

## Common template for risk assessment and management operational tools and best practices identification (Action B1)

Title: Operational Tools and Best Practices for Risk Assessment and Management

The identification of tools and best practices on risk assessment and management helps providing an idea of the state of the art in the field. By completing this form, the best practice will be included in the knowledge repository platforms and available for the practitioner community to use. We encourage the user to complete as many fields as possible from the template in order to provide the most relevant information needed to apply the best practice to other practitioners. Instructions:

- Blue boxes are mandatory fields
- More than one item can be selected in multiple choice boxes

### Document classification

|   |   |
|---|---|
| <b>Title</b>                              | <b>PRoNTI ("Ready" - acronym for "Protection in your Island")</b>   |
| <b>Description</b><br><i>[1 sentence]</i> | <b>Building a culture of Civil Protection through schools</b>   |
| <b>Country, location</b>                  | <b>Italy, Sardinia</b>  |
| <b>Date</b>                               | <b>2016 - ongoing</b>   |
| <b>Contact e-mail</b>                     | <b>pronti@regione.sardegna.it</b>   |
| <b>Institution</b>                        | <b>Regione Autonoma della Sardegna - DG Civil Protection</b>  |
| <b>Net Risk Work Partner</b>              | <b>DGPC RAS</b>   |
| <b>Document type</b>                      | <b>Best practice</b>  |
| <b>Language</b>                           | <input type="checkbox"/> Catalan <input type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> German <input checked="" type="checkbox"/> Italian <input type="checkbox"/> Spanish <input type="checkbox"/> Other |
| <b>Source/origin</b>                      | <input checked="" type="checkbox"/> Partner's expertise <input type="checkbox"/> Expertise from the network <input type="checkbox"/> Other (internet)   |

### Topic

| <b>Area</b> | <input type="checkbox"/> Risk assessment   | <input type="checkbox"/> Risk Planning  | <input checked="" type="checkbox"/> Risk Management   |
|-------------|--|---|---|
| <b>Risk</b> | <input type="checkbox"/> <b>Wildfires</b>  | <input type="checkbox"/> Fire behaviour patterns and typologies<br><input type="checkbox"/> Fire ignition and spread models<br><input type="checkbox"/> Wildland urban interface  | <input type="checkbox"/> Fuel management<br><input type="checkbox"/> Fire service needs<br><input type="checkbox"/> Prescribed burning<br><input checked="" type="checkbox"/> Other<br><i>[Perception, culture of risk and communication]</i> |
|             | <input type="checkbox"/> <b>Storms</b>     | <input type="checkbox"/> First measures after storm<br><input type="checkbox"/> Work safety during salvage logging<br><input type="checkbox"/> Timber storage and cost containment<br><input type="checkbox"/> Forest protection and pest control | <input type="checkbox"/> Regeneration and afforestation<br><input type="checkbox"/> Preventive silvicultural measures<br><input checked="" type="checkbox"/> Other<br><i>[Perception, culture of risk and communication]</i>                  |
|             | <input type="checkbox"/> <b>Avalanches</b> | <input type="checkbox"/> Technical protective measures<br><input type="checkbox"/> Maintenance of protection forests  | <input type="checkbox"/> Other<br><i>[Introduce which ones]</i>   |
|             | <input type="checkbox"/> <b>Floods</b>     | <input type="checkbox"/> Prevention through land use management<br><input type="checkbox"/> Technical protective measures   | <input checked="" type="checkbox"/> Other<br><i>[Perception, culture of risk and communication]</i>   |
|             | <input type="checkbox"/> <b>Other</b>      |   | <i>[Introduce which ones]</i>   |



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|                                       |  |  |
|---------------------------------------|--|--|
| <b>Cross-sectoral topics</b>          | <input type="checkbox"/> Risk and vulnerability assessment and mitigation<br><input type="checkbox"/> Cost-effectiveness assessment<br><input type="checkbox"/> Civil protection, emergency and post-disaster management   | <input type="checkbox"/> Risk planning, governance and policy framework<br><input checked="" type="checkbox"/> Community involvement and risk communication<br><input type="checkbox"/> Other:<br>[Introduce which ones] |
| <b>Level</b>                          | <input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> Cross-border <input type="checkbox"/> EU <input type="checkbox"/> Global  |  |
| <b>DRM cycle phase</b>                | <input checked="" type="checkbox"/> Prevention <input checked="" type="checkbox"/> Preparedness <input checked="" type="checkbox"/> Response <input checked="" type="checkbox"/> Recovery  |  |
| <b>DRM domain</b>                     | <input checked="" type="checkbox"/> Policy making <input type="checkbox"/> Early warning system <input type="checkbox"/> Disaster response   |  |
| <b>Sendai priorities</b>              | <input checked="" type="checkbox"/> Priority 1: Understanding disaster risk<br><input type="checkbox"/> Priority 2: Strengthening disaster risk governance to manage disaster risk<br><input checked="" type="checkbox"/> Priority 3: Investing in disaster risk reduction for resilience<br><input type="checkbox"/> Priority 4: Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction   |  |
| <b>Contribution to Sendai Targets</b> | <input type="checkbox"/> Reduce global disaster mortality<br><input type="checkbox"/> Reduce the number of affected people<br><input type="checkbox"/> Reduce the direct disaster economic loss<br><input type="checkbox"/> Reduce disaster damage to critical infrastructure<br><input checked="" type="checkbox"/> Increase the number of national and local disaster risk reduction strategies<br><input type="checkbox"/> Enhance international cooperation to developing countries<br><input type="checkbox"/> Increase availability of and access to multi-hazard early warning systems and disaster risk information and assessment |  |

## Description and analysis

|   |
|---|
| <p><b>Summary: quick presentation of the Good Practice</b> <i>[Objective: summarize in a few lines the key elements of the good practice]</i></p>   |
| <p>Place in national/regional policy <i>[Mentioned in the law/regulation/guidelines? Mandatory? Recommended?]</i></p> <p>The project is in line with Civil Protection National Department communication policy, aimed at the promotion of the culture of prevention, training a more conscious citizenship and initiating a process that will bring in particular youth citizens to take an active role in knowing their environment and reducing the risks.</p> <p><i>[free text – 5 lines max]</i></p>  |
| <p>Goals and achievements <i>[Objectives, goals and the achievements of the Good Practice]</i></p> <p>The project aims to raise public education and awareness regarding the system and the activities of Civil Protection and disaster risk reduction, informing pupils at schools and youth citizens and contributing to change attitudes toward risks and the perceptions of risk.</p> <p><i>[free text – 5 lines max]</i></p>   |
| <p>Actors involved <i>[Explain who is involved in the development: practitioners, stakeholders, educators, ...]</i></p> <p>Actors involved in the project activities are:</p> <ul style="list-style-type: none"> <li>- Region Sardegna Civil Protection staff members from the three Services 1) Risk forecasts and information systems, infrastructures and networks 2) Emergency planning and management Service 3) Programming, legal and financial affairs, communication and training Service;</li> <li>- Middle and upper secondary schools of Sardinia Region (schools with students between the ages of 8 and 18);</li> <li>- Local municipalities;</li> <li>- Civil Protection associations and local volunteers of the territories in which the schools are based.</li> </ul> <p><i>[free text – 5 lines max]</i></p> |



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**Implementation stage** *[Is it operational? Since how long? Is it a pilot experiment?]*

The project development required a committed process of design and planning; in 2016 - 2017 the project started its implementation, with a pilot training course in a high school for Agricultural Sciences. Together with the teachers, Civil Protection staff defined a tailor-made training programme based on the school's specific needs, with 4 meetings.

*[free text – 5 lines max]*

**State of technical knowledge** *[state of the art and technical background of the Best Practice]*

There is a multi-faceted approach to the development of Civil Protection education at all levels, although the main focus is on the development of expert knowledge at graduate and post-graduate level. Both undergraduate and graduate courses in environmental engineering are offered by most faculties of engineering, with several, especially at post-graduate level, specializing in the management of natural and technological hazards.

*[free text – 5 lines max]*

**Context** *[regulatory, socio-economic, political]*

Since citizens' perception (and response) to disasters is influenced by local cultures and previous experiences with disasters, local context and histories are important elements in project's training modules construction. That's also why the project will try to attempt a two-way, more inclusive communication mode, based on the understanding of local youth risk perceptions and capacities.

*[free text – 5 lines max]*

**Detailed Characteristics** *[Objective: detail the implementation conditions of the Good Practice]*

**Description of the implementation steps** *[different stages in the implementation process, duration]*

In the school year 2016 - 2017 the project started its implementation: a pilot training course in a high school for Agricultural Sciences takes place. Civil Protection staff defines with the teachers a tailor-made training programme in 4 training sessions, based on the school's specific needs. The school was chosen as school of excellence in the agricultural sciences, with also the opportunity to take advantage of student's suggestions for possibly improved agricultural practices to mitigate and manage disaster in this sector, central for regional economy.

*[free text – 5 lines max]*

**Governance** *[responsible authority and roles of the different actors involved]*

Responsible authority was the Programming, legal and financial affairs, communication and training Service, DG Civil Protection.

*[free text – 5 lines max]*

**Necessary means to implement the Good Practice in efficient conditions** *[human resources, materials, financial...]*

For the implementation of the project, a working group has been created, composed by members from the three different services (expert and practitioners in risk forecasts and information systems, emergency planning, communication and training). The working group staff devoted part of his working time for project activities.

*[free text – 5 lines max]*

**Challenges encountered during implementation and solutions incurred**

The project involves several components of the Civil Protection system and requires a smart organization to optimize the allocation of human resources managed by different supervisors. In order to avoid performance breakdowns, team leader provided constant information and feedback to all working group members, to refine the process and foster cohesiveness.

*[free text – 5 lines max]*

**Priorities identified for successful implementation of the Good Practice**

One of the main priorities identified was the bottom-up, school-centered and participatory process established to ensure a collaborative and inclusive project implementation.



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The project will also be based on the collaboration of all the components of Civil Protection system: a variety of stakeholders including policy makers, experts, school authorities, volunteers of local Civil Protection association.

*[free text – 5 lines max]*

**Impact of the Good Practice** *[Objective: evaluate the impact of the Good Practice].*

*[Added value on decision processes, on national policies or regulations, on relationship with stakeholders, etc]*

The success factors of the project are: the cooperation with a variety of stakeholders including policy makers, experts, practitioners, school authorities; the two-way mode of communication adopted, in which schools and pupils are more engaged in risk communication; the fact that the project is self-financed and does not include the use of additional (human, financial) resources from the regional budget.

*[free text – 5 lines max]*

**Future developments** *[Objective: understand the follow-up perspectives]*

*[Continuation, future improvements,]*

*[free text – 5 lines max]*

**External resources** *[Objective: provide further information]*

Attached materials

*[include format (document, photo, video...) and name of the file]*

Document in pdf format: DGR\_Pronti; DGR\_Pronti\_allegato (Delibera of Giunta Regionale no. 58/6 28th.10.2016, the programming document that authorizes project implementation and project governance)

Web links

<https://www.regione.sardegna.it/j/v/66?s=1&v=9&c=27&c1=&id=55408>

Contacts

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**[Additional information - optional]**

**Lessons learnt** *[Objective: compare the results obtained to the objectives set at the start of the Good Practice]*

Evaluation process, if exists (internal or external)

A qualitative evaluation is ongoing by the students that participated in the training course. The evaluation will be conducted through the provision of specially prepared questionnaires.

*[free text – 5 lines max]*

Assessment of results (quantitative and qualitative) and comparison with main goals

From the trainers 'side, a first assessment can be made saying that there is still a need to develop more the multi-sectoral cooperation and coordination that Civil Protection education programme requires. All the stakeholders should help to build a large consensus on the need for Civil Protection education in school curricula. More human resources need to be allocated to realize programmes, and clear procedures established.

*[free text – 5 lines max]*

Negative aspects identified



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[free text – 5 lines max]

Unexpected consequences (short / mid / long term) and corrective measures implemented

[free text – 5 lines max]

**Durability and transferability** [Objective: evaluate the integration of the Good Practice and its sustainability, give recommendations for transferability]

**Is this information:**

**Replicable**

**Measurable**

Regulatory Framework

In Italy, the prevention/risk reduction message is yet to be fully and formally embedded into school curricula at primary level, with only experimental programmes so far conducted and no national coverage. Recent initiatives have been launched for the public at large by the Italian National Department of Civil Protection (“Io non rischio” campaign and “Scuola multimediale di protezione civile” for children aged 8-11 years old) and by some other Italian Region (in particular, Umbria Region).

The programming document that authorizes project implementation and project governance is the Delibera of Giunta Regionale no. 58/6 28<sup>th</sup>.10.2016.

[free text – 5 lines max]

Stability of the human environment [Stability of partnership, structures, population enabling successful implementation and positive impact in the long term]

[free text – 5 lines max]

Financial requirements [business model]

The project does not include the use of additional financial resources from the regional budget. It is realized using Civil Protection human resources, with the possibility for its implementation to sign conventions, without any additional charge for the regional administration, with regional agencies and regional Civil Protection volunteering organizations.

[free text – 5 lines max]

Success factors [political, technical, human, financial...]

The success factors of the project are: the cooperation with a variety of stakeholders including policy makers, experts, practitioners, school authorities; the two-way mode of communication adopted, in which schools and pupils are more engaged in risk communication; the fact that the project is self-financed and does not include the use of additional (human, financial) resources from the regional budget.

[free text – 5 lines max]

Risk factors [legal, financial, safety...]

The risks that can attempt a successful project implementation are part of the daily difficulties that the building of a Civil Protection culture faces:

- Civil Protection coordinate and connect heterogeneous actors and experts with different languages and methods, that are not always used to work together on a daily basis. The acceptance of this field of mixed competence and the importance of a co-ordination by a "generic" team leader is hard to be accepted by experts and practitioners, also for cultural reasons;
- each stakeholder can feel to have priority prerogatives, from which can come an operational independence that can be damaging in a Civil Protection prospective, that is a “system prospective”. The (negative) result of this rejection can lead to management communication breakdowns.

The language used by technicians can be particularly complex, and not understood by youth people. It is required an extra effort to staff members for using a language inclusive and emphatic.

[free text – 5 lines max]



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**Additional and non-formal experiences contributing to the implementation of Good Practice**

One of the main challenges required by the project is the use of non-formal education methods for running the workshops. This requires the development of the abilities in working with people by the teaching staff. The tools used will not be fixed or closed, but open for adaptation according to context, target group, etc., engaging participants in the learning process and providing a possibility for participants to reflect on the topics proposed. The activity objective is not only increase skills and knowledge regarding the subject, but also to communicate values and enthusiasm associated with the Civil Protection activities, making youth people more active.

The project we will also aim to work on an approach by focusing on the challenges of communicating with millennials technologically advanced and multitaskers.

*[free text – 5 lines max]*



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