



Training programmes for citizens of all ages should be developed. These are necessary to increase citizens' knowledge of and preparedness in case of disasters. The training activities should be organized on the basis of a training strategy and should take various forms, ranging from emergency drill to workshops

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The training programmes should be short, tailor-made for the subject they are addressing (e.g. risk reduction or community action in disaster response) and should occur at regular intervals – at least once a year (Source: Deliverable 7.3, page 73).

Applicable to:

Stakeholders: [Policy Makers](#), [Disaster Managers](#)

Disaster Phases: [Preparedness](#)

Types of Actors Concerned: [Non-active citizens](#), [Active citizens](#), [Local authorities](#), [Government](#), [NGOs](#), [National civil protection bodies](#), [Healthcare and emergency services](#)

Hazards: [Natural hazards](#), [Man-made non-intentional hazards or emergency situations](#), [Man-made intentional hazards](#)

Cultural Map Entries:

- [Education engages people and raises awareness of mitigation actions suggested by governments and experts](#)
- [Importance of knowledge with regards to perception of risk and trust in authorities](#)
- [Lack of knowledge of disaster guidelines and procedures found in a study with Bucharest residents](#)
- [Low levels of awareness of appropriate behaviour in a disaster found in a study with Bucharest residents](#)
- [Considerable interest in disaster preparedness information found in a study with Bucharest residents](#)
- [Role of simulation exercises in raising citizen disaster risk awareness](#)
- [First aid courses as one way to prepare for a disaster](#)
- [Low awareness of guidelines and disaster procedures amongst citizens in Malta](#)
- [Importance of raising awareness of importance of disaster preparedness from an early age](#)
- [Citizen responsibility to use new technologies and social media for support activities in disasters](#)
- [Informing citizens as a preparedness measure](#)
- [Citizen perceptions of disaster simulations](#)
- [Age differences in reactions to citizen training as a preparedness measure](#)
- [Group vs individual ideologies influencing attitudes towards training for disaster preparedness](#)
- [Citizen reactions to disaster simulations as training for disaster preparedness](#)
- [Participation in preparedness activities increases social cohesion and trust in fellow citizens and authorities measures](#)
- [Importance of training first responders about religious norms and sensibilities to be considered during a disaster](#)
- [Importance of an awareness of cultural and community differences amongst disaster practitioners](#)
- [The importance of training on how to deal with multi-ethnic and religious neighbourhoods](#)
- [The importance of training disaster practitioners on how to deal with poor vs wealthier neighbourhoods](#)
- [Including migrants in disaster awareness activities](#)
- ["Territorial belonging" of individuals and its impact on the response to a disaster](#)
- [Children and teenagers as volunteers during a disaster](#)
- [Collective and historical memory of past disaster situations important to citizen risk perception and preparedness](#)
- [Placing local people in decision-making processes](#)
- [Capacity building and training in DRR](#)
- [Implementation activities of the Territorial Coordination Master Plan of the Province of Potenza](#)



Implementation steps:

Recommendations on overall principle related to disaster management training

- A.** Training activities should be carried out in accordance with a training strategy targeting the local community.
- B.** Inform the local community on the location, timing and content of the training activities.
- C.** Training activities should be organized at different levels: community level, municipality, county, state.
- D.** Use the training events to identify specific cultural needs of a certain community.
- E.** Training activities should be accompanied by the distribution, at least once per year of information (e.g. in the form of booklets) on how citizens can prepare themselves and their family and/or friends for a disaster.
- F.** Make the training efforts of citizens more public by promoting emergency drills and disaster simulation exercises via traditional and social media.

Recommendations on content of disaster management training programs

- G.** Training activities should include both disaster readiness classes and first aid courses.
- H.** The disaster readiness classes should address the need to possess at home basic safety items (e.g. fire extinguishers or fire blankets) and the proper use of the emergency number 112.
- I.** There should be dedicated training activities for each type of disaster.
- J.** Training activities should also include information on the common assembly points and the designated safety wardens for citizens to reach in case of a disaster.
- K.** Develop a model on cultural competences and integrate it into disaster response classes for practitioners.

Recommendations on the delivery of the disaster management training programs

- L.** Organize, at least once a year, short training activities for citizens (e.g. emergency drills, disaster simulation exercises, workshops, etc.) addressing different topics related to disaster management. Disaster simulation exercises are particularly useful, by comparison to emergency drills for practitioners only, as they facilitate a better understanding between citizens and practitioners, it provides both groups with a learning experience and it strengthens mutual trust.
- M.** Organize large-scale training events (e.g. First Aid and CPR training in sports arenas), which combine skills training with fostering social cohesion among citizens.
- N.** Training activities should be delivered by practitioners, who have been assigned this role and have been trained for this purpose.
- O.** To improve acceptance of educators in disaster awareness and preparedness activities, use the potential of peer education, i.e. engage peers to train individuals within the same cultural groups, within the same social status, and/or same religious or ethnic background. Related cultural factors: [Norms/values](#), [Customs/traditions/rituals](#), [Ethnicity](#), [Socio-economic status](#)



P. Cultural factors should be considered in the design and organization of the training activities.

Sources:

	Deliverable 2.2: Report on systems and processes in disaster management - CARISMAND (pdf, 9.2 MB)
	Deliverable 4.2: Report on "risk cultures in the context of disasters" - CARISMAND (pdf, 1.8 MB)
	Deliverable 5.3: Report on citizens reactions and opinions Citizen Summit 1 (Romania) - CARISMAND (pdf, 1.9 MB)
	Deliverable 5.4: Report on citizens reactions and opinions Citizen Summit 2 (Malta) - CARISMAND (pdf, 2.4 MB)
	Deliverable 5.5: Report on citizens reactions and opinions Citizen Summit 3 (Italy) - CARISMAND (pdf, 1.8 MB)
	Deliverable 7.3: Report on cultural factors and citizens empowerment - CARISMAND (pdf, 2.4 MB)
	Deliverable 8.1: Report briefing on risk communication models and best practices - CARISMAND (pdf, 2.5 MB)

Further reading:

Kasdan, D. O. (2016). Considering socio-cultural factors of disaster risk management. *Disaster Prevention and Management: An International Journal*, 25(4), 464-477. doi: 10.1108/DPM-03-2016-0055, p.467.

Paton, D. (2000). Emergency planning: Integrating community development, community resilience and hazard mitigation. *Journal of the American Society of Professional Emergency Managers*, 7, 109-118.

Shaw, R., Uy, N., & Baumwoll, J. (2008). *Indigenous Knowledge for Disaster Risk Reduction: Good Practices and Lessons Learned from Experiences in the Asia-Pacific Region*. Bangkok: UNISDR Asia and Pacific.

<http://www.ifrc.org/en/publications-and-reports/world-disasters-report/world-disasters-report-2014/>



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Culture And RiSk management in
Man-made And Natural Disasters

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<https://toolkit.carismand.eu/a/recommendation-training-for-citizen>

