

Perception

**EVALUATOR & FACILITATOR FOR EMERGENCY
PLANNING (EFEP) PROFESSIONAL CURRICULUM**

**WORKBOOK FOR THE DEVELOPMENT OF THE EFEP
QUALIFICATIONS PROFILE, THE CURRICULUM & THE
TRAINING**

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1. INTRODUCTION

This handbook is a dynamic ever evolving document. It outlines the aims, the activities, and the results of the implementation of the Erasmus+ programme “Participatory Emergency Evaluation in Civil Protection Planning” (PERCEPTION) and comprises the basis for the overall development and implementation of the project.

THE ROLE OF EMERGENCY RESPONSE EXPERTS

In case of natural disasters/humanitarian crisis experts/teams:

- assess what worked well and identify mistakes in the crisis management unit.
- collaborate with public authorities as their role is crucial in post-emergency when new strategies can be defined to improve preparedness.
- respond and react to a crisis learning from past mistakes.

THE NEED FOR THE EFEP PROFILE

Evaluation is thus a key concept and an evaluator’s a key-profile should entail the following:

- assess crisis management approaches.
- identify strategies to prevent future disasters or limit their impact.
- work to incorporate this process as part of the civil protection planning.

Another key element is **facilitation**, for example, the ability to apply participatory approaches aiming at building a constructive relationship between citizens, enterprises, and local/regional authorities.

A new **profile**, the **Evaluator and Facilitator on Emergency Planning (EFEP)** aims to cover this gap for facilitation and evaluation post-emergency and offer this opportunity in terms of employability and innovative vocational education & training (VET).

PERCEPTION METHODOLOGY

The project will be developed in a **three-step methodology**:

- Analysis**: This stage examines and identifies European Union (EU)/national contexts, mentors’ qualifications, volunteer services functions, training courses, specialisation, innovative training methodologies/tools/approaches to support the professional profile development and the training scheme.
- Implementation**: This stage builds on the outcomes of the analysis results and mainly deals with defining the common competences and the profile definition, as well as the training scheme outline and implementation and the course piloting.
- Evaluation**: In the final stage, efficacy and coherence between the targeted learning outcomes, the training and the competences required by the labour



market in general and stakeholders specifically are monitored and evaluated by relevant experts and stakeholders.

According to previously identified objectives, PERCEPTION's expected **results** include:

- mutual recognition of the Evaluator and Facilitator for Emergency Planning (EFEP) qualification among all partner countries through certification at Level 5 of the European Qualifications Framework (EQF);
- provision of a work-based training to at least 60 young individuals (18-35 years) with at least one volunteering experience through a multilevel, multidisciplinary and immersive training activities.
- enhance employment opportunities for young people through the creation of a the EFEP Professional Curriculum, fostering job opportunities within non-governmental organisations (NGOs), local authorities, private companies or as self-employed.
- creation of dialogue formats to reduce the gap between regional and local public authorities and the private business sector, specifically in the field of safety when an emergency occurs as well as the emergency planning phase;
- increase sensibilisation on safety, risk prevention and climate change.

2. THE EVALUATOR AND FACILITATOR FOR EMERGENCY PLANNING (EFEP) PROFILE

The EFEP's tasks entail:

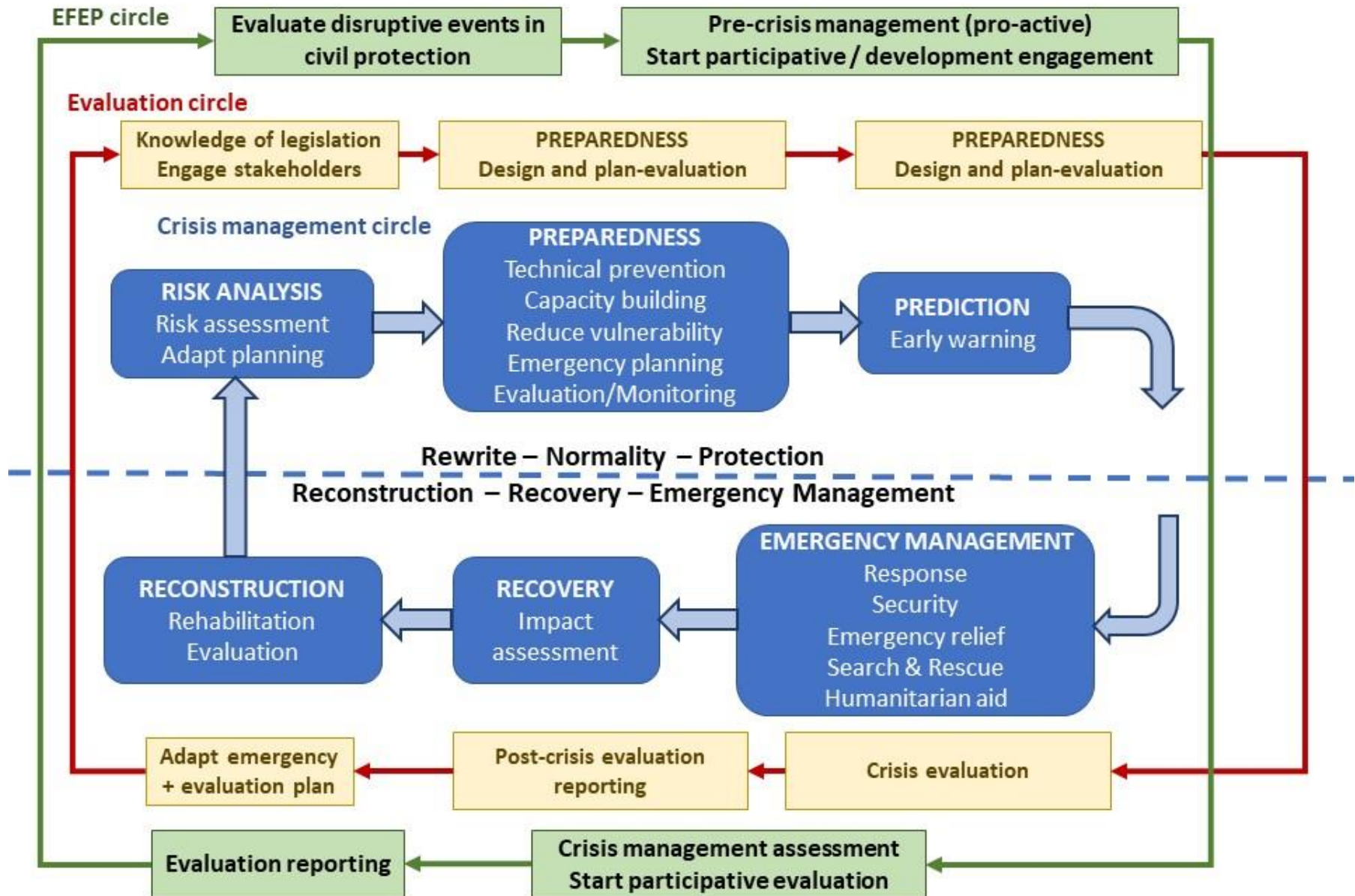
- operating in local and entrepreneurial contexts acting as a link between enterprises and public bodies.
- good knowledge of civil protection plans' application and safety measures in enterprises/factories located in risk areas.
- Identifying and promoting complementarities and synergies between the 2 levels (internal and external emergency planning/management);
- facilitating assessment and understanding of actors involved by using a participatory approach with the aim to support recovery and reduce future disaster impacts.

The figure below shows:

1. the process of crisis management (in blue)
2. the process of a standard evaluation (in yellow) (mainly post-emergency)
3. the process of evaluation and facilitation (in green)



Figure: EFEP processes



3. TARGET GROUPS

PRIMARY TARGET GROUP A

PERCEPTION aims at providing learning, training and working opportunities to:

- a. young people - aged 18-35 years, matching the minimum age to be a volunteer in civil protection/humanitarian support fields – addressing their underemployment and lack of access to the labour market;
- b. unemployed/underemployed individuals with an interest in emergency planning;
- c. university and/or high-school graduates with at least one volunteering experience - preferably in Civil Protection/Humanitarian Aid domain to help them transform this experience into a career opportunity by providing them with skills, knowledge and field experience.

PRIMARY TARGET GROUP B

Another important target group of the project are the mentors engaged in all partner countries that will support local working activities of participants and guide and train them during local classes and transnational virtual exchanges. Mentors can be individuals who are experts in the relevant fields and work as:

- a. local administrators/operators having an active role in emergency management and small and medium enterprises (SMEs) entrepreneurs dealing with safety management/planning
- b. health & safety experts
- c. civil defence members/experienced volunteers
- d. experts working on risk management planning of areas at high risk

SECONDARY TARGET GROUPS

Secondary target groups comprise local administrations and SMEs entrepreneurs. These groups are valuable to be involved in this project as they act as a direct link between safety in workplaces and external emergencies. During the COVID-19 emergency, this was particularly important as the two sectors had to be in constant dialogue to ensure workers' safety while resuming operations. This need will continue to exist, as normality has yet to be established, and thus, PERCEPTION can become an opportunity to train professionals who will be able to reduce the existing gap between local/regional public authorities and SMEs interaction and collaboration.

4. RECRUITING THE FUTURE EFEPs



Applicants interested in having a first-hand experience with the EFEP profile, and consequently, to participate in the training scheme, will be invited to submit their interest through open calls via digital and physical outreach.

60 participants will be selected from Italy, Bulgaria, Cyprus, Austria, the Netherlands, Spain and Cyprus to experience a blended mobility, comprising of:

- a. local class lessons,
- b. transnational virtual exchanges
- c. a webinar on entrepreneurship
- d. a final intensive ten-day training in Italy in 2023.
- e. transnational virtual exchanges

In case of natural disasters/humanitarian crises, experts who are able to assess impacts and facilitate between local authorities/international organisations are of high importance (Eurobarometer Report on Civil Protection, 2017).

These experts are also needed in post-emergency, when the focus is on recovery and to ensure that what happened in the “management room” is not forgotten, and thus, getting ahold of important data on what worked well and mistakes that were made.

Thus, **evaluation** is a key concept and evaluators are key professional profiles.

Facilitation skills are relevant in the regard that they apply participatory approaches and support citizens’ involvement, creating constructive relationships between them and local/regional authorities.

EFEP: EUROPEAN QUALIFICATIONS FRAMEWORK & LEARNING OUTCOMES

The project aims to develop a professional curriculum for the EFEP profile that will correspond to the requirements of Level 4 and Level 5 of the European Qualifications Framework (EQF). The Learning Outcomes defined for these two levels are as follows:

	Knowledge	Skills	Attitudes
EQF – Level 4 (up to 120 ECTS)	Factual and theoretical knowledge in broad contexts within the field of emergency planning and facilitation.	Display a range of cognitive and practical skills required to generate solutions to specific problems in the field of emergency	Ability to exercise self-management within the guidelines of national civil protection plans but be subject to change. Supervise the routine



		planning and facilitation.	work of others, taking responsibility for the evaluation and improvement of emergency response and coordination between affected and responsible actors.
EQF – Level 5 (up to 120 ECTS)	Comprehensive, specialised, factual and theoretical knowledge within emergency planning and facilitation between stakeholders through a participatory approach. To be aware of the boundaries of that knowledge.	Display a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems related to emergency response, planning, management and coordination.	To be able to exercise management and supervision in post-emergency settings and suggest actions to improve preparedness. Be able to review and develop performance of self and others.



THE PROFILE OF AN EVALUATOR AND FACILITATOR FOR EMERGENCY PLANNING (EFEP)

Title	Evaluator & Facilitator for Emergency Planning (EFEP)
Economic sector	Tertiary
Entry level (based on education, experience)	
EQF level	<p>4-5-6</p> <p>The foreseen level to be reached will be from 4 to 5.</p> <ul style="list-style-type: none"> - Level 4 will be reached through class lessons, virtual exchanges, and a final webinar. - Level 5 will be achieved through a ten-day intensive training (Summer School). <p>(time of training: 1,500-2,500 hours of study; short cycle) (ECTS: 60-100)</p> <ul style="list-style-type: none"> - Level 6 (BSc) contains additional assignments, such as coordination of activities, connection to other Bsc-studies, evaluation of the course. (Free Choice in BSc-study, 5 ECTS, 150 hours) <p>Source: https://ec.europa.eu/assets/eac/education/ects/users-guide/programme-context_en.htm</p>
Description	<p>The Evaluator & Facilitator on Emergency Planning (EFEP):</p> <ul style="list-style-type: none"> → acts as a link between the emergency manager and the stakeholders (a. enterprises, b. public bodies that are responsible for applying measures in case of emergency, and c. the representatives of the people who need assistance) → is a central coordinating figure between various actors both in the creation of plans that can reduce the impact of future disasters and in the post-emergency analysis of what went wrong and what could be improved in the emergency plans. → operates in local and entrepreneurial contexts and has a good knowledge of civil protection plans application and safety measures in enterprises/factories located in risk areas. → provides a service (as part of a team or on an entrepreneurial basis) to companies and/or public bodies to offer an outside perspective to existing processes of emergency planning. → contributes to the drafting of emergency plans by acting as a link between the various public and private stakeholders, and mediates between parties and helps to assess response efforts and potential to improve → is a professional who can manage the pre and post-emergency evaluation (prevention, post-emergency



	<p>analysis) and is active during pre and post-emergency (as an emergency other people are in charge)</p> <p>Optionally, the EFEP:</p> <ul style="list-style-type: none"> → may offer to organise emergency simulations in various contexts (enterprises/factories, public body) using case studies developed as part of the training scheme or by using the guidelines on how to create a case study supplied; lead participants through the simulation, assess their performance and give them valuable feedback by actively involving them in the evaluation process. → may provide support when emergency planning strategies are already in place, support and monitor their implementation. <p>Furthermore, the EFEP:</p> <ul style="list-style-type: none"> → knows the limits of their own knowledge and knows how to gain the missing elements on demand (transversal skill). → knows well the territory where they operate (risks and stakeholders) → can put their skills into practice in a creative way and solve abstract problems. → can manage and supervise work in unpredictable times, review self and others. <p>An EFEP does/is NOT:</p> <ul style="list-style-type: none"> → know every single detail about emergency planning in every EU country. → take responsibility as they only focus on reviewing and developing performance. → an urban/emergency planner neither an expert in health & safety on workplaces <p>THE AIM IS TO IMPROVE DISASTER MANAGEMENT: EFEP's contribution might lead to the development of participatory civil protection and safety plans for enterprises in risk areas, thus, supporting a faster and better recovery and reduce future disaster impacts.</p>
<p>Competences</p>	<p>An EFEP is able to:</p> <ul style="list-style-type: none"> → intervene during emergencies, focusing on the management approach. → transversally read and see complementarities and synergies among the 2 levels (internal and external emergency planning/management)



	<ul style="list-style-type: none"> → facilitate their assessment and understanding by using a participatory approach based on most recent laws and/or set a future path of planning and response. → read the context and understand what could happen in terms of emergency management (e.g., the identification/analysis of impacts and consequences on people and territories) → act as a self-employed professional and/or part of a team with codified profiles already in place and within crisis units, and act as a bridge between the operational and the policy/institutional level (municipalities, developmental agencies, NGOs, civil planning authorities) <p>Evaluation is a key concept and a key profile for an evaluator. An EFEP is able to:</p> <ul style="list-style-type: none"> → assess crisis management approaches, → identify strategies to prevent future disasters or limit their impacts, → making this process part of the civil protection planning. <p>Another key element is <u>facilitation</u>. An EFEP is able to:</p> <ul style="list-style-type: none"> → Build collaborative relationships with stakeholders responsible and affected by emergency situations. → Plan, guide and facilitate group processes. → Maintain professional knowledge and be transparent with challenges, plans, and course of action. → introduce the concept of active participation, e.g. the ability to apply participatory approaches aiming at building a constructive relationship among citizens, enterprises, and local/regional authorities
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COMPETENCES LEARNING OUTCOMES MATRIX

Core activity	Ability	Skills/Knowledge:
A. Know and understand the legislation and specific reference fields	<ul style="list-style-type: none"> - describe national planning systems in civil protection, their potential impacts, and safety in workplaces, - contextualise aspects of the legislation to specific territorial features - identify hazards/risks and their potential impacts. - contextualise legislative aspects to specific territorial 	<ul style="list-style-type: none"> - of basic legislation and regulations at local/regional/national/EU levels in <ul style="list-style-type: none"> o civil protection o safety o risks (natural and human-induced, including health risks such as pandemics) and



	features.	<ul style="list-style-type: none"> ○ their potential impacts; main profiles involved in an emergency context inside and outside enterprises and public authorities; existing tools and documents to manage emergencies and safety in workplaces.
B. Engage stakeholders	<ul style="list-style-type: none"> - understand their perspective, needs and the potential they have to become part of the evaluation process. - select and involve relevant stakeholders and group of leaders who will support the participatory evaluation 	<ul style="list-style-type: none"> - participatory approach
C. PREPAREDNESS: Analyse and understand the context and what occurs during a crisis in terms of management.	<ul style="list-style-type: none"> - assess and analyse what happens in the “management room” before/during an emergency at local and enterprise level, - evaluate impacts of assessment of emergency management and its impact on participatory planning. - evaluate best approaches to implement. - evaluation synthesis (response-levels, country/regional levels, multi agencies evaluation) 	<ul style="list-style-type: none"> - understand the principles of classifying, assessing and analysing risks (type, origin, level of impact and likelihood) - understand needs and expectations of enterprises (workers, entrepreneurs, etc.) and territories affected by a negative event social analysis, - communication and negotiation - ensuring high transparency - civil protection and - internal and external emergency planning techniques - Disaster preparedness <p>Type of analysis:</p> <ul style="list-style-type: none"> ○ High level (themes/multiple program context) ○ Protracted crisis (many projects in the same time / context) ○ Multi-agency/actor response
D. Design and plan an evaluation and report to the client	<ul style="list-style-type: none"> - analyse a crisis programme. - design an evaluation plan for a participatory evaluation. - collect and analyse credible, feasible, and culturally appropriate evidence. - interpret data. - justify conclusions. - give feedback to management and to relevant stakeholders. - understand how individual and collective behaviours impact communities and affect the impact of climate change in territories in review. 	<ul style="list-style-type: none"> - Concept of an evaluation plan - Participatory evaluation - Need, expected effects, activities, resources, stage, context, logic model of the evaluation. - Purpose of the evaluation, users, uses, questions, methods, questions, agreements - Standards, Indicators for measurement and criteria, sources, quality, quantity, logistics - analysis/synthesis, interpretation, judgment, recommendations



	<ul style="list-style-type: none"> - adapt knowledge to emergency planning context, focusing on local administration, enterprises, and the citizens. 	
E. Conduct an evaluation and report on the emergency planning, management and evaluation	<ul style="list-style-type: none"> - transversally analyse and see complementarities and synergies among internal and external emergency planning/management, in communities and enterprises - set up participatory processes involving both management and evaluation. - identify and analyse impacts and consequences in crisis management and organisation, and analyse social data, - involve relevant stakeholders in the participatory evaluation. - be transparent with client 	<ul style="list-style-type: none"> - technical planning and control - methods to set up processes, indicators, measures, and participatory evaluation processes. - communication - problem-solving techniques
F. Transfer assessment outcomes (and facilitate a participatory approach to produce civil protection/safety plans for companies in risk areas	<ul style="list-style-type: none"> - identify what worked well, mistakes that occurred, and what can be improved. - evaluative evidence in the decision-making process - support and involve civil protection and public authority bodies and private enterprises. - transfer outcomes to managers/operators involved during and after these events to understand how to better deal with a similar emergency in the future. - evaluation dashboard: evidence from different evaluation sources and communicate it in a single report/table/screen, making it easier for decision-makers to access and evaluate all relevant evidence. - implement training/working plans. - facilitate/set up a participatory approach and processes, involving local and transnational stakeholders and institutions when necessary 	<ul style="list-style-type: none"> - project management - facilitation approaches - civil protection planning approaches and techniques. - logical decision-making processes - complex systems analysis - activities/people coordination strategies - networks building with institutions, research bodies. - economic entities - statistical meta-analysis and qualitative approaches

TRANSVERSAL/SOFT COMPETENCES



The transversal skills required to be an EFEP are of professional quality in terms of knowledge, skills, professional and personal qualities, attitudes expressed in the context and are grouped into four areas (cognitive, emotional, social, technical). Within each area of transversal skills are given the specific capacities that the EFEP must demonstrate (Source: UNI 11656).

	Transversal competence	Able to:
COGNITIVE	<i>Analysis</i>	<ul style="list-style-type: none"> - read and decode the information in written or verbal format. - actively seeking elements useful to deepen and break down the problems in questions
	<i>Synthesis</i>	<ul style="list-style-type: none"> - rearrange elements of a problem - highlight the important parts. - identify relationships of cause and effect,
	<i>Creative/Opening up to the new</i>	<ul style="list-style-type: none"> - maintain interest and curiosity in acquiring new knowledge in order to promote alternatives to the client/crisis manager
	<i>Analytical and investigative Ability</i>	<p>Can:</p> <ul style="list-style-type: none"> - think critically, - systematically search for potential solutions to the central question in every phase of the action cycle - provide insight into this working method and be held accountable. - analyse complex problems. - distinguish between primary and secondary concerns. - structure information and, if necessary, restructure it - find connections, substantiate conclusions and oversee implementation and potential unforeseen impacts - analyse and interpret data from management information systems in terms of risks. - estimate whether the information is correct
	<i>Problem solving/solution-oriented approach</i>	<ul style="list-style-type: none"> - identify and analyse the cause of the emergency. - generate a set of alternative interventions. - evaluate the best solutions proposed. - evaluate effectiveness, cost
PROF	<i>Accuracy</i>	<ul style="list-style-type: none"> - produce results of quality in terms of detail and precision - attentive to detail



	<i>Orientation to results</i>	- suggest realistic, practical and quality results
	<i>Ethical</i>	- operate with integrity, transparency and respect

SOCIAL	<i>Effective communication</i>	<ul style="list-style-type: none"> - listen and understand. - Provide clear and meaningful explanations to obtain valuable information from involved and affected actors. - pose the right questions. - effectively share the information and the data within the group work. - write a structured report. - create visuals to deliver a problem/solution. - medium English level
	<i>Conflict handling</i>	- provide the right information to relevant and affected stakeholders with or without being asked to widen the reach of the active participants in the evaluation process
	<i>Cooperation</i>	<ul style="list-style-type: none"> - work effectively with colleagues and in groups, both with client and external actors - integrate and clarify the different roles for the achievement of common objectives

EMOTIONAL	<i>Self esteem</i>	- assess in a positive manner ones' skills and understand their value within a group and/or an organisational function.
	<i>Emotional stability</i>	<ul style="list-style-type: none"> - manage emotions and control of impulses in difficult and challenging situations, and especially during participatory evaluation processes. - build trust between involved actors
	<i>Security of self</i>	- aware of own limitations and strengths; composed posture in challenging settings; clear understanding of own needs and motives

TECHNICAL	<i>ICT</i>	- have good information and communication technology (ICT) knowledge and skills
	<i>Data-management</i>	- ingest, store, organize and maintain the data created and collected.





		<ul style="list-style-type: none">- combine different functions that collectively aim to make sure that the data in corporate systems is accurate, available and accessible and well-protected.- ensure confidentiality during data collection.
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5. LITERATURE

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6. THE EFEP TRAINING

To reach its objectives, PERCEPTION focuses on the design and development of two pillars:

- A Professional Curriculum for the Evaluator & Facilitator for Emergency Planning (EFEP), defining the transnational professional profile (competences, skills, knowledge and job positioning)
- A Training Scheme focused on six competence areas: emergency management planning, facilitation, social/environmental impacts, strategic evaluation assessment, communication and entrepreneurship, and applying work-based (role/simulation games, mentors/learner approach, cases study, etc.) learning tools.

TRAINING TOPICS

The training scheme is focused on **six competences areas**:

1. Emergency management planning
2. Facilitation
3. Social/environmental impacts
4. Strategic evaluation assessment
5. Communication and entrepreneurial skills
6. Applying work-based (role/simulation games, mentors/learner approach, cases study, etc.) learning tools.

TRAINING STRUCTURE & DELEGATION OF TOPICS

	Title	Country	Organisation	Design period ¹	Content
C1	Disruptive events in civil protection	IT	GAL-EVV	TBD	TBD
C2	Impacts identification in civil protection events	ES	IPF	TBD	TBD
C3	Evaluating impacts on civil protection events	NL	EC-VPL	TBD	TBD
C4	From evaluation to	AT	Auxilium	TBD	TBD

¹ TBD = To Be Decided in detailed planning of output 2



	planning: rethinking emergency management strategies - A				
C5	From evaluation to planning: rethinking emergency management strategies	CY	CSI	TBD	TBD
C6	Build your career as an Evaluator in European Emergency Planning	BG	NBDN	TBD	TBD



Communication and entrepreneurial skills are **transversal competences** and will be embedded in all topics. Topic 5 is a summarising of these and other transversal skills and their impact on the other competences.

60 young individuals will be selected to experience a blended mobility, comprising:

- a. local class lessons
- b. transnational virtual exchanges
- c. a webinar on entrepreneurship
- d. a ten-day intensive Summer School in Italy

Trainees will test in a real environment competences and skills acquired and further investigate:

- disruptive events
- impacts identification and evaluation.
- from evaluation to recovery/emergency management strategies
- building your own career

Knowledge & Skills

- knowledge, skills and competences to improve their volunteering experience with organisational and managerial abilities.
- specific social/interactive skills, following their passion and attitude to work in emergency conditions.
- entrepreneurial skills to make them able to build their own care

