Final Report
Self-Protection with children in the community

Grant agreement N° 070401/2008/507804/SUB/A3

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ANNEXES

I. General reminder of the project objectives, partnership and expected deliverables

- The general objective of this project is to develop pedagogical tools gathering together different generations in order to prepare children for risk situations.

The pedagogical tools should:

- Help to develop children's psychological and social potential to face risk situations
- Support educative practices of adults regarding risk education
- Reinforce links with the community

One of the pedagogical tools is a booklet for families helping to address the question of risks with children.

This project aims at developing a new pedagogy regarding risk education, taking into account:

- The cognitive and emotional development of children and their needs
- The necessary interactions of children with the wider community for their preparedness and their protection
- The potential negative effects of fear-appeal messages

- This project is coordinated by the French Red Cross who has concluded a partnership agreement with:

- The Belgian Red Cross
- The Bulgarian Red Cross
- The Finnish Red Cross
- The University of Paris 5

The project is also supported by the French Ministry of the Interior, Civil Protection Directorate and the French Ministry for Ecology, Energy, Sustainable Development and the Sea, Department for Natural and hydraulic Risks.

- The deliverables are:

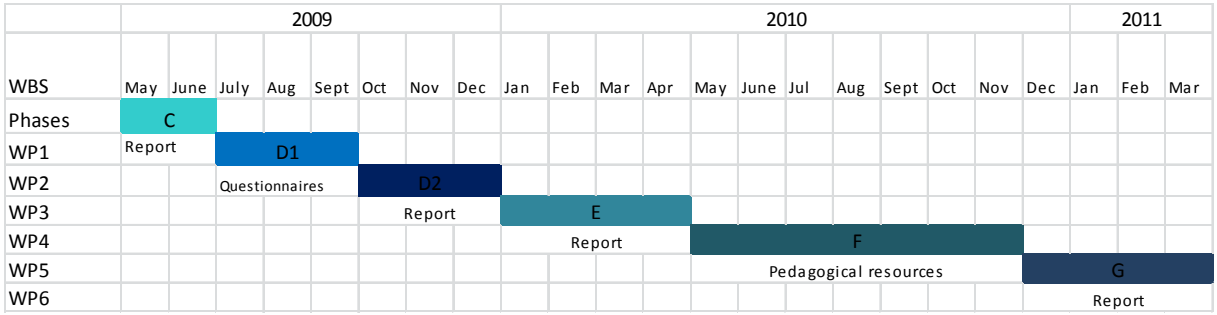
- A state of the art report dealing with children's risk preparedness
- Questionnaires for children, parents, grandparents and teachers
- A report on the results of the survey
- A report gathering the recommendations of experts from the symposium
- Pedagogical tools
- Recommendations

II. General summary of project implementation process

1. Comparative analysis of initial and actual time schedule

The initial planning has been defined in order to achieve our objectives:

- Phase C Literary review May 2009 - June 2009
- Phase D1: Development of the questionnaires July- September 2009
- Phase D2: Field study in Belgium, Bulgaria and France with analysis of the results October - December 2009
- Phase E Symposium January - April 2010
- Phase F1 Booklets May - June 2010
- Phase F2 Pedagogical tools July - November 2010
- Phase G Experimentation and evaluation of the tools December 2010 - March 2011



Work breakdown structure

The project has been on schedule. No major delay has occurred. We slightly changed our initial schedule during the phase F "Educational tools development". Indeed it was initially planned to write a booklet and then to develop the pedagogical resources but we realized that it would be more relevant to work on both aspects (resources and booklet) at the same time. So instead of having divided our work phase into two tasks we merged the two tasks into one task.

Force majeure events during the field study phase lead to a small delay of two weeks which did not have any impact on the course of the project. Schools had been closed in Bulgaria because of the Swine Flu and the Bulgarian Red Cross were unable to return the questionnaires on time.

2. Comparative analysis of planned and used resources

The table below shows the breakdown of planed and used resources.

3. Comparative analysis of planned and used results

The expected results are related to the deliverables so the comparative analysis of planned and used results will be exposed in chapter V in accordance to the technical forms.

Eligible costs category	Planned resources	Used resources
Personnel	239 845,13	246 900,78
Travel and subsistence	83 015,00	76 518,00
Equipment	0,00	18,00
Sub-contracting	59 730,00	36 725,85
Other direct costs	10 578,50	6 992,18
Indirect costs, overheads	27 521,80	25 700,84
Total	420 690,43	392 855,65

Comparative analysis of planned and used resources

III. Evaluation of project management/ implementation process

1. Positive aspects

- The first positive aspect concerns the variety in the field of the members' expertise of the steering committee. It was the psychologists, youth experts, researcher, civil protection experts who were part of the steering group which meant that all the different points of view were taken into account.
- The second positive aspect concerned the will of each stakeholder to respect the frame of the project, the delays and the budget. If some difficulties arose, they referred to the coordinating partner and we tried to find a solution.
- In terms of external communication, the symposium gave us some opportunities to talk afterwards about the project. We have been invited to give a lecture during the annual meeting of the European network for Psychological Support (October 2010) and during the annual meeting of the European network for First Aid Education (June 2010).

2. Internal and external difficulties encountered

- Internal difficulties came about because of the successive changes among the partners during the project. It has been indeed difficult for those who were newcomers to the project to understand its goals and the work that had been done beforehand. However, due to good coordination, partners were able to overcome these brief difficulties.

- External difficulties have been encountered in France to find schools agreeing to participate in the study. Finland also encountered some difficulties to find a school agreeing to experiment with the resources. However these difficulties were resolved on time and did not affect the project timetable.
- Another external difficulty was encountered the day before the symposium when one of the speakers informed us that that he would not participate. The quality of the symposium was not affected because two of the psychologists who were invited as participants for their expertise in civil protection issues and pedagogical resources for children dealing with risks

education were asked to give a talk during the symposium in place of the expert who had dropped out at the last minute.

3. Partnership/core group cooperation

At least one representative of each organization involved in the project participated in all the steering committee meetings which allowed for cooperation and discussion on the fundamental aspects of the project during the meetings. The two representatives of the French ministry of Interior and Sustainable Development supporting the project participated to all the meetings organized. In total there were 6 meeting plus a final meeting was organized with the whole group. Intermediary meetings were organized with the French partners at different times of the project.

If at the beginning of the project, the participating partners had different points of view because of their culture or field of expertise by the end they were able to find a shared vision concerning risks education for children which has been defined throughout the project. It has been an important objective and challenge for the project management to find a common vision without putting aside all the cultural differences. The aim was not to create standardized resources but instead to share a vision which led us to determine the fundamental aspects to take into account for risks education programs for children. These fundamental aspects are gathered in the recommendations we proposed to the European Commission.

4. Cooperation with the Commission

The project coordinator informed the European Commission of the results produced after each meeting and about the deliverables by E-mails. Mr Schiliro was able to reflect the interest of the European Commission by being present during the steering committee organized in Brussels and again at the symposium with all the partners of the project who were very glad to meet him.

5. European added value

Apart from the points of view exchanged during the meetings during the project, the European added value had been particularly important during two phases of the project: the field study and the experimentation.

- The results of the study helped us to base and develop our approach to the pedagogical resources. The study had been carried out in Belgium, Bulgaria and France. The differences in the results showed different visions of the community and relations of trust within the community.
- The experimentation also showed that in regards to the different culture it can be more or less easy to speak about emotions for instance.

These facts are very important if we consider our strategy which is to define some recommendations for leaving each country of the Union having the possibility to adapt and to develop its own program or to adapt the program proposed in this project according to its culture and context. These facts confirmed our strategy.

6. Lessons learnt and possible improvements

In regards to the human resources management, when the whole team is working together at each phase of the project, it is important to define specific tasks according to the expertise of each one.

In regards to the deadline, the tome needed for the production of the material should be analysed with great care.

In regards to the strategy, the relevance of the project for the partners' organizations and the possibilities for future implementation and dissemination should be studied right from the first stages of the project.

IV. Activities

1. Comparison between initially planned and actually implemented activities

We implemented all the activities we planned.

- Activity A – Management, monitoring, and control

This activity has been conducted during the entire project. From the very beginning of the project the project quality plan and the project planning have been worked on. The project website was launched and a logo was created in order to give a visual identity to the project.

Two interim reports (February 2010 and January 2011) were sent to the European Commission in order to report on the progress of the project.

Regular steering committee meetings enabled to validate the previous phase and/or to work together to prepare the following phase.

An online exchange platform (which was part of the website) was created to facilitate document exchanges but it seems that it was not easy to use this platform and finally the exchange of documents was made via E-mails.

- Activity B – Project start-up

A kick-off meeting was organized in Paris on April 2009. The project quality plan, the planning of the project and the role of each one has been defined. We also began to define the beginning of our approach in terms of community approach and global approach of risks, to help children to think and to adapt their skills to a situation.

- Activity C- State of the art about children preparedness

All the partners worked on this literary review in order to understand different aspects of children preparedness. This literary review has been sent to the European Commission on 14th October 2009.

- Activity D- Questionnaires and field survey

Questionnaires were developed (8 in total) which were sent to children, their parents, their grandparents and their teachers in Belgium, Bulgaria and France. The results of this survey are available in a report. More than 8000 questionnaires were analysed.

- Activity E- Symposium

We organized a symposium on 7th – 8th and 9th of April 2010 in order to have some recommendations from experts and field professionals on the development of the tools in addition to the recommendations from the study. Two reports have been written, one about the symposium and the other one which was the synthesis of the recommendations from the experts.

- Activity F- Educational tools development

Pedagogical resources (self-protection family plan, card game and a video) have been developed. Activities gathering different members of the community mainly children, their parents, grandparents and teachers have been developed around this material.

- Activity G- Experimentation and evaluation of the tools

These activities have been experimented and evaluated in schools in Bulgaria, Finland and France and at the Red Cross in Belgium. More than 500 people have participated in the experimentations.

- Activity H- Dissemination

Concerning the dissemination task, the internet website of the project is still online www.autoprotectionducitoyen.eu/enfants . There is also a link to the website available on the European Reference Centre for First Aid Education http://fr.firstaidinaction.net/Liens. We have presented the project during the annual meeting of the European Network for First Aid Education and during the annual forum of the European network for psychosocial support where the European Red Cross National Societies were present. An article has been published in "Coping with crisis" in the magazine for the Psychosocial Reference Centre for the International Federation of the Red Cross and Red Crescent and another article has been published in "Agir ensemble" which is the magazine of the French Red Cross. In another French magazine " Le journal des reséaux " an article was also published.

2. Qualitative evaluation of the activities

We implemented the following actions in order to guarantee the quality of the activities carried out:

During the research on the "state of the art" phase, we studied scientific literature as well as projects reports. Through this study we tried to identify the dimensions to analyse in our questionnaires with up-to-date references.

For the "questionnaires development", we had some children and adults answering the questionnaires in France during a test phase. Indeed we wanted to be sure that children and adults would be able to understand and answer the questions without any difficulties.

For the "field study" preparation, we made contact with the school administration authorities, school directors and teachers in order to work with them before the beginning of the study, and to explain our objectives and how the questionnaire could be integrated in their curriculum. We also wrote an information letter for parents and drafted a parental authorization form. In Bulgaria, meetings with parents have been organized in order to present the project and the methodology of the study.

For "data recording and data analysis", the questionnaires online allowed the participants to fill in the questionnaires by internet and enable the project partners to record the data directly online which is easier and more reliable than entering the data on an Excel file. The Bulgarian Red Cross preferred not to have the questionnaires online but instead they developed a tool for data recording which has the same function as the questionnaires online.

In regards to the symposium, the steering group defined the topics to be dealt with by experts during plenary sessions and during working groups. Experts were chosen regarding their curriculum experience and publication in their field of expertise. We were careful to select experts coming from different European countries, mainly those involved in the project. The other participants of the symposium were selected for their experience also. We were careful to select participants having different backgrounds like experts from civil protection, psychologists, educationalists…

In regards to the recommendations of the symposium and the study we made, we were able to define some objectives to achieve through the pedagogical resources. These objectives were submitted to the approval of two experts who were present during the symposium. According to these objectives we developed pedagogical activities and resources which have been tested and evaluated in the next phase of the project. The resources containing civil protection recommendations have been validated by the French civil protection as well as those responsible for the European network for first aid education. The booklet has been adapted for each country and reviewed by competent authority of each country.

In order to fit each culture when we had to think about the pedagogical resources and what should be common between all the different countries involved and despite the differences we found a theoretical agreement saying that our objectives should be the same, the techniques used should be also the same but the situations evoked in the resources could be different as well as the organisational aspects of the experimentation and some aspects could be more developed in some countries than in other according to the results of the study.

Each experimentation has been evaluated. An evaluation protocol has been defined by University Paris 5. A selection criterion for the evaluators was to be as neutral as possible and not directly involved in the project. This has been possible in Belgium and Bulgaria, but in France the evaluator came from University Paris 5 which is a partner of the project but who didn't participated to the development of the resources and activities. Furthermore we asked also an evaluation from the State education. In Finland the evaluators were also involved in the activities because of a human resources difficulty. Except one person, the others did not participate to the development of the resources.

V. Presentation of the technical results and deliverables

1. Description of individual deliverables, purpose and evaluation

- **Background paper**: State of the art dealing with children's risk preparedness: Several chapters are about the state of the art: community preparedness, specificity of youth, school curriculum and existing pedagogical tools. The purpose was to identify the dimensions to analyse in the questionnaires with regards to the existing literature. The state of the art is available for dissemination purposes on the internet website. The expected results were to explore dimensions related to children risks preparedness taking into account children risks perception, children risks management and communication strategies. These dimensions have been taken into account in the background paper as well as different disciplines such as psychology, education, risks management. (Please refer to Annex 2)

Concerning community preparedness, it has been highlighted that the citizen's preparedness at local level is important for several reasons:

- *In order to take into account the specific needs of the citizens (in particular children's needs)*
- *To reinforce the links between the different members of the community in the event of a disaster. Literary sources point out that citizens are expected to work together especially during the response phase. In order to build the necessary trust between citizens so that they rely on each other, it is important to reinforce the links within the community between the elder and the younger generations before a disaster occurs.*

There is also a clear indication that the communication about preparedness should not be based on fear appeal messages which could inhibit citizen's motivation to prepare.

We found the following results concerning the specificity of children's development and educational practices of the adults:

- *Children are not consciousness of the same dangers as adults because they do not assess the gravity of dangers the same way as the adults. It has been observed by some researchers that in daily life situations, children from 8 to 10 years old begin to develop preventive behaviours (to avoid risk situations and to protect themselves). However, under 16 years old they do not really assess the lethal consequences of an emergency situation.*
- *Their cognitive abilities play a role in the way they will perceive the risks. From 6 to 10 years old, children are able to produce a judgement about risks: they can make a connection between the causes and effects of a situation.*
- *When faced with emergency situations the protection of the adults turns out to be important for different reasons. From an emotional point of view, children are easily overwhelmed by their emotions. Furthermore, it is seen that certain external factors like social support, parenting and trust seem essential as well as internal factors to reinforce children's coping abilities and resilience.*
- *It seems that accurate risk perception increases awareness and confidence in ability to cope while unrealistic risk perception seems to produce reduced risk protection awareness and a higher vulnerability perception.*

- *Children and adults do not necessarily have the same perception of risks. Adults may educate children to face certain kinds of risks but it will not be necessarily the ones children perceive for themselves. It is important then that children and adults can communicate about these questions and it seems that sensitive parenting is a kind of educational practice which allows the dialogue and the exchanges between children and parents.*

We have observed that the existing pedagogical tools have certain characteristics:

- *The majority of these tools focuses on a specific risk and tends to educate children to adopt the right behaviours when they have to face risk.*
- *The tools are addressed specifically to children, often ignoring that the children belong to a community.*
- *Preparedness is focused on individual skills and children's interaction with the wider community is disregarded.*

- **Questionnaires** for children, parents, grandparents and teachers: A total of 8 questionnaires have been developed. There are two versions for each category of participants and each has the same items but in a different order for methodological issues. We wanted to avoid that one item could influence the answer to the next one for the entire sample. The dimensions analysed are: risk perception and representation, fundamental abilities, educative practices, principles and values. For each dimension a set of sentences (items) has been proposed and the person interviewed answered if he/she agreed or not with the item. The whole survey was composed by 48 items for children and 64 items for adults. In a methodological point, we made sure that for each dimension the positive and the negative wordings of each item is asked for control purpose. The objective of the questionnaires is to study the links between risk perception and educational practices. The questionnaires can be used in other European countries but it is important to note that the objective is not to become an exhaustive sociological study.

Examples of items for each dimension:

- *Risk perception: It's not very dangerous to cross the road*
- *Practical knowledge: I know how to identify danger*
- *Trust: If something severe happens, rescuers will manage*
- *Dialogue: If I have a problem, I can talk about it with my teacher*
- *Supervision: Parents explain dangers to their children*
- *Beliefs about children: Girls are as strong as boys*
- *Beliefs about children's feelings: If adults are frightened, children will feel it*
- *Beliefs about children's educational needs: Children need to be secured*
- *Beliefs about educational principles: Children have to prepare the future*

- **A report on the analysis of the results** has been written confirming the validity of the questionnaires and the sufficient quantity of questionnaires analysed (more than 8000). A selection among all the questionnaires received was done before the analysis eliminating questionnaires with 5 or more questions unanswered. The analysis only took into account questionnaires correctly filled. The expected result of the field study was to underline the relevant dimensions that differentiate the answers from each country and to adjust the tools according to these dimensions if necessary and to select more accurately the dimensions to explore with the international experts. (Please refer to Annex 3)

Concerning risk representations:

- *The population who answered the questionnaires had a very high risk perception regarding different types of situations: involving numerous dangers or situations involving very serious risks even situations where risks seemed to be less numerous or less serious have been recognized as potentially risky situations. Children are less aware of dangers at home and at school than adults.*
- *The grandparents practical knowledge about risks is under estimated in all of the participating countries and for all the categories of participants. It is only the grandparents who consider themselves as capable of playing a role in dealing with risk situation.*
- *The personal and practical knowledge about risks seems to be less valid for the respondents than to call for help especially for children. The participants of all the countries do not have the feeling to control risks and thus are more likely to call for help than to know how to deal with risks.*

Concerning the links between the different members of the community, the study showed that:

- *For all the countries participating in the study, the grandparents, the parents and the neighbours are considered by the adults who are parents or grandparents as more trustworthy than the teachers and the rescuers. The teachers do not share this point of view and consider on the contrary that the teachers and the rescuers are more trustworthy than the family members. Children consider also that their teachers and the rescuers are more trustworthy than their parents, grandparents and neighbours.*
- *This tendency is confirmed in France and Belgium where in the fact that parents and grandparents from these two countries consider that children always have someone to talk to, but the teachers do not seem to be for them a resource person for children. The teachers think the opposite and consider that children can talk to*

them more easily than to their parents or grandparents. In Bulgaria, parents seem to be less defiant in regards to teachers even if teachers seem to be on the contrary defiant in regards to parents.

- *The need of children to be supervised in their daily activities has been confirmed by this study. In the three countries, children indeed consider that children cannot always help each other and that the help of an adult is necessary. The grandparents' role in the supervision of children doesn't seem to be clearly defined particularly in France and in Bulgaria.*

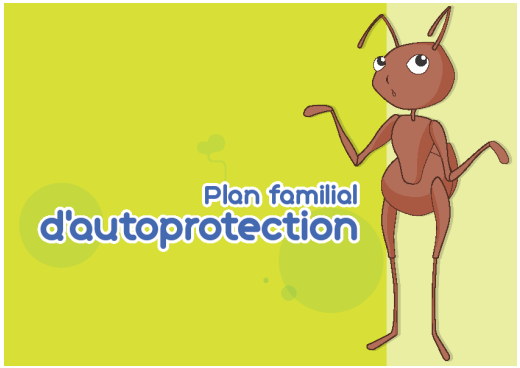
Concerning people's believes about education, this study showed that:

- *In all the countries the participants recognize that children need to be supervised, to have someone to listen to them, to be reassured and to be protected. Despite the fact that the need for protection is a bit less recognized compared to the other needs.*
- *The adults respondents do not think it is a good idea that fear is used for education. Fear will not make people understand dangers nor make them change their behaviour. Children believe more than adults that fear can make people behave differently.*

These results show the importance to develop trust within the community and to revaluate the role of the grandparents regarding risk education.

- **The symposium** lasted two days and half in April 2010. The objective of this symposium was to gather recommendations from experts and professionals in order to develop pedagogical resources and recommendations for risk education. A report gathering material from the presentations of the experts and a report summarizing the recommendation from the symposium were recorded. This report has several chapters: children's development: their capacities and their needs in terms of risks preparedness; the educational practices; Everybody's role: how to reinforce risks preparedness capabilities for communities; pedagogical resources. We concluded this report with a list of recommendations concerning fundamental capabilities to be reinforced in children and adults 'educational practices to be supported. These was the basis of the work on the objectives of the resources and activities. (Please refer to Annexes 4 and 5)
- **Activities** were developed for the experimentation. The expected results were to help the adults address the question of risks with children in order to promote transgenerational exchanges and to enable parents to play an educative role for their children. The resources had to be adjustable to each European country. The activities according to the recommendations of the study and the symposium are:
    - A photolanguage about emotions, the main objective is the identification of emotions by children and adults and the possibility to verbalize them
    - A role playing activity which objective is to be aware that everyone has capabilities and limits and also to understand that in facing some situations mutual help, cooperation and asking an adult for help are essential
    - A video of a mime aimed at making participants question themselves about their technical level of preparedness and to encourage them to investigate in more detail the family preparedness plan
    - A risk map in order to share the risks perception between children and adults of the community concerning risks incurred by children
    - An interactive video where the objective is to make participants recognize that each one can play a role during preparedness

All these activities require a facilitator. Each family after their participation in the experimentation received a family self-protection plan, a DVD of the mime which will help them to fill in the family self-protection plan and a card game about risks. The objective is to enable participants to continue discussing about risks and preparing themselves at home. We first planned to write a booklet concerning the way adults can address the question of risks with children. But we feared that the booklets would not be read. In consequence we organized conferences for adults "Dangers together without fear" and we dealt with the way they can address this question with children in an interactive way. The



booklet brings up the subject by completing the self-protection plan in family.

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- **The evaluation of the experimentation** was reported country by country and a global synthesis was also written up. One of the expected results concerning the experimentation itself was to have the presence of adults (parents and grandparents) and this was reached. We planned to implement the experimentation in schools. This was accomplished in all countries except for Belgium where the experimentation took place in the Red Cross offices. A major expectation was to enable the intergenerational exchanges. On the whole this happened even though small adjustments had to be made to increase the exchanges. In France a forth experimentation was implemented in June (after the end of the project) to experiment the adjustments suggested by the evaluation. (Please refer to Annex 6)

2. Dissemination of the deliverables

In order to prepare the field study, the project and its objectives in France an explanation was given to 300 teachers and school director and in Bulgaria during school meetings with parents. Information letters were also sent out. The questionnaires were sent to 2000 families in France so 6300 questionnaires in total have been sent, 1500 questionnaires have been sent in Belgium and 5500 in Bulgaria. The results of the study were shared with families via letters addressed to schools or even during the presentation of the project before the experimentations in Bulgaria.

The symposium was a good opportunity to present the project as well as the results of the study to a public made of experts working in the field of children 'preparedness. In total 70 participants were expected to attend the symposium.

The activities and pedagogical resources were disseminated in all the countries participating in the project during the experimentation which took place on December 2010 and January 2011. In France 8 classes participated in the experimentation (250 persons), in Bulgaria 8 classes of children and their families participated in the experimentation, in Belgium 21 persons have been involved and 130 persons in Finland. In total more than 700 persons participated in the experimentation.

3. European added value

For all the deliverables, the European added value was the possibility to find, despite the cultural differences of all of the countries involved in the project, some common basis to develop the activities and resources. Despite some differences in the organization of the experimentation and some adjustments each country will have the same basis for the experimentation and the same objectives to achieve.

VI. Evaluation of the technical results and deliverables

1. General lessons learnt and recommendations

The first important lesson concerns the way the issue of risks preparedness is presented to the general public. Through the contacts we had with schools we have learnt that the way risk education is presented to schools is very important. If preparedness is presented through the scope of cooperation, reinforcement of social links, trust within the community; schools are more easily involved in programs than when preparedness is presented only through the scope of risks. If we present preparedness through the scope of risks, it may frighten people who will not be motivated to change their behaviours. A positive approach of preparedness with positive messages delivered is preferable. In that way, fear appeal messages have to be avoided.

The second lesson is that if the technical skills are important in terms of preparedness, developing the social and relational skills to face risks are important too. This new approach we defined is complementary to already existing programs based on technical skills. When comparing to already existing methods this new one at least does not place a too heavy burden of responsibility on children. Although children have a technical knowledge of what to do when facing risks, they will not necessarily be able to put their knowledge into practice because of stress or fear of doing badly or even because they simply do have the relevant capabilities of doing so when they are actually confronted with dangers. This approach which relies on making children understanding their capabilities, their limits but also reinforcing social links and trust within the community, transmits the message that if they are not able to cope with a situation alone, calling for help is possible.

Thus the third lesson is that risks education programs should not address children only but also the adults of the community. Indeed the general objective guiding this program was to develop children social and psychological capacities to face risk through the support of adults' educational practices and the reinforcement of links within the community. It is important on one hand that children feel that there are not alone to cope with these risk situations, that they can be protected by adults. However on the other hand it is important to reinforce adults' confidence in their capabilities to protect children.

The fourth main lesson is that dialogue among the community and the family is also part of the preparedness. By encouraging dialogue between adults and children about risks issues, each one will be able to find a role confronted to risks situations. Indeed in this way adults will be more aware of children's

individual needs, capabilities, limits, fears... and preparedness will be more efficient. We realised during the conferences we organized with adults that the issue of addressing the question of risks with children questions and interests adults who are sometimes disarmed. These aspects should not be neglected in risks education programs.

Lastly, an occasional program may represent an input for a community or a family to prepare themselves but this input has to be sustainable even without the presence of experts. That is why risk education programs should give some resources to the community to continue their preparedness even after the end of the program. First by making citizens understand that they have the capabilities to find their solutions to prepare themselves and second by providing some resources which will help them to be prepared. (Please refer to Annex 7)

2. Strengths

The strength of the program we proposed during the experimentation relies on the fact that it is based on objectives we defined earlier and which enable any member state to develop activities or programs based on these objectives and adapted to their context.

3. Challenges and improvements to be tackled through further action

The evaluation of the experimentation enabled to think about some improvements concerning different aspects:

- The way we communicate about the program to the public: how to communicate efficiently about the objectives of the program?
- The activity photolanguage has to be revised or suppressed. In this later case, emotions will have to be addressed during the other activities.
- Maybe we have to implement the program in the future in another place than school (town hall, house of youth…).

Challenge for the future could be:

- Analysing the long terms impacts of the experimentation.
- Developing a training for the facilitators

VII. Follow-up

The follow-up measures initially planned were:

- Writing recommendations resulting from the project
- Disseminate these recommendations on the website of the project and on the website of the European network for first-aid education

In a European level, besides these measures, we also planned to:

- Develop a training for the facilitators
- Invite any European Red Cross National society or any other organisation who would be interested in implementing the program to contact any of the Red Cross National Society involved in the project to be trained.
- Disseminate the recommendation through the European zone of the International Federation of the Red Cross and Red Crescent Societies
- Maintain the website and to disseminate the recommendations as well as some material addressed to the general public (schools, families). This material could be pedagogical resources already developed during the project like the card game which does not require the help of any facilitator. We could also adapt some resources developed during the project in order to make them available

for the lay public too. Any other resource pursuing the same objectives as ours could also be presented in the website after the agreement of the steering group.

- We are currently looking for other sources of funding.

In a national level:

- Each Red Cross National Society tries to implement this program in their respective country.