group and an overview of different

types of disabilities, visible and invisible. Stereotypes, prejudices and myths will be addressed, as will be the approach to the target group.

Awareness of inclusion and accessibility issues

Trainees will be made familiar with communication tools and will receive additional suggestions and tips how to find out the support needs of persons with specific disabilities and find solutions on how to provide said support as well as possible in emergencies and how to provide an inclusive environment, even in a situation like an ETS - what adjustments may be necessary and what approaches to solutions exist.

Communication tools in particular are important, together with other suggestions and tips..

References to teaching and training materials / resources - What to do on-site and what to do online.

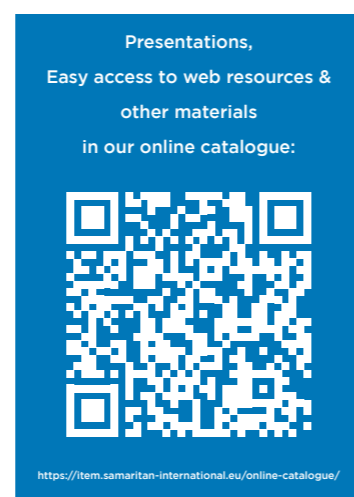
E-learning is focused on background reading and in providing classroom materials later on for reference.

The in-presence part of the training has regular plenary segments, but has a special focus on numerous exercises that, for example, “simulate” disabilities by creating impairing situations for the participants. Classroom time should be mainly used for such interactive elements.

Especially if the instance of the training is not already being designed together with disabled persons’ organisations (i.e. only with service provider organisations), it is also strongly recommended to include such stakeholders (e.g. a local DPO near the venue of the training) by including study visits in the program or by inviting speakers from such organisations to the classroom. Having such direct input

by online means is better than not having it at all, but a personal opportunity for discussion and exchange during the in-presence part is preferable and was found strongly beneficial from the aspect of representation of the target group as well as from the view of the learning experience in the project’s pilot training.

Interactive segments of the in-presence instruction, exercises and other materials are listed in the teaching and training materials chapter, with files available for download in the online catalogue.



3.6 Additional hygiene and sanitation considerations for pandemic situations

The I_TEM project was originally conceived during the height of the Covid-19 pandemic. While the benefits of using complementary digital training elements remained as relevant after the pandemic as before, the specific pandemic scenario had only reduced importance at the time of the pilot trainings.

Temporary shelters in case of emergency evacuations always require general observance of hygiene rules, as numerous people live in a relatively small, crowded space and the risk of disease was a consideration well before the Covid-19 pandemic. These consi-

derations should be reflected in the operation of a qualified emergency temporary shelter regardless of the target groups and their social services addressed in the project.

Nonetheless, additional hygiene considerations were discussed early on in the project and should be observed and taught when relevant.

The main focus was on testing during registration on arrival in an emergency temporary shelter and the possibility to quarantine or isolate infected persons. For the reasons explained above, containing a disease within a

shelter population, e.g. by distancing, is near impossible, so the focus should be on not admitting infectious persons into the population (the shelter as an “island”). Still, general anti-infectious measures should be taken in a pandemic situation - such as distancing where possible, wearing of masks or FFP2 respirators or availability and use of germicidal gels and cleaning agents.

Each pandemic in itself will require its own specific hygiene measures, which will be determined by the respective authorities. In the course of a disaster (earthquake, massive flooding, forest fires, etc...) a way must be found ad hoc to be able to map both necessities. At this point, the necessary steps must be taken together with all stakeholders. In the context of a complex emergency situation, a pandemic would add another level of challenges. In any case, the best possible solution at the moment will be found through a professional approach. The key element is that the decision-making table is truly inclusive of all stakeholders.

3.7 Example course composition

The following example can be adapted to local needs, group composition or specific risk scenarios. Exercises and segments can possibly be exchanged for equivalent replacements with comparable learning results.

The timings are therefore general recommendations based on the experience from the project and its pilot courses and not a ready-made agenda for a course. We expect adaptors to make changes and set priorities according to their context or preferences, which is why the estimated times for each slot do not always add up to the same number of hours or educational units per day.

It should be noted that the I_TEM consortium advocates to not simply halt the provision of social services/social affairs management in such situations. The focus on the isolation of the shelter as such should allow for the continued support of the project’s target groups even under pandemic conditions.

We do not recommend a general pandemic-specific segment in our model curriculum or example course composition, but consider the composition described in the following flexible enough to add such content, preferably under inclusion of the relevant local authorities and stakeholders for such situations, if needed or required. Keeping the topic, which has lost its salience at the time of writing, out of the standard curriculum benefits the training by concentrating on an issue that is still recognised as continuously relevant and therefore might draw more potential volunteers or other participants to take the course.

In its current form, the in-presence part of the course is conceptualised as a week-long training, with departure possible on the last day after the evaluation session.

Each of the four target groups has a dedicated segment, or a focus day. The exception is the multicultural target group, because this segment shares its first day with a slot for an extensive field trip/stakeholder visit, thereby continuing on the next day. There is also a separate “Experience day” dedicated to both Elderly people and People with Disabilities. This extra day is meant for practical and interactive exercises, which we consider a core

benefit of in-presence instruction that we recommend to make the most out of in a blended-learning context like this.

The online part of the blended learning is meant to be provision of materials as computer files of appropriate formats in an e-learning portal. Digital teaching materials used in I_TEM were all meant to be worked on at the learners' own pace, without specific time constraints. We recommend that the e-learning materials should be provided to the participants several weeks before the in-presence part of the course and stay available as long as possible in the follow-up.

The course composition has two slots for field visits or other stakeholder involvement. We consider this a minimum. Particularly with regard to the target groups that can represent themselves, namely the elderly, people with disabilities and migrants, it is a matter of inclusion to have an opportunity for direct dialogue as part of the course. An example could be a visit to a local association of persons with disabilities or the invitation of relevant speakers to the course.

Other field trips not directly aimed at a specific target group can also be valuable - for example visits to public institutions responsible for emergency management.

Please note that this curriculum presumes teaching personnel with a basic practical familiarity with the addressed topics themselves! The degree of content description is therefore intentionally not aimed at laypersons.

For teaching and training materials, OER as well as references to non-free resources, please see the subsequent chapters and our online catalogue.



	Title	Description	Online
Day 1	<i>Introduction & Focus Day Children</i>		
0,5 hours	<i>Introduction</i>	Organisational overview of the course + An ice-breaker exercise (E.g. -> Ice breaking exercise 1 or 2)	Organisational info documents (agenda etc.). Ice breaker can have digital media support
1 hour	<i>Drawing the Camp (first instance)</i>	-> O-G1 Participants get only a brief introduction on what an ETS is (15 min). Then they get 45 minutes to create an ETS camp plan. There will be no evaluation, it will be compared at the end when the exercise is repeated.	Further/background reading: Sphere Handbook - Minimum Standards for Camp Management.
1,5 hours	Children in emergency temporary shelter	The situation of children in emergency and in ETS. The social needs in ETS and the special needs of children.	In-presence materials also shared in e-learning for reference: Video of Giulia (children being rescued after an earthquake) + Presentation children in ETS
2 hours	Giocheria presentation	Traumatized children and best practice: the Anpas protected structure for children	In-presence materials also shared in e-learning for reference: Presentation Giocheria
1,5 hours	zero tolerance policy (safeguarding children)	Instruction to recognise the signals of mistreatment and abuse and know how to report to the competent authorities	In-presence materials also shared in e-learning for reference: Presentation safeguarding children Further reading online: International standards on safeguarding children

1 hour	Penta Pinta presentation	Children in ETS and best practice: photo-voice from ETS in Amatrice during Centro Italia earthquake	In-presence materials also shared in e-learning for reference: Presentation & Example photo exposition
1 hour	Communication and information gathering 1/4	Activity ->O-G2: the participants have to invent a form to collect the information they need to take care of children. How can I give to children the information they need - discussion at the end. (will be repeated for each target group)	Example questionnaire shared online afterwards.
Day 2 <i>Focus Day Multicultural Aspects</i>			
3 hours	Relevant field trip / visit of stakeholder	For example a visit to local civil protection stakeholders who are not directly part of your training effort.	It may be considered to have the stakeholder exchange online, if a physical visit is not feasible, but a face to face inclusion of this course element is preferable.
1 hour	Introduction	Videos Unesco, Discussion about "What is culture?"	Background reading reference / excerpt: Cultural Iceberg: Beyond Culture (1976) by Edward T. Hall Links to further background reading. Presentation provided in elearning.
2 hours	Non-verbal Communication	Video: "Italian in Malta" Exercise -> OC1: "Ask for ..." Lessons Learnt from the group: solutions and opportunities	Presentation/Video provided/linked in e-learning.

Day 3			
3 hours	Communication	Intro on importance of communication Activity -> C3: "Der-dians" Discussion and Comparison of activities	Presentations/video provided / linked in e-learning.
2 hours	Stereotypes and prejudices	Video: Adopt-a-Dane 1. Activity: Stereotype challenging pictures or media prompts, then Exercise C1, "NASA" + follow-up discussion. 2. Activity: Exercise ->O-C2 "Who am I?" + Discussion	Video provided / linked in e-learning. Picture set with stereotype challenging media prompts Afterwards: Share "solution" for Who am I characters
1 hour	Communication and information gathering 2/4	Activity ->O-G2: the participants have to invent a form to collect the information they need to take care of people of different cultural backgrounds. How can I give them the information they need - discussion at the end. (will be repeated for each target group)	Example questionnaire shared online afterwards



Multiplier Event - Presenting the project results to international emergency volunteers during an exercise

Day 4			
<i>Focus Day Elderly People</i>			
1 hour	Definition elderly and People with disabilities	Talking about the challenges, the link between the groups. Sharing experiences. Also highlight specialities such as service animals. Presentation "The Elderly"	Introductory video "Mission report flood" Presentation shared afterwards for reference Online Background reading: ADCAP Good practice guide: embedding inclusion of older people and people with disabilities in humanitarian policy and practice HelpAge - Older People in Emergencies HelpAge - Protection Interventions Helpage Nutrition Interventions UNHCR Emergency Handbook Older Persons
1 hour	Conditions to deal with in an emergency situation	Group Work + presentation Group Work + presentation	Presentation shared afterwards for reference.
1 hour	Dementia	Video: How to see the world? Discussion: Bus Stop to Nowhere as one therapy method?	Video link shared in e-learning afterwards.
1,5 hours	Soft Skill: Communication	Introductory explanation/presentation + "Grumpy Guy" (Role-play)	
1 hour	<i>Participation/ Empowerment</i>	Why is participation important? Methods and opportunities	

	Communication and information gathering 3/4	Activity -> O-G2: the participants have to invent a form to collect the information they need to take care of Elderly people. How can I give them the information they need - discussion at the end. (will be repeated for each target group)	
Day 5			
<i>Focus Day People with Disabilities</i>			
1 hour	Assessment of Care-needs & Control of Assistance	Presentation and Exercise For the Elderly and PwD -> O-PE2	Presentation and ACCA materials provided in e-learning.
1 hour	Introduction PwD, different types of disabilities, stereotypes	Presentation -> PD1	Multiple relevant web links as background reading (see catalogue)
1,5 hours	Experiential WS	Training Circle: e.g. how does a Person with Autism feel?(quiet/peaceful places), Visual impairments, Deafness, Motor impairment – 4 groups -> O-D1	
1 hour	Risk Analysis	What are the possible risks? How to prevent them? Solutions/Intervention. Exercise	Presentation shared in e-learning for reference.
1 hour	Communication Tools	Examples of Apps, pictograms, symbols, routines.. (MAKATON, Arasaac) Exercise: How to make House Rules/Schedules... short and easy -> PD3	Presentation shared in e-learning for reference.

1 hour	How to approach PwD	Presentation -> PD2	Presentation shared in e-learning for reference.
1 hour	<i>Participation/Empowerment</i>	Why is it important? What methods/tools/solutions/activities?	Presentation shared in e-learning for reference.
	Communication and information gathering 4/4	Activity -> O-G2: the participants have to invent a form to collect the information they need to take care of the support needs of people with disabilities. How can I give them the information they need - discussion at the end. (will be repeated for each target group)	
Day 6	<i>Day of "Experience Segments and Exercises" on Elderly People and People with Disabilities</i>		
2-3 hours	Field trip or relevant stakeholder visit	For example: an exchange session with a local disabled person's organisation.	It may be considered to have the stakeholder exchange online, if a physical visit is not feasible, but a face to face inclusion of this course element is preferable.
1 hour	Multiple Disabilities Exercise "Bad helpers"	2 groups switching after 30 minutes, -> O-D2	
	Exercise "Confusion"	2 groups switching after 30 minutes, -> D1	
2 hours Depending on number of participants/groups - 20 min per station	"Experience" Exercise course, consisting of exercises such as:	See exercises O-D1, O-D3, O-E3	
	"The Blind Man and the Lame"	Mutual assistance / task fulfilment with different simulated impairments	
	Wheelchair obstacle course		

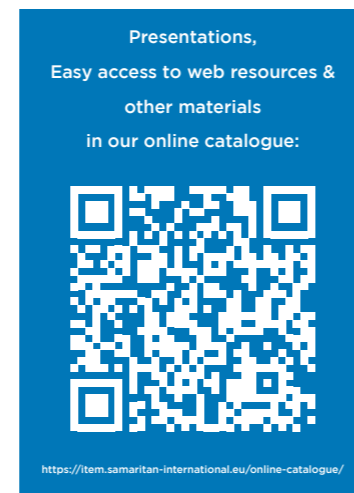
	Sensory Deprivation	E.g. Ageing suit	
	Evacuation of non-mobile person	Carrying exercise	
	Basic care-giving measures for elderly people	Participants will be actors e.g. Support eating, Diaper exercise, wash hands/face, bedding	
	Basic care-giving measures for people with disabilities	Participants will be actors e.g. assist in transfer from wheelchair	
1,5 hours	Drawing the camp (second instance)	-> O-G1 Split the participants in different groups. With the new insights gained from the training, a new camp plan is designed and then compared with the one made at the beginning in the evaluation at the end.	
Day 7	<i>Summary, Outro, Feedback/Eval</i>		
	FEEDBACK / Evaluation	The evaluation consists of at least a standard education/training event evaluation survey. If you are introducing this training, it may be advisable to also hold a non-standardised qualitative discussion about the training with your participants and trainers.	The evaluation survey should be conducted online - either on the e-learning platform or on a suitable third-party service (e.g. GForms)..

4. Educational Resources

This chapter distinguishes between recommended teaching materials (which can be exercises, media for discussion prompts or resources to be shared via the e-learning for preparation or background reading) that were used as part of the project's pilot trainings and original content developed by the trainers as part of the project and that we are publishing as an Open Educational Resources (OER). Non-free/non-open resources are nonetheless briefly described as per their purpose and use case in an I_TEM-based training with reference notes or web links given to find further information.

The following sub-chapters briefly describe the educational resources with a focus on outcome/learning result. For the actual media files, where these go beyond text, we provide

an online catalogue on the project website that includes not only presentations and other original materials, but also links to other relevant sources.



4.1 Recommended teaching materials and exercises

The following teaching and training materials as well as exercises have found use in the pilot courses of the I_TEM training and are referenced in the model course composition. The listed content has authors outside of the project context, which is why we keep the descriptions brief, as a quotation embedded into the context of the project and our desired learning result, and offer links to the original sources.

Subsequently, in chapter 4.2, there are additional teaching and training materials that are original works of the project group. These materials are offered as open educational resources.

4.1.1 Children

All relevant teaching materials used in I_TEM have been released as open educational resources, so please see chapter 4.2.1 materials on the target group of Children.

4.1.2 People of different cultural backgrounds

C1 Exercise: NASA Moon Landing/ Survival Challenge:

Source: Jay Hall, The procedural rules from Hall & Watson's study (1970) NASA and Jamestown Education Module



Goal: The NASA Moon Survival Challenge is a team development exercise. It could be used as an icebreaker and help to create teams.

Method: In the Exercise you are part of a spaceship crew. The mission plan was to land near to a mother ship on the moon, but mechanical issues forced you to crash over hundred miles away from the meeting point. The ship and many of the supplies were damaged in the landing, and it is up to you to choose from 15 different items and prioritise/ rank to most important for survival. First as an individual and then as part of the group.

Outcome: effective team working, group decision making, team effectiveness, team decisions are more effective than individual decisions.

C2 Exercise: The Albatross

Source: Theodore Gochenour (1993): Beyond Experience. Yarmouth/USA: Intercultural Press 1993.

Goal: The aim is for the participants to gain the experience of not making assumptions about other cultures based on their own socialisation.

Description: Two trainers slipped into the "Albatrossian" shoes. The participants are asked to observe the behaviour of the two people and to take notes.

The couple enters the room and the Albatrossian sits on the male chair, the Albatross woman kneels on the floor. The woman picks up the shell with the peanuts. The man takes

it from her hand before she can eat a nut and eats a few nuts himself with demonstrative chewing movements. Then he hands the shell to the woman, who now also eats some nuts and then puts the shell aside. After eating, the man puts his hand on the woman's shoulder, who bends close to the ground three times. Afterwards, the couple rises and, as a farewell, walks around the round of participants, with the woman following the man, and leaves the room.

What may have first appeared to be a patriarchal society in the eyes of a Westerner was actually a culture dominated by maternal values.

The Albatross is a simulation. Meant to demonstrate the pitfalls of ethnocentrism, students must examine the short skit of the encounter between the two cultures and attempt to explain the rationale behind Albatrossian rituals. Why, in Albatross, are women always below the man? Why do the women not wear shoes? Why do they serve such a strange meal?

Outcome: The participants are sensitised to cultures with an unknown set of rules. They realise how difficult it is to describe situations without interpreting them. They practise intercultural competence and learn to ask themselves again and again: What do I see?

C3 Exercise: The Derdians

Source:

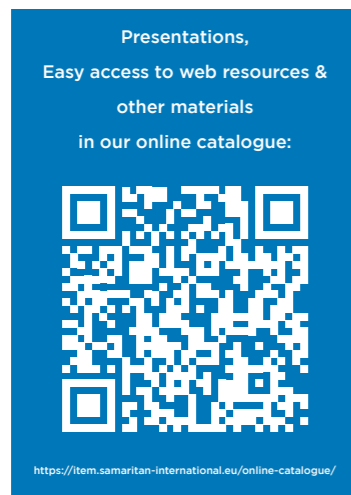


Goal: To experience cultural barriers when achieving a task in a different country than

your own.

Description: This game is a simulation of meeting and behaviour of two cultures. The group is divided into two groups, the engineers and the Derdians. The team of engineers go to a foreign country and tell the Derdians how to build a bridge. The group gets different instructions and they need to find access to the foreign cultural behaviour.

Outcome: Awareness about discrimination and respect for foreign cultural behaviour.



Accompanying online resources and further reading literature

Theoretical background:

Cultural Iceberg: Beyond Culture (1976) by Edward T. Hall

Description: In 1976, Edward T. Hall developed the iceberg analogy of culture. If the culture of a society was the iceberg, Hall reasoned, then there are some aspects visible, above the water, but there is a larger portion hidden beneath the surface.

Outcome: that we cannot judge a new culture based only on what we see when we first enter it. We must take the time to get to know individuals from that culture and interact with them. Only by doing so can we uncover the

values and beliefs that underlie the behaviour of that society.

Web links to further background reading

- Multiculturalism (Stanford Encyclopedia of Philosophy):



- Multiculturalism and minority rights: West and East:



- Cultures, religions and minorities in Europe:



- European Commission on Cultural, ethnic and religious diversity challenges in Europe:



Relevant Videos as introductory discussion or thought prompts either online or during the in-presence session:

- UNESCO Cultural Diversity: Brief clip by UNESCO on what cultural diversity is/

how it can be defined.



- Italian man who went to Malta: Humorous video as food for thought on taking communication challenges across cultures into account



- Adopt a Dane Foundation: Humorous video as food for thought - perspective change about preconceptions and stereotypes of other cultures



Pictureset with prompts for thought about own stereotypes and misconceptions is available in the online catalogue (Pictures of persons who do not "look like" their actual jobs and competences in the context of the photograph). The previously listed links can also be found in the online catalogue.



4.1.3 Elderly people

PE1 Plenary segment: How to feel with Dementia

Goal: To receive a better understanding about dementia and how people with dementia may experience their environment.

Method: A video can be an appropriate tool to show the perspective of a person with dementia, since visual and auditory perception can be adjusted. Furthermore it is easy to integrate it into an informative presentation about the topic.

Source: Different videos have been produced by Institutions such as Social Care Wales TV or Social Care Institute for Excellence that can be found on Youtube, e.g.:



Outcome:

- Short term: to reflect situations and reactions/behaviour that came to place while working with people with dementia.
- Long term and in combination with the presentation: to change the behaviour regarding people with dementia in terms of patience, empathy and overall understanding for possible needs.

PE2 Plenary segment: Caregiver training: people with dementia

Goal: To receive an understanding and tools about how to communicate with a person with dementia, how to stress the purpose and how to find a common solution for daily life issues.

Method: With best-practice experiences Do's and Don'ts coming along with possible

consequences can be presented.

Source: Different open sources are available on youtube made by institutions such as UCLA Health Alzheimer's and Dementia Care Program.

Outcome: To meet affected people with hand-on tools, ideas how to solve problems and to reduce possible compunctions that can make the work more difficult.

4.1.4 People with disabilities

PD1 Plenary segment: Definitions and Introduction to the target group of People with disabilities

Goal: To convey a baseline understanding of how the target group is defined, what their specific needs are, what support they require. Also to point out what myths, stereotypes and prejudices they encounter on a daily basis and ways to prevent them.

Method: Presentation with interactive discussion elements, including many prompts for thought, developed by Disabled People's Organisation.

Sources: : Presentation in annex, based on official sources on rights and conventions, media provided by DPOs

Outcome/Learning result: A theoretical understanding for the target group and key points to consider when working with them.

PD2 Plenary segment: How to approach people with disabilities

Goal: To be prepared to treat and empower people with disabilities correctly and fairly. To inform caregivers that they should consider all personal matters and consider a holistic understanding. To express and demonstrate

the many ways of interacting with people with disabilities. Know how to ask the right questions to find out more about the person behind the disability. Know how to listen to the person behind the disability and how to support decision-making to promote independence for PwD. Be mindful of promoting inclusion for people with disabilities.

Method: Presentation with interactive discussion elements, short videos including many prompts for thought and showing examples. Interactive exercises and activities with participants are highly recommended.

Sources: Presentation in annex, based on official sources. In the presentation are many more official sources in a link form for additional information and examples.

Ways to interact with people with disabilities.

How to talk with someone with an intellectual



disability:



Why is it important to empower PwD:



Physical activity for PwD:



Working with Persons with Disabilities in Forced Displacement:



VIDEOS: How to approach people with disabilities (Disability sensitivity training)



Outcome/Learning result: Building the essence of the partnership principle for caregivers so they can better understand what different types of PwD need help with and determine relevance and capabilities of the caregivers in an ETS setting. Clarification and reminder of why it is important for people with disabilities to participate in the community.

PD3 Plenary segment: Communication tools:

Goal: To get familiar with the communication methods available.

Method: Presentation with different ways of communication. Basic information about ARASAAC and MACATON programs that make communication with PwD more effective. At the end of the presentation, the Participants are divided into groups and their task is to communicate basic information - daily routine in the emergency shelter.

Outcome: Communication is sometimes very difficult, even when we speak the same language. However, there are various official and unofficial resources that we can use.

Sources:

Types of communication, definition, examples, benefits for the workspace:



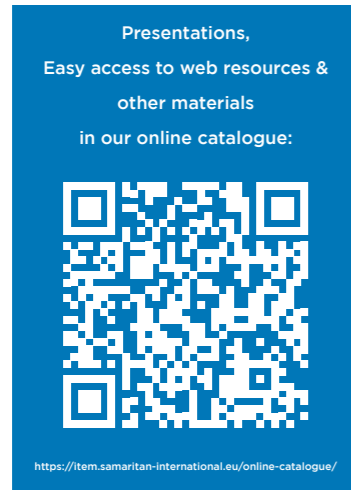
Makaton program:



Example of video with use of how to learn Makaton:



Arasaac program:



D1 Exercise "Confusion"

Source: Source: Pećnik, N., Strac, B., Ljubešić, M., Jelić, M., Pribela Hodap, S., Grubić, M.: RASTIMO ZAJEDNO PLUS - program radionica s roditeljima djece s teškoćama u razvoju - priručnik za voditelje (Zagreb, 2014.)

Goal: The aim of this game is to show people how people with disabilities (ADHD, autism, intellectual disabilities) and elderly (dementia, sensory difficulties) can feel when they get too much information and are overstimulated.

Method: We divide people into groups of 4. People are asked to sit on the chairs. On each chair there is a piece of paper with a letter (A,B,C,D) and a description of a task.

A: You are telling a story. You can talk about your day, a trip you took, your pet etc. You also give answers to questions that person B and person D ask. You also imitate movements that person C makes.

B: You ask person A closed type questions (questions that can be answered with YES or NO).

C: You make movements with your hands, arms, face, legs that person A has to imitate.

D: You ask person A open type questions (questions that cannot be answered with YES or NO, but need more extensive answers).

After some time, people change seats at the cue of a trainer. Person A becomes Person B and so on... At every switch persons change roles, until every person has tried every role (A,B,C,D).

Outcome: Better appreciation of the challenges of people with certain disabilities or certain conditions that predominantly affect elderly people and an improved, empathetic understanding of their support needs.

4.2 Open Educational Resources

Ice breaking Exercise 1: getting to know each other

Goal: Since the I_TEM workshops include a high number of exercises and group work it is useful to provide the opportunity of getting comfortable with the other participants and share some experiences they've made rela-

ted to the topics.

Method: Participants are divided into groups and are asked to introduce themselves by covering questions that have been defined by the trainers beforehand. It is helpful to go through general information about the person as well as through information related to the

topic. After 10-15 minutes (depending on the group size) each person is supposed to introduce another person of the group to the audience.

Outcome: By being introduced by someone else, a stronger connection between Person A (the introducing person) and Person B (the introduced person) is developed. Also, a higher level of attention is needed in order to reproduce new information. Further, person A possibly chooses different information to present and highlight based on own interests then person B might have done.

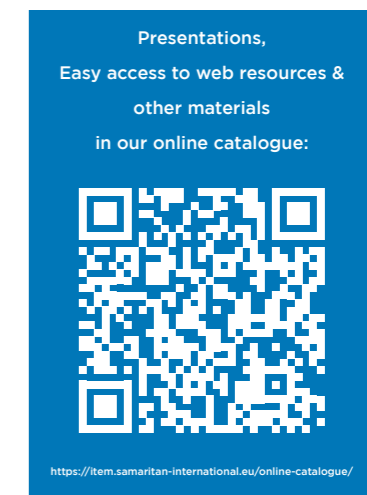
Ice breaking Exercise 2 "Wheel of Fortune" (option without groups)

Goal: General improvement of familiarity among the participants

Method: An online wheel of fortune gives speaking prompts for personal anecdotes and similar points. This could also be replicated without a digital tool by drawing questions at random on paper.

Outcome: Breakdown of conversational barriers and general improvement of familiarity that will help with the openness toward communication in the course going forward.

The link to the online wheel of fortune is:



O-G1 Drawing the Camp

Goal: This exercise is related to the unit on drawing a camp given at the beginning. The aim is for the participants to put into practice what they have learned in the training. This should clearly show that the ideas of a camp that have now been developed are different from the drafts that the participants made at the beginning. There is no standard camp that can be achieved. Every solution will be different and that is perfectly ok. What is important is that it becomes visible that the participants know the needs of the vulnerable groups and plan the camp accordingly. At the end, they talk about it and make a before-and-after comparison. It is essential that this unit is led by a trainer who has real camp experience.



Pilot training - Experience exercise to get an informal but deeper understanding of the target group

Description of Method: The method is relatively simple. The participants are divided into groups and given a sheet of flipchart paper and the necessary material to draw/stick on the camp components. You can use a blank paper or a standard camp plan from the local civil protection authority to make it more concrete. The normal plans usually contain little to no elements that meet the needs of vulnerable groups. Based on this, individual elements can be worked out well. Then give the participants 30-45 minutes to make suggestions. To make it more exciting, construction elements can also be provided for the participants to build in, which also contain mistakes. This gives the participants the challenge of also having to check the elements for practicality. Afterwards, there is an evaluation by the trainer on the individual proposals. Experience shows that it helps the participants to be able to put the knowledge they have acquired to good use.

Outcome: At the end, there are adapted camp solutions that are the visible result of the success of the training.

In our online media catalogue, we share detailed photo documentation, including analog media (prepared flipcharts) of an implementation of the exercise that we consider helpful for adaptation.



O-G2 Communication and information gathering

Goal: Putting the lessons learned of each focus day into the operative context by summarising how and what to communicate about with persons of the respective target group.

Description of Method: This exercise is repeated after each focus day, i.e., for each of the four target groups.

The scenario is that a person of the target group (or they and their caretakers, e.g. parents for children) arrive at an emergency temporary shelter during a large-scale emergency.

The participants need to communicate with the person and gather information necessary to address their support needs during their stay at the shelter.

In group work, the participants have to create a one-pager that:

Briefly describes the communication with the person (general aspects to keep in mind) and lists the questions asked or pieces of information to be gathered from the person.

Outcome: The participants apply what they have learned over the day, thereby revisiting, remembering and understanding it in an operative context.

The exercise has the added function of a qualitative learning result check for the trainer.

4.2.1 Children

O-PC1 - Plenary Segment Children in Emergency temporary shelter

Goal: This unit is about making the participants aware of the special needs of children in relation to a traumatic event in general and then in an emergency shelter in particular.

Method: The chosen method here is the classic lecture, which can, however, be made quite realistic with selected practical examples (e.g. a video of a child affected).

Outcome: Through an open approach in the lecture, which is deliberately designed to be interactive, the participants can be introduced to the topic well and thus get a feeling for the needs of children after a disaster.

O-PC2 - Plenary Segment Presentation "giocheria"

Goal: The „giocheria“ - which is Italian and means playhouse - is a structure within an emergency shelter that can serve as a day care centre for children. The point here is for participants to recognise the need to create a safe area in an emergency shelter where children - according to their age - can be cared for by professionals.

Method: Here, different possibilities are shown which systems are available (own rooms in buildings, tents, containers). Description of the intention and how the organisational structure must be set up.

Outcome: Recognition of the absolute need for childcare and how this can be organised depending on the type of emergency shelter.

O-PC3 - Plenary Segment Safeguarding children - zero tolerance policy

Goal: The method here is a lecture by a spe-

cialist, which must be led by an experienced person who can also point out practical examples in each case during the course of the lecture.

Method: Presentation with the possibility to answer specific questions of the participants.

Outcome: The result should be that the participants get a feeling for recognising abuse in its various forms. And - just as important - to be able to create an atmosphere in care that prevents abuse. .

O-PC4 - Plenary Segment Penta Pinta presentation

Goal: This unit is a practical example from the earthquake camp in central Italy in 2016. The aim here is to use the project to show how children fill their stay in the emergency shelter with activities. This unit establishes a connection between the theory mentioned at the beginning and how it can be transferred into practice.

Method: Presentation of Pictures, Videos and testimonials

Outcome: Link between theory and a best-practice-example

4.2.2 People of different cultural backgrounds

O-C1 Cultural Exercise: Ask for...

Goal: Communicate in a non-verbal way, Become aware of the language barrier

Method: Everybody gets one item and he/she needs to ask for it, but they are not allowed to talk and use nonverbal cues only. All players complete a turn as "listener" and as "speaker"

Outcome: The participants need to find a way to communicate with others and try to hear what isn't being said and understand others.



O-C2 Cultural Exercise: Who am I?

Goal: Making participants aware of their own potentially false preconceptions and prejudices.

Method: The participants should tell a secret (surprising hobby, unknown feature, interesting activity) in a composition of pairs of 2. They try to find the secret of the other person through questions that can be answered by “yes” or “no” questions.

Outcome: Recognize that really no one is free of prejudices. Everyone has distinct judgments about people from other groups. If you are aware of this, you have already taken the biggest step to avoid it. When you get in touch with other people, you are often surprised in a positive way.

4.2.3 Elderly people

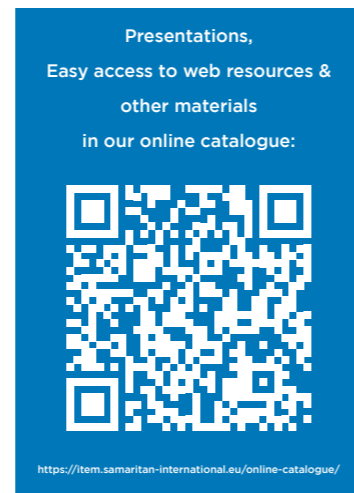
O-PE1 Introduction / On-Site-Experiences

Goal: To provide an understanding for relevance of the topic and recommendations/first-

hand basics of care from professionals.

Method: Experienced staff working with the target group from social services as well as civil protection were asked to share their experiences to point out both: the necessity of focusing on the Elderly as well as to describe basics of elderly care. The videos are an essential part of the blended learning training.

Outcome : Participants have received a better understanding of the general challenges of care-taker tasks and initial basic knowledge of some specific measures (some to be exercised later).



O-PE2 Plenary Segment: Operative system - Assessment of Care-needs & Control of Assistance in the acute phase of emergency incidents (ACCA)

Goal: To develop an understanding for ACCA: a system for the implementation of the care needs assessment and for the control of care services in the acute phase of deployment situations with a large number of those affected.

Method: Presentation of background and method first. Afterwards different imaginary people are presented on a screen with personal data such as age, sex, behavioural or physical characteristics based on medical is-

sues, kind of exposure and information about how the person reached the ETC. The participants are asked to use the ACCA pocket cards to identify their needs and therefore practise the method.

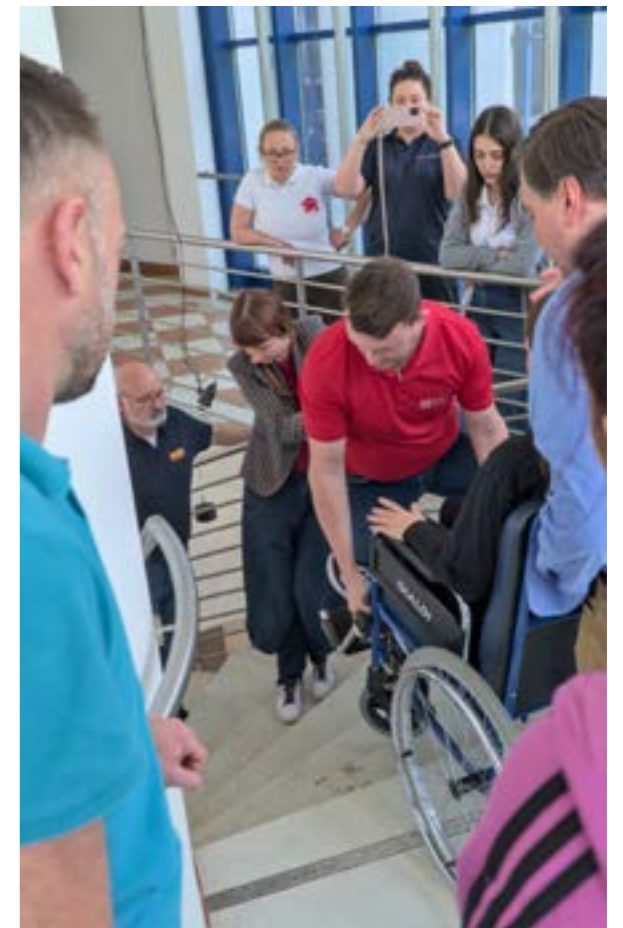
Outcome: Although every exposed person is coming along with individual needs there is a way to meet those in an appropriate way. ACCA provides a standardised Needs Assessment and by its clear structure it is easy to follow and usable for everyone. The participants are welcome to take this idea to their own organisation.



O-E2 Exercise Grumpy Guy

Goal: To show that sometimes it is hard to get information from people - sometimes their character is closed from other people, sometimes it is illness that makes it harder to communicate. Participants should be prepared for every possible aspect of incoming people seeking aid (non-communicative included).

Method: Trainers or helping staff pick the role of “grumpy guy”. Every “grumpy” gets to decide characteristics (or can get a card with preset characteristics) that includes age, medical conditions (disabilities or some other illness that affects them), do they take any medications and what have they been doing in



Pilot training - practical exercises were at the heart of the in-presence courses

their life (especially if the characters are supposed to be elderly). Participants are divided into small groups (3-4 people, so that they could each get the attention of the grumpy and that they could ask questions individually) and have to ask questions about the grumpy who has come to the ETS or got rescued by the first responder. Every participant group at the end of the exercise has to answer 4 questions: age, illness, does the grumpy take any medication, what did the grumpy do in his life?

Grumpies have to be difficult to deal with, not to give all the information instantly, can withhold information as they see fit, even to the point where it is impossible for the participants to fully complete their task.

Outcome: Participants get to see firsthand that not everyone is cooperative, not everyone will understand them, not everyone is an open book. Not all participants will manage to get the full information out of their “grumpy”. They need to understand that this may be in some cases okay, not always will you be able to get everything done perfectly.

O-E3 Exercise - Experience Segment and Basic care measures

This is a larger set of practical exercises meant to convey different learning outcomes - some practical skills, some are role playing experiences that help the participants empathise with the support needs of the target group. In the context of a larger experience segment, participants can move from exercise to exercise. Adaptation with only a subset of exercises is of course also possible. A combination with the experience segment for the target group of people with disabilities (O-D1) may be a scheduling option, so that a larger space for the experience stations is only needed once over the course of the training.

“The Blind Guy and the Lame”

Goal: Participants are, on the one hand, supposed to practically experience what it means to require support for a certain task and, on the other hand, learn how to find a good way to provide support, even when limited in one’s own options.

Method: The participants are divided into pairs. One is blindfolded, and the second participant has to simulate a mobility impairment, i.e. is not allowed to use one leg from the knee down. This can be simulated, for example, by suspending one lower leg in a sling. The point is that they have to work together through some obstacles or get from point A

to point B. Then they switch roles or the type of mobility impairment can be modified. The definition of the exact obstacle course is up to the trainers and the local circumstances.

Outcome: Better empathic understanding of inaccessibility caused by physical barriers and, at the same time, better understanding of support needs for certain disabilities or impairments and, at the same time, experience in practical finding of solutions for fulfilling such support needs.

Wheelchair obstacle course

Goal: To make participants aware of physical barriers that hinder accessibility of the world to persons using a wheelchair.

Method: Participants sit in a wheelchair and have to navigate an obstacle course set up on the training grounds. Along the designated route, physical barriers have been built that are difficult to overcome for the wheelchair user or require substantial circumnavigation. Barriers should reflect typical situations found in the real world - bad pavement/uneven ground, stairs and lack of ramps (or ramps that are either too steep or require that the wheelchair users takes a significant detour).

Outcome: Better empathetic understanding of the inaccessibility caused by physical barriers and, consequently, a better awareness of the issue when assessing physical space in terms of accessibility (or when having a role in designing such spaces, i.e. walkways in emergency contexts).

Ageing suit / Sensory Deprivation

Goal: To make people aware of the impairments old age brings and thus empathically sensitise them to elderly peoples’ support needs

Method: For this exercise, participants put on an “ageing suit” - a wearable simulation tool that inhibits the wearer’s movement by means of weights and their vision and/or hearing by means of partially opaque or distorting glasses / earphones. While wearing this suit, participants must complete a simple mobility task, such as getting up from a chair, walking a short distance and up a few steps of stairs or a ladder, and then return to the chair.

Outcome: Better awareness and understanding of an elderly person’s impairments due to their age and, consequently, more empathetic and patient interaction with the target group

Changing Diapers

Goal: To get participants familiar what it’s like to change diapers of an adult person

Method: Change diapers on an adult person. One person is playing the role of an elderly person, either fully paralyzed or just ill and still able to help the caretaker a bit with their own movement. Participants try to change diapers with the supervision and instructions from an experienced nurse or caretaker who is famili-

ar with the practicalities of the task.

The most important thing is to always communicate with patients. Tell the patient what you are doing step by step.

It is recommended to improve the simulation by practical details e.g. filling a separate diaper with fluids to have the proper impression of weight.

Outcome: If there is a need, the participant will be familiar with how to change diapers. No one expects them to be instant professionals, but they will receive theoretical knowledge and lose possible inhibitions in case the task has to be done in an emergency setting with the usual caretakers not around. Moreover, by practising with each other the participants get an idea about how patients might feel and express their own wishes and needs, which can be considered a secondary learning goal useful beyond the specific task.



Moving a patient

Goal: Goal is to get familiar with how to move patient from bed to wheelchair and vice versa

Method: On the online part of the training show the instructional video of how to move. Training part in the classroom is simple - one participant takes on the role of a bed bound patient, a second participant tries to move them from bed to the wheelchair while getting instructions and corrections from an experienced instructor.

The most important thing is to always communicate with the patients. Tell the patient what you are doing step by step.

Outcome: Participants have learned and practised at least one technique how to move an immobile person from a bed to a wheelchair for transport.

Feeding a patient

Goal: Goal is to get familiar with how to feed a patient who lacks the mobility or capability to feed themselves.

Method: If the person is bed bound and on a multifunctional bed, lift the upper body part up, so the patient would get more upwards position. Put on some napkins or some other covers so that their clothes and bedding remain clean. Then proceed to feed slowly, always look at your patient. All actions are supervised and instructed by an experienced nurse or caretaker. Most important thing is to always communicate with patients. Tell the patient what you are doing step by step.

Outcome: Participants will have learned and practised to feed patients.

4.2.4 People with disabilities

O-D1 Experience segment - Experiential Workshops for different groups of people with disabilities

Goal: The aim of all the workshops is “to step into another’s shoes”, how do they feel, what are their experiences, how do they “see” the world. In case of #5, evacuation of a non-mobile person, this is amended by learning a specific relevant practical skill: Participants are familiarised with possible techniques and options for evacuating an immobile person with the available equipment.

Method: Divided by type of disabilities

1) VISUAL IMPAIRMENTS

For this task people are split into pairs.

The educator shows them the „defence strategies“ to use not to get hurt.

One person gets the blindfold and the other person gives him/her the instructions on how to move about in a room (left, right, straight). After that, they switch roles.

The educator shows them the „seeing guide techniques“ for the blind.

Also, the educator demonstrates walking with a white cane (informative).

2) DEAFNESS

The exercise is conducted in a small group (6-8 people).

People are split into pairs/3 people groups. One person in each pair/group gets noise cancelling headphones.

The other person gets a sentence written on a paper and has to read it. The person with headphones (deaf person) has to repeat the sentence.

After that people switch roles. Now the person without the headphones has to think of a way of transmitting a message (new sentence) without using writing or reading lips.

After the exercise there is a little discussion about deafness, deaf culture, sign language.

3) AUTISM

The exercise is conducted in a small group (6-8 people).

Demonstration takes place in a small room or a secluded part of a room.

All of the participants go into that part of the room. There are a lot of various sensory inputs that all together demonstrate how a person with autism might feel when they are experiencing sensory overstimulation. There are loud noises coming from the speaker (music, traffic etc.), there are flashing lights in different colours. Terrain in a room is uneven. Participants have to walk around in a room, from one side to another. Participants then get a task to write down sentences that trainers read from the paper. They get pens that feel uncomfortable (with little spikes).

After the exercise there is a short discussion about how they felt, and if they had difficulties finishing the task.

4) MOTOR DISABILITY

The exercise is conducted in a small group (6-8 people). Participants get a chance to try using the wheelchair, sitting in a wheelchair, moving around the room. They can also use crutches. They have to use only one leg, the other leg has to be bent. For one part we tie up one of their arms and they have to perform a simple task using only one arm – break an egg, fold a shirt etc. All participants try all the tasks: wheelchair, crutches, tied arm.

After the exercise there is a short discussion about how they felt, and if they had difficulties, what was the hardest

5) EVACUATION OF NON MOBILE PERSON

The aim of the exercise is to familiarise the participants with possible techniques and options of evacuating an immobile person with the available equipment

Participants have the opportunity to try to evacuate an immobile person from a bed in a room. A transport sheet, a wheelchair and a rescue stretcher are available for the exercise. Evacuation is carried out by the participants. Finally, teachers will demonstrate available procedures

Participants had the opportunity to try out the correct techniques and procedures for evacuating an immobile person.

Outcomes: Better understanding of how a specific group of people with disabilities feel in everyday situations. Gaining knowledge in how to approach and efficiently communicate with various groups of people with disabilities. Learning proper methods of evacuating a non - mobile person.

O-D2 Exercise Bad Helpers

GOAL: Empathise with the situation and find out how you wouldn't want to be treated if you were in the shoes of a person with disability.

Method: Participants are divided into pairs (one into the “bad helpers group” the other one into the “persons with disability (PwD) group”). The „PwD group” gets blindfolded and has to move around the room.

„Bad helpers“ group gets the following instructions:

- Move around and between the people from „PwD group“, you can bump into them, talk in your native language about random things (weather, food, etc.)
- Come to the person that is your pair, don't say anything, just drag them into the other room
- Place your person on the chair (don't give them any instructions)
- Take a wet wipe and wipe their face (without announcing it)
- Take a yoghurt and feed it to a person with a spoon (without announcing it)

After that, the „PwD group“ takes off the blindfolds.

We make time for discussion about how the „PwD“ group felt, what makes a „bad helper“, how they should have acted to be better/good helpers...

Outcome: Highlight the importance of announcing activities, giving explanations, communicating

O-D3 Exercise Transfer of people with disabilities

Goal: The trainer demonstrates the correct way of carrying the immobile patient.

Method: Participants are divided into 2 smaller groups. In each group there is one person in a wheelchair. The others help him/her with transfers from wheelchair to bed and vice versa. They swap roles between the helpers and the wheelchair users. At the end they discuss their experiences.

Outcome: The participants know the correct technique of carrying patients.

5. Concluding remarks

The I_TEM project demonstrated the possibility, and necessity, to consider both “spheres” of social services and civil protection when conducting trainings for emergency personnel. The potential for having experts, volunteers or professionals, from both areas of expertise working together to achieve good results in managing social affairs and meeting the support needs of our different target group also remains clear. By conducting the training in the form of a blended learning course, the strengths of both digital and in-presence teaching can be utilised - though the project has also shown that digital teaching, while a valuable supporting measure, will never be able to substitute in-person and hands-on learning. This should not come as a surprise, as the task to be trained for is very focused on working with the people that comprise the target groups, on communicating with them and on finding good solutions to keep up a certain level of social service support during emergencies. Yet, e-learning proved useful to provide theoretical background, as well as initial information or opportunities for facultative further reading. This kept the limited, valuable in-presence course time open for focusing on interactive and practical learning, which we found gives the participants the best possible experience and personal understanding of the particularities and need for support of the target group and the consequential need for adaptation of their own work.



Classroom discussion during the first I_TEM pilot training in Rome, September 2022

We hope for the attention of additional stakeholders from all aspects of emergency management and are certain that they will find our work useful. We have taken various steps to facilitate building upon and adapting our results. The model curriculum allows for flexibility to integrate elements according to local circumstances, we have provided a catalogue of teaching and training materials that we consider a good place to start to develop adapted courses and, where possible, we have made original materials available as an open educational resource (OER).

The organisations participating in I_TEM will continue to train their personnel for emergencies following the results of the project or adaptations thereof.

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