

SPEARMAN CONSULTING

**CRISIS MANAGEMENT
IN HIGHSCHOOLS IN DOLJ COUNTY**

INTRODUCTION

In the 21st century, the euphoria of the industrial era has disappeared, and the whole world faces a certain chaos raised by various regional wars and multiple natural disasters. This evolution has permanently removed the illusion of an ideal world and shown the risk and uncertainty; reliability and security are concepts which must play a significant role in the human mind. The risks affect humanity increasingly, mainly because the decisions regarding development are often inadequate at a local, national and international level. Thus, peoples are frequently settled in natural flood plains or along already known fault lines. The destruction of forests and humid areas endangers the environment's ability to withstand risks and removes the obstacles nature has built itself throughout the years. Climate changes increase the risks of storms, drought and coastal flood.

In the last four decades, scientific knowledge of natural hazards and technical means of combating them have developed considerably. However, in spite of the importance of the existing knowledge and expertise, vulnerability rises because of the reckless development of the factors which determine climate changes and extreme weather that increase the hazards magnitude and costs. Population growth is under threat, especially in developing countries. The reduction of risks in case of hazards constitutes, therefore, an important point of the UN objectives to fight against poverty. Hazard reduction focuses on the crucial role of intellectual resources and risk mitigating actions. This involves educating people, especially the youth, about hazards and the importance their involvement has on living conditions.

During a natural hazard, children are among the most vulnerable parts of the population, especially if they are in class at the moment of the hazard. In any society, children represent the future, and schools are places for learning, where the cultural values and traditional and conventional knowledge are transmitted to young generations. If one wants to protect children from the natural hazards risks, it is essential to have two different, but inseparable, priorities of action: integration of natural hazards prevention in education programmes and protection of school buildings.

The integration of hazard risks reduction in education involves higher awareness and knowledge of the immediate environment in which children and their families live. It is known from experience that those children who have certain knowledge of the risks which emerge through natural hazards play a significant role when such an undesirable even occurs. By means of their knowledge, they can save lives and protect their communities' members.

The importance of protecting the world has determined large international organisations (the UN and EU bodies) to launch the initiative to promote a global culture of risks mitigation and preparation in case of emergency. The results of this initiative have influenced, in turn, the actions the countries of the world have taken and continue to take in order to promote a conceptual change which would allow the transition from a stage of reaction to a stage of hazard effects prevention.

In this context, we enrol the RO-BG 461-“Safety for our children” project and this study, which aim at assessing the stage of the emergency management in highschoools in Dolj County, Romania, to highlight its strengths and, especially, the limits which can endanger students' behaviour in case of emergency and negatively affect school life and climate. Their main aim is to offer the best education in terms of preparation in case of hazards and risk mitigation.

AIMS AND RESEARCH METHODOLOGY

All national and international organisations involved in the prevention, reduction of the hazard effects and growth of resilience in the education sector, aware of the vulnerability of

children and teens in such difficult situations, have taken significant measures to plan actions and manage such difficult events in the best conditions. UNISDR and Global Alliance for Hazard Risk Reduction & Resilience in the Education Sector have identified and described in the best way these aims which refer to human factor protection in case of accidents, immediate ensurance of education process continuity, investment protection, improvement of prevention and resilience processes through appropriate training.

The European Union has permanently adopted a proactive attitude towards the actions, conclusions and tools of the UN and the International Federation of Red Cross, developing their own programmes which traspose, at the level of all its countries, problems of school security in case of hazards. Undertaken within the 2014-2010 INTERREG V-A Romania - Bulgaria programme, the “Safety for our children” project aims specifically at improving common emergency management in the cross-border area, and, thematically, at promoting climate change adaptability, risk prevention and management of natural hazards effects. As a priority on the line of investments, the project promotes investments in order to address specific risks, to ensure resilience and the development of the management systems in case of emergency.

This research was conducted with a sample of ten highschoools in Dolj County, Romania, including two with vocational training, and answered mainly to the specific aims derived from the basic project, respectively:

- 1) assessment of the current situation regarding natural hazard management in these educational establishments, especially in case of flood and forest fire;
- 2) highlight of good volunteering practice in Romania and other European countries,
- 3) characterisation of relations between educational establishments, civil protection services, the Red Cross and other organisations involved in emergency management and administration in schools.

The collected results can serve as a guide (or can complete the old guides, if they exists) regarding crisis prevention, for educational establishments in Dolj County, and as a model to the development of their own concept. Thus, it provides a practical tool at the disposal of the County’s schools and a uniformity which would enable, at the same time, the actual foreign partners involved in emergency situations to intervene effectively and as soon as possible.

Between the 22nd and 26th of May 2017, in Cancun, Mexico, the United Nations General Assembly agreed upon the way in which the UN member states would measure the progress in these key fields in the following 15 years, which represents an important step forward regarding the responsibility of hazard loss reduction. Adoption of clear targets and indicators for hazard loss reduction, as it is provided by the Sendai Framework 2015 for hazard risks reduction, is essential for the achievement of goals provided by the Sustainable Development Programme 2030, especially poverty eradication. By fulfilling these goals, governments have demonstrated a clear engagement to improve governance in certain aspects defining the current age, mainly climate changes and quick urbanisation.

Almost 100 governments and territories worldwide have established now national data bases on natural hazards. Because of the possibility to measure recurrent loss caused by flood, storms, earthquakes and other natural hazards, they can now take action regarding these data by investing in strong infrastructures and reducing economic loss in the long term. According to this view, a powerful network of interest in the private sector, including banking, ensurances and production activities, must be established according to this view, which fully understands the commercial arguments for hazard risks reduction and the importance of its integration in key investment decisions.

The aims of the “Safety for our children” project, approved within the 2014-2010 INTERREG V-A Romania-Bulgaria Programme are also in line with these efforts. In its specifications, there are several research tools which will be useful in achieving its goal, such as the study of literature and legislation in the field, of relevant operational programmes and tools, questionnaire-based surveys, case studies, statistics and international experience in the field etc.

The reality provided by field work has determined the completion of the indicated methodology with exploratory research, whose results were employed to design the two questionnaires, the research-action method, benchmarking, statistical analysis and interpretation of data obtained after processing the answers, direct and phone conversations etc.

In order to study emergency situations in general, and, especially, the risks for students in Dolj County and Romania, the methodological, theoretical and scientific base of the paper also uses fundamental concepts from papers written by authors such as Camp; huis N.G., Moatar F., Gailhard J., Morel G., Hissel F., Aunay S., Demotier S., Nussbaum R., Pellen J-P., Serrano J., Simon D., Paine K., Sprague J., Trump Kenneth S., Alexander W., Bird D., Gisladottir G., Dominey H., Cialdini R.B., Finnis K., Green R., Petal M., Krishenbaum A., Kuberan R., McNaughton E., Shiwaku K., Shaw, R. and others. Most of the papers offered by national and international bodies have been identified and studied from links which provided this information for the involved specialists and general public.

II. RISK OF DISASTER IN SCHOOLS: A GREAT CONCERN AT INTERNATIONAL LEVEL AND IN ROMANIA

The extent of human and material loss due to hazards of all types has determined many international organisations to get involved actively in the prevention and reduction of their effects. In this respect, the UN, UNESCO, the International Federation of Red Cross and Red Crescent Societies, UNICEF, UNISDR, ActionAid and other key regional bodies within or outside the UN have been involved for a long time for this purpose. Via their activities, these organisations interfere directly in emergency management in order to diminish the losses, but most of their efforts focus on prevention and increase of population resilience in case of emergency. Taking into account these risks in education would be of use in the minimisation of their impact.

II.1. INTERNATIONAL BODIES AND THEIR INTERVENTIONS IN EMERGENCY MANAGEMENT IN SCHOOLS

II.1.1 UNESCO AND EDUCATION ON EMERGENCY SITUATIONS

As the main UN agency for education, UNESCO plays an active role in the promotion of qualitative permanent education for everyone - children, teenagers and adults - both for emergency interventions and reconstructions on the long run. The UNESCO action in this field is based on Education 2030 Agenda, whose aim is “to design education systems which are stronger and more reactive to conflicts, social unrest and natural risks - and to ensure that education continues to function in emergency situations, during conflicts and the periods after them”.

UNESCO actions with respect to education in emergency situations contribute to the strengthening of member states’ abilities, so that they could provide, in times of crisis, access to quality educational opportunities for everyone. Even if education is generally the least well-

founded in humanitarian intervention operations, data suggest that the access to learning opportunities in an emergency situation contributes to the action of saving lives and, in general, it ensures life maintenance. A well-established presence of UNESCO worldwide contributes to the dialogue with ministries of education in implementing preparatory measures. During periods of crisis, the structures of the organisation in the land are able to act quickly and in close cooperation with governments, in order to solve any threats on the education system and to support the efforts of responding and reconstructing. The main principles which characterise the overall activities of this organisation are presented briefly below.

1. Policy and planification which take account of crises. By making a strategic investment in consolidating the ability of education ministries before and during a crisis, UNESCO strives to reduce the gap between the humanitarian answer and the development one, by consolidating, thus, the education sector in a sustainable manner. The organisation provides technical expertise, research and training activities which support, at national level, the education programmes design, politics and education plans which take into account the crises.

2. Protection of schools during various armed conflicts. The UNESCO action also aims at protecting schools and universities against attacks during armed conflicts. A quality education, in a safe and neutral environment, provides immediate protection by offering the affected people the knowledge and competences they need in life, alongside a psycho-social support which prepares them for a bright future. UNESCO encourages member states to approve the Declaration on security in schools and get involved actively in the measures to combat violence and conflicts against learning in educational institutions. The Declaration represents an instrument which allows states to support and apply the Guidelines to protect schools and universities against any military use during armed conflicts.

3. Teens' empowerment during periods of crisis. According to researches, many children receive support for basic education in the context of a prolonged crisis, while a small number of them is offered opportunities to gain abilities for the labour market; moreover, very few financial resources are at the disposal of professional education. UNESCO cooperates with governments in order to grant access to both secondary education and higher education and technical and professional education.

The impact of UNESCO on education in emergency situations is enhanced by the close cooperation with member states, countless humanitarian institutions and partners of the UN.

II.1.2. UNITED NATIONS OFFICE FOR DISASTER RISK REDUCTION (UNISDR)

United Nations Office for Disaster Risk Reduction (UNISDR) was founded in 1999, in order to facilitate the implementation of the International strategy for disaster prevention (SIPD). The office is headquartered in Geneva and it implements various actions via five regional offices with the premises in Asia (Bangkok), Africa (Nairobi), Europe (Bruxelles), the Arab states (Cairo) and Latin America (Panama).

The mission of the International strategy for disaster reduction (SIPC) is to reduce the loss in case of disaster and consolidate the strength of communities and nations in case of disasters. Acknowledging the ever-growing danger of natural disasters, SIPD has undertaken to connect governments and partners, to mobilise every individual and community, to support the consolidation of nations and communities' resistance to disasters and impacts of the climate changes. UNISDR's involvement in students' security started when it was founded, and it currently manifests itself via the operationalisation of an international device framework to

support the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and the world initiative for security in schools, project launched in March, 2017.

The school security targeted by the organisation is achieved by harmonising the educational guidances and practices with emergency management at a national, regional, department and local schools' level and it is based on three pillars:

- 1) safety of school facilities;
- 2) emergency management in schools;
- 3) instructions on risk prevention and strength.

The UNIDSR concept of integrated approach of security in schools is harmonised with Sustainable development goals 2015-2030 and other provisions of Sendai Framework for Disaster Risk Reduction for Children (2015). The results expected from the inclusion of integrated security approach in schools in guidelines and practices regarding sustainable development and disaster risk prevention are mobilising enough for this body:

1. Equal and secure access to education granted to all children;
2. Establishment and consolidation of institutions, devices and coordinating networks, and abilities to encourage resilience against dangers and risk threats in the education sector at an international, national, regional and local level;
3. Risk prevention integration in training programmes for emergency situations, regarding the behaviour and reconstruction in the education sector;
4. Supervision and evaluation of the progress of actions meant to diminish the risk of disaster and conflicts;
5. Increase in disponibility and access to information concerning dangers, such as those from multi-risk early warning devices and disaster risks.

II.1.3. THE INTERNATIONAL FEDERATION OF RED CROSS AND RED CRESCENT SOCIETIES

The International Federation of Red Cross and Red Crescent Societies was established in Paris on May 5, 1919. In 1983, the League of Red Cross Societies became the League of Red Cross and Red Crescent Societies, and then, in 1991, the International Federation of Red Cross and Red Crescent Societies (IFRC). Currently, The Federation comprises 192 national societies worldwide, which operate via approximately 166 thousand branches and almost 14 million volunteers. Its sole goal is to help people in need, with no fear or favours. It responds and gets ready during/for disaters, performs healthcare for local communities, makes lobby for the best humanitarian practices and ensures the dignity of people in exodus. At present, there is a big interest in public awareness and education on disaster risk reduction.

100 years after its establishment, IFRC looks towards the future in a fast-changing world, with unprecedented humanitarian requirements. Its task is to strengthen its community members and increase its staff and volunteers' responsibility to continue to serve vulnerable people. The Federation always tries to do better and, currently, it discusses its strategy from the perspective of 2030, according to which it will guide its activity during the next decade.

IFRC is a truly global and local organisation, the embodiment of the most durable multilateralism shape, which is supported by the local humanitarian action. It is present there before, during and after the crisis and it becomes, fundamentally, a part of the communities it serves, going to such and extent that it copes with the most difficult problems.

The International Federation of Red Cross and Red Crescent Societies (IFRC) has been raising awareness of communities for a long time regarding disaster risk reduction, by

contributing to the growth of their security and strength via campaigns, informal education, participative learning and formal interventions in schools. National societies, sections and programmes have developed a wide range of tools in order to support these activities. Research conducted between 2005 and 2008 showed that, out of 82 national societies, 50 conducted activities of raising awareness and education of the public on disaster risk reduction, among which 38% involved children and took place in schools. Furthermore, there was no means of getting a general picture of this range of activities, an overview of good practice and mechanisms of sharing various experiences.

Apart from direct interventions in the removal of disaster effects, IFRC aims at, as highlighted above, supporting national societies and planning and developing activities of raising awareness and educating the public, focused on children, regarding disaster risk reduction, providing several tools for national societies and governments.

One of the most important tools is the guide called “Raising awareness and educating the public for disaster risk reduction”, the continuator and promoter of other two documents, respectively 2020 Strategy and the Framework for community security and strength at disaster risks, which contribute jointly to the application of the Hyogo framework of action, a world action framework for risk reduction activities concerning disasters for 2005 - 2015, by offering operational guidelines regarding the promotion of disaster risk reduction. It seeks to help national societies to plan the activities of raising awareness and educating the public, so that it may obtain increasingly more important and visible results. Currently, this guide applies the proposals of Sendai framework (2015), for the period 2015-2030.

II.1.4. UNICEF

Initially called the International Children's Emergency Fund, the UNICEF organisation was established by the UN in 1946, in order to provide humanitarian assistance to children who lived in a world destroyed by the Second World War. Many things have changed since its establishment, but UNICEF's main mission has remained the same. Although emergencies have become more and more complex and their impact is increasingly devastating, the UNICEF organisation is still committed to saving the lives of children affected by disasters and protecting their rights under all circumstances, irrespective of how difficult the task is. In the fields of health and nutrition, water and sanitation, protection, education and HIV/AIDS, UNICEF's main commitments for children in emergency situations are more than a declaration of UNICEF's mission, they are essential for the humanity.

One of UNICEF's fundamental values is that of taking action where necessary; and its priorities reflect this fundamental value. They include, especially:

- a) equal access to education and universal primary education;
- b) consolidation of women's position in society through girls' education and gender equality, promoted through the United Nations Girls' Education Initiative (UNGEI) programme;
- c) education in emergency situations and education during the periods after the crisis;
- d) early development of childhood and school preparation; UNICEF wants to make sure that all children begin school in time and receive basic inclusive and quality education;
- e) improvement of primary and secondary education quality; UNICEF promotes the model “child-friendly school”, an approach centered on children, which tries to solve all problems we face to get quality education.

UNICEF supports increasingly more initiatives which aim at predicting and preventing natural hazards and civil strife and higher education of people, case in which such events occur.

This new concern was driven partly by destruction and human loss because of the earthquake and tsunami in December 2004, in the Indian Ocean, but also by the disaster which could have been caused by the avian influenza and the flu epidemic.

In many cases, global action combined with education at local level may help in improving suffering and saving lives. Thus, the international community cooperates intensely, during this period, in order to establish early warning systems for tsunami. At the same time, UNICEF supports the efforts which will help people reduce risks and cope with emergency situations if another tsunami occurs or when emergency situations happen. By means of daily school education based on competences, children will learn not only what a tsunami is, when and where it is most likely to happen, but also what they should do before, during and after its occurrence.

In the case of avian and pandemic influenza, the UN agencies have designed an extensive preparation plan. UNICEF's responsibility, roughly speaking, is that of providing information about potential pandemic and about how to prevent it from spreading in schools. In this regard, many things have been learnt from the experience gained during the AIDS epidemic, in which dissemination of information, strengthening of protection factors and risk factors reduction have become the main tools.

II.2. EMERGENCY MANAGEMENT IN SCHOOLS IN THE EUROPEAN COUNTRIES

Emergency education shall cover the training of children to act in such a situation in the most responsible way possible, to provide a culture of risks and an understanding of dangers and challenges, so that they can adopt immediately an adapted behaviour. Although it is an integral part of education for sustainable development, emergency education is still not disseminated on a large scale in schools, partly because of the lack of teachers' educational and training resources on this matter.

The efforts of the UN and other international organisations were directed towards the establishment of targets, as it appeared in the descriptions above, such as the fulfillment of the objective E of Sendai Framework, which implies that a large number of member states design their own national and local strategies for risk reduction in case of emergency before 2020.

Some countries have made significant progress in this respect, having a rich tradition in theoretic development, debate and dissemination of lived or simulated experiences at national or international level, which situates them among the first to design one's own strategic documents. Their scientific and technical data bases, organisation and access to these activities through the fastest and best-known media allow each entity to find the most adequate support in achieving their own prevention and emergency management plans.

II.2.1. SWITZERLAND

Known as a country which is truly concerned with its population health and faith, Switzerland is an example of natural disaster risk management in schools. Most of the organisations involved, which bear responsibilities at national, local or sectoral level regarding disaster risk prevention and management, are involved in conducting theoretical and practical works, documents/models to support each school with their specificity, in defining their own view of this field as well as possible. A proof in that respect is represented by the appearance of the guide which PH Bern Pedagogische Hochschule and Bern Police provide, as of May 5, 2019,

for all schools in the region and country willing to design their own concept of emergency and emergency management.

The document, which represents an updated version enriched with new themes, is based on the “Emergency plan - organisation and planning of measures to handle emergency situations in schools”, drawn up in 2016 by PHBern cantonal police in Bern and DIP and it is structured in three sections:

- a) “Crisis prevention”;
- b) “Recommendations in crisis situations”;
- c) “Emergency and emergency management models”.

The first section, “Crisis prevention”, analyses the responsibilities of the parties involved, related aspects and help services. Moreover, it provides a general picture over the organisational structures, training and refresher courses in emergency management and information regarding communication in case of emergency.

A significant aspect, because of the clarifications it provides, is that of defining an emergency situation and a crisis. It is said that an emergency occurs when the physical integrity of a person or an animal is directly threatened by a sudden and unexpected event. This definition applies even when a property is threatened (for example, buildings). The coordination of such an event needs the intervention of emergency services, such as police, firefighters and ambulance. Medical incidents, accidents or wildfires are examples of emergencies. Depending on their extent and sequence, events can lead to crisis, but not necessarily. A crisis is a sudden, unexpected and extraordinary event, which affects deeply people and their environments and which cannot be managed through common means, namely within classical structures, and the end of the event remains open.

The second section, “Recommendations in crisis situations”, provides help in crisis management in the form of checklists and recommendations for all natural hazards risk situations (fire, flood, earthquake, landslides etc.) and for other types. Because situations are generally very specific, the stages referred to do not fully apply to all cases. In exceptional cases, it is recommended to pursue one’s own interest, by appealing to common sense. This document shall make recommendation in the following fields: emergency measures, stabilisation measures, other measures, additional information. Monitoring after the event is addressed at the end of the section. Crisis management is under the responsibility of the Bern Cantonal Police, in all the situations taken into consideration in this guide. The moment they intervene, the police undertake to be in the general charge of operations, and school supports it, focuses on the challenges it faces at institutional level and is more concerned with the aspects after the crisis.

The third section puts forward emergency and emergency management models in schools and it is useful due to the multitude of information provided and its potential of supporting the drawing-up of a concept and own management plan in case of disaster. Documents such as the situation plan, the access plan, emergency exits plan, checklists for the gathering place must be at the disposal of intervention organisations as soon as possible.

The guide recommends us to keep the original and at least one copy in a central location, so that such documents should be easily available in case of emergency (for instance, in different buildings). For all buildings equipped with fire alarm systems, a file should be submitted to the intervention forces. For buildings where large quantities of dangerous chemicals (for example, chlorine gas and other chemicals for water treatment, in the case of pools) are stored and, depending on the quantities of the stored products, it may be necessary to also design emergency intervention plans for firefighters, such as concepts on how to respond in emergency situations.

II.2.2. FRANCE

Several information sources (printed media, electronic media, works in the field etc.) mentioned lately (2020) that two thirds of the 36,000 French municipalities are exposed to at least one natural hazard. One out of four Frenchmen and one out of three work places are now potentially exposed to flood, the main national hazard as regards the number of affected municipalities and the economic costs of the hazards. The seismic risk is the most feared in terms of the number of potential victims, especially in the Antilles.

On the territory of mainland France and distant territories, one can foresee eight natural hazards, namely flood, earthquakes, volcanic eruptions, ground movements, avalanche, fire, cyclons and storms. It causes harm to properties and people, and it also disturbs activities and everyday life. However, not all these hazards can be controlled and prevented at the same level.

Measures focused on natural hazard prevention started to be institutionalised in 1982, upon the appearance of the law on compensation of natural hazard victims (law no. 82-600 from July 13, 1982), which represented the plan of exposure to risk (PER) in order to incite, mainly, to the insurance for prevention. In 1995, the plans for predictable natural hazards prevention (PPRN) replaced the old ones, substituting any other plan or device approved by prefectures (for example, the risk perimeter defined by the article R111-3 in the urban planning code, flood plains plan PSS, sensitive areas to wildfire plans (PZSIF).

Implementation of this prevention politics reveals a commonly shared competence, which implies decentralised services of the state, local authorities, several ministries, but also the citizens, each of them intervening in their field. Among the actions of natural hazards prevention, their majority being harmful, the plans of natural hazards prevention (PPRN) aim at reducing the exposure to hazards and the goods and people's vulnerabilities.

The plan of natural hazards prevention (PPRN), designed under the authority of the prefect, by involving local authorities in a centered approach, contains three documents:

- a report which exhibits the studies undertaken, the results and justifications for the delimitation of areas and mandatory regulations listed in the rules;
- a zoning plan, which results from the impact between hazards (phenomena frequency and intensity), and problems which identify unbuildable land as buildable, subject to specific or buildable developments;
- a regulation which describes construction and/or urbanism limitations which must be observed in every area.

PPRN will determine, for instance, the height of the first floor of a dwelling in a flood plain, compared to the level of the highest known water, or will make mandatory the establishment of upstream facades, in case of rockfall or avalanche. Once approved by the prefect, it is annexed, after public inquiry and its approval, to the local urban plan (PLU), as a service of public utility. Its provisions take precedence over any other consideration.

PPRN defines the areas of exposure to predictable natural hazards, directly or indirectly, and it characterises the possible intensity of these phenomena. Within these so-called "danger zones", this plan regulates the use of lands, the construction method, the use and management of danger zones in a global approach. The regulations apply to both future and existing constructions, in order to control and reduce their vulnerability.

Even in the absence of this (natural, technological or mining) plan, the local urban plan (PLU) can define danger zones and specific rules which must be observed. The urban code, in its article L110, locates natural and technological hazards prevention among its principles, and

article L122-1 stipulates that territorial coherence schema (SCOT) should take into account hazards prevention in their drafting.

In France, there is a National platform for natural hazards (ANRN), which reunites all actors involved in natural hazards prevention (local authorities, state services, specialists in risk management, scientists, civil society representatives etc.), where they discuss and debate the situation and perspectives of hazard reduction. It must allow for a better approach of actions regarding natural hazards by all interested parties and a higher efficiency in collective approaches of hazard reduction. Moreover, this platform will make possible a better structure and expansion of discussions on natural hazards prevention, enforced within the UN strategy for natural hazards prevention, and involvement of the parties interested in defining political guidelines for prevention.

Meetings organised in the form of conferences are also an opportunity to contribute to the development of a common risk culture, by sharing the knowledge of various actors involved in the fields targeted by natural hazards prevention and management. State services, elected officials, organisations and NGOs, insurance organisations, researchers, design offices, all are summoned to mobilise for these meetings and exchanges, especially communities and elected officials, actors interested in the implementation of prevention politics on the scale of their territories.

Special attention is paid to preventive information of citizens in France, through various and easily accessible means, about the risks they can be exposed to, and, from this point of view, several documents are available for consultation in town halls, such as the Department file on major hazards, the Municipal file on major hazard information, files and/or maps of the Natural, technological or mining hazards prevention plan. In towns exposed to hazards, their display is mandatory in public institutions and in those which receive the public. In addition, there is the GeoRisque site, which provides any person interested with complete files on hazards, major hazards status in each town in France. Moreover, in towns with risks of flood, they put up marks in this regard, and, upon the sale of building, they always present the natural hazard risks in that area.

As regards education on risks, it starts during childhood. The Ministry of Environment edited several guides in this sense, and a network of specific informants intervenes alongside teachers from the primary school until highschool graduation.

The guidance council for major hazards prevention (COPRNM) is a body established by the French government, which has the mission to issue informed opinions on public actions and politics which contribute to the reduction of people and object vulnerability in case of natural hazards. According to the law of the country, the state receives and must observe COPRNM's opinion in the legislation regarding hazards.

The Natural hazards national observer (ONRN) was established in 2012, as a response to the catastrophic consequences of the storm Xynthia, with the aim of strengthening the link between insurance actors and prevention for a better management of this type of risks. Its objectives target the improvement and capitalisation of their events and challenges, participation to the piloting and governance of risk prevention, conduct of economic analyses of prevention, improvement of the risk culture and promotion of its branches at local level.

Another interesting document was launched in 2017, by the Ministry of National Education, to the attention of the school board. Entitled "School security. Principals' guide", the paper is intended to be a valuable support in the initiative each school takes in order to design their own concept of disaster risk management.

II.3. DISASTER RISK MANAGEMENT IN ROMANIA. INSTITUTIONS AND ORGANISATIONS INVOLVED

The World Bank has recently concluded the systematic country diagnosis, which highlights Romania's vulnerability to natural hazards. Throughout the years, flood, drought and earthquakes have resulted in thousands of victims and a prejudice of billions of euros to the physical infrastructure. They have affected the economic production capacity and, disproportionately, the poor people. From 1990 up to now, 77 events of serious disasters have been reported in the country, which meant direct prejudice of over 3,5 billion \$ or 3,5% of the average GDP from the same period, a rather oppressive burden on economy with serious consequences for the poor population.

The predictions are also not encouraging, and there are hints that the climate in Romania will change considerably in the following 50-100 years. The projections of the general impact of the hazards related to the climate show that only the prejudice predicted to affect the infrastructure annually would double by 2020 and they could be of at least six times higher by 2080.

Other natural hazards, not caused by climate changes, have also a significant impact. During the last 100 years, 13 earthquakes have claimed 2,630 victims and affected over 400,000 persons. With more than 75% of the population (among which 65% in urban areas) vulnerable to earthquakes and with 45% of the entire national response force, in areas with high danger of earthquake, the calculations show that a future earthquake may have catastrophic consequences on the population and the entire national economy.

Many countries have implemented, besides strategies and policies for hazard effects prevention and policies based on resiliency growth during the period immediately following the appearance of such an event. They included measures which would facilitate the access to financial resources or promote insurance mechanisms which would accelerate significantly the reconstruction after hazards.

Another study of the World Bank and of the Global Facility for Disaster Risk Reduction and Recovery-GFDRRR estimates that the implementation of new prevention measures in Romania could reduce the material damage with up to 13% and the loss related to people's welfare with up to 16%. It is also estimated that the implementation of such policies for strengthening resilience in Romania would lead to the reduction of material damage with up to 2,8% and of the loss related to people's welfare with up to 14%.

But resilience strengthening facing climate changes and natural hazards represents a long-term trip, which requires correct policies, effective coordination of the government and between sectors at different levels and mobilization of significant financial resources. Regardless of whether we are talking about building rehabilitation to withstand earthquakes, climate changes or flood risk mitigation, the degree of training in Romania on how to respond to the consequences of natural hazards is still limited because of the weakness of the institution, which finally results in the lack of investments. Although the authorities in Romania admit that the improvement of the policies and of the manner in which institutions function could play an important role in the economic cost reduction of the climate risks and natural hazards, the reform agenda is not finished yet.

Vulnerability to hazard occurrence requires Romania to have a systematic and coherent approach of the assembly of management activities in case of emergency situations at all stages,

in an appropriate legislative framework well supported from an investment and financial point of view. The national system of emergency situations management is characterized by a shared responsibility among several actors involved, being an interinstitutional system of coordination, organised on levels and areas of competence and which have as a principle of action the aid application from the bottom up, from the level which is exceeded by the emergency situation which affects a certain community.

The system is organised and it operates for emergency situations prevention and management, to ensure and coordinate human, material and financial resources and those of other nature required in order to restore normality. Under the current legislation*, this national system consists of the following basic units:

a) emergency committees as collegial, interinstitutional and decision-making bodies, with complex responsibilities in emergency management; these emergency committees are established at the national level of central public authorities (ministries), at county and local level. The national committee is established under the direct guidance of the minister of administration and internal affairs and the guidance of the prime minister, at county level by the county prefect and local level by mayors, consisting of decision-making people, experts and specialists from their own bodies or the central and local public authorities;

b) the General Inspectorate for Emergency Situations (IGSU) is the most important unit of the national system, representing the specialised structure under the guidance of the Ministry of Administration and Internal Affairs. It ensures the unitary and permanent coordination of the activities of emergency management and prevention, playing an important role which integrates all activities carried out in this field. In order to play the role for which it was established as effectively as possible, IGSU benefits from both a preventive structure and an operational one;

c) emergency community services; these services are decentralised structures, which operate at county level as county and Bucharest city inspectorates, and they ensure, in their areas of competence, activities of coordination, guidance and control of emergency management and prevention;

d) emergency operative centers; operative centers represent places where decision-making and managements units allow the execution of functions such as management, control, emergency actions coordination, monitoring, assessment, notification, warning, pre-alerting, alerting and operative technical coordination at local, county and national level of emergency management. Operative centers are interconnected at national level via an information system which allows the management of real-time emergency information, creating a single operational image of the emergencies that happened and their consequences, a better management of the available resources;

e) commander of the action represents a new element in our country, the person authorised by the national, ministerial or county committee to ensure the unitary management and coordination of all forces set to intervene to the place the exceptional event occurred, depending on the nature and severity of the disaster and on the size of categories of forces concentrated for the intervention.

III. STUDY ON NATURAL HAZARDS MANAGEMENT AND PREVENTION IN HIGHSCHOOLS IN DOLJ COUNTY

III.1. STUDY PRELIMINARIES

Planning of emergency situations in case of natural hazards can be regarded as a social phenomenon, in which people change their behaviour in order to prepare and properly respond to a threat they perceive in their environment. Taking into account the ever-growing dynamics of natural hazards and their intensity, it has become more and more important for the present and future generations to carry out activities of emergency planning.

Efforts to train the population for hazard prevention and management have now an international dimension, being supported by the UN and its institutions, by the European Union, the International Federation of Red Cross and Red Crescent Societies, and other important international organisations. They have become the main promoters and supporters of the adoption of national strategies for risks prevention, of the promotion of a new comprehensive concept of hazards prevention at the level of each economic and social entity and of the inclusion of a new optic and a new appropriate training programme in school curricula.

Within the European Union's efforts to create a new culture of disaster management and prevention, there is also this research, carried out as part of the 2014-2010 INTERREG V-A Romania - Bulgaria programme and the "Safety for our children" project, which aims at analysing and evaluating the current situation regarding natural hazards management in highschools in Dolj County, Romania, and at highlighting certain measures which must be taken for an eventual improvement in this regard.

In order to receive the necessary information in this sense, the provisions of the project's specification were respected, by firstly resorting to the study of existing literature, articles and regulations, national and international legislation in the field, bodies involved in hazards prevention management in schools.

For an effective conduct of the study, the field activity debuted by acknowledging the main interveners of the studied phenomenon, namely ISU, IŞJ (County School Inspectorate), Craiova town hall and the 11 highschools (Annex 1) selected as research units. The exploratory discussions held with principals and those responsible for hazard management and prevention were necessary in order to design the two surveys used, ChCD1 (for teachers) and ChE2 (for students), respectively.

5 surveys of each type were submitted to the highschools, and they were handed to respondents directly, without intermediaries, in order to avoid subjective answers, which can be generated by the presence of school officials and teachers. In total, all the submitted surveys were filled, namely 110 (55 from teachers, 55 from students), the rejection rate being 0. The received data were introduced in a data basis easily transferrable to various data-processing programmes. In order to analyse them easier, we used the Forms programme.

The statistical analysis conducted by means of the most suitable graphs was divided in two. The first part presents the situation recorded in each of the questions in the survey and it makes minimal interpretations, while the second part corroborates the answers to questions which address the same issue and, on the whole, adding the final conclusions. It is mentioned in the paragraphs which aim at satisfying the requirements of the specification.

III.2. ANALYSIS OF INFORMATION PROVIDED BY TEACHERS

The relation between the highschoools in the sample and the main institutional partners involved in emergency management can be regarded as being rather close, as we can observe in graphs a, b, c, d and e in figure 1. Thus, as regards the main partner, ISU Dolj, 67,3% of respondents mention that there were 2 annual meetings, 23,6% mentioned one annual meeting, and 9,1% mentioned even four such meetings. It is worth noticing that all respondents (100%) had meetings with this important intitution. A somehow similar situation is specific also in the relation with IŞJ Dolj (43,7% of respondents participated to only one annual meeting, 32,7% to two, and 9,1% to four) and with the town hall (41,8% only one meeting, 29,1%, two, and 12,7% three such meetings annually). Besides the fact that the distribution of answers is still different, altogether 85,5% of respondents declared that they had meetings with IŞJ Dolj and 83,6% with the town hall.

We must notice that meetings with ISC (the State Inspectorate in Constructions) Dolj were also important (56,4%), which reveals that this institution pays visits to assess the old buildings' risks or to verify the compliancy of relatively new constructions and facilities. Furthermore, highschoools cooperate with other organisations involved in the reduction of natural hazards risks, especially NGOs (56,4% declared one or two annual meetings). An important part of the survey content ChCD1 was reserved to the training of people involved in emergency management in the 11 highschoools included in the research. A first question in this respect aimed at identifying the institutions involved in training those responsible of emergency situations and principals. The most mentioned institution was ISU Dolj (69,1%), followed by the option "Others" (20,0%), which includes NGOs, and IŞJ Dolj, with 10,9% (figure no. 1).

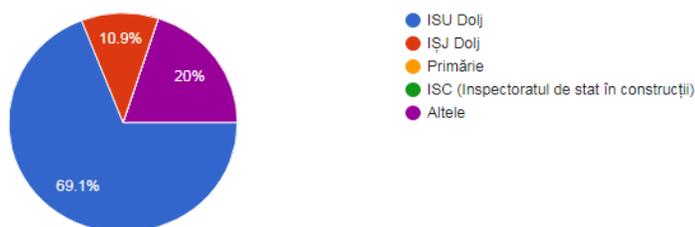


Figure no.1. Institutions involved in training school officials and those responsible of emergency situations in highschoools

As regards the frequency of this training, opinions are rather divided (figure no. 2), most respondents claimed that the event takes place once a year (38,2%), whenever necessary (23,6%), or every semester (20,0%). To this question there were also other answers, mentioning that such a training takes place either three times/year (9,1%), or once every 2-3 years (9,1%).

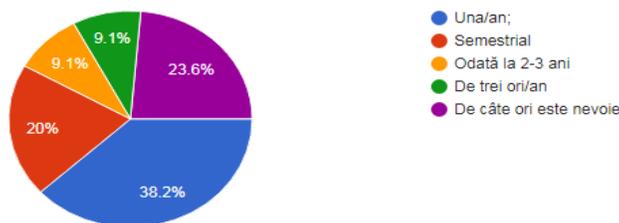


Figure no.2. Frequency of the training of teachers responsible of emergency management

A more heterogeneous situation arises to the question regarding the training of teachers involved in emergency management, respectively regarding the provider and its frequency (figure no. 3). Most answers record the option "ISU Dolj and IŞJ Dolj - 2 times/year" (30,9%), followed by the options "The principal and the person responsible of emergency situations - 2 times/year" and "The principal and the person responsible of emergency situations - annually" (both with 29,1%), "ISU Dolj and IŞJ Dolj - once/year" (9,1%) and "ISU Dolj and IŞJ Dolj - whenever necessary" (1,8%). The structure of the answers provided reveals at least the existence of problems in communication, but also in informing and apprehension of basic elements of emergency management in highschools in Dolj County.

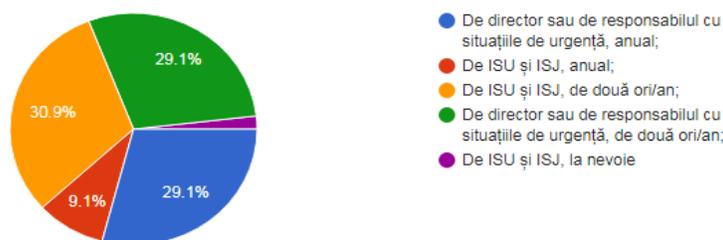


Figure no.3. Training of teachers involved in emergency management

Highschool students' training in the prevention of natural hazards effects also plays an important role in the survey. A first question aims at knowing the initiator of this training, and the answers provided are rather heterogeneous, which means that many teachers do not know the real situation actually recommended by the national and international organisations involved in this phenomenon. The correct answer ("according to the curricula") meets only 60,0% of respondents, which choose at a rate of 40% the wrong answers provided by the multiple choice question (figure no.4).

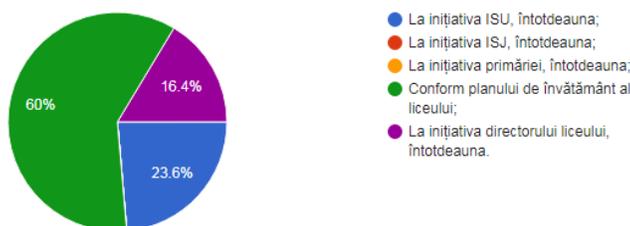


Figure no.4. Students' theoretical training for hazard effects prevention

The answers provided by teachers to the previous question also influenced those mentioned at the schedule of students' theoretical training for the prevention of natural hazards effects. Thus, 69,1% of respondents consider that this training takes place monthly, during counselling classes, 21,8% whenever necessary, 7,3% twice/year, and 1,8% three times a year (figure no.5).

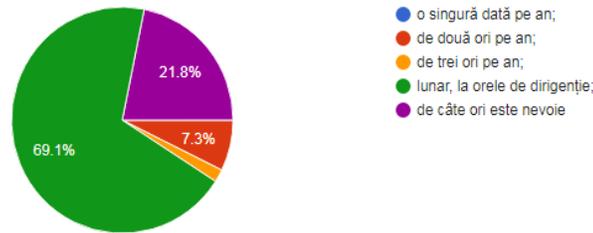


Figure no.5. Schedule of students' theoretical training

Practical training is performed through exercises (simulations) which include all teachers, administrative staff and highschool students. Since their planning stage, these exercises must contain all stages which occur in reality in case of such an event, namely sheltering, evacuation and gathering in a prior well-established place. Data received from teachers via these surveys mention this assembly of sequences only in 60,0% of cases, while 30,9% name evacuation and gathering, 5,5% only gathering, and the rest of 3,6%, only evacuation (figure no.6).

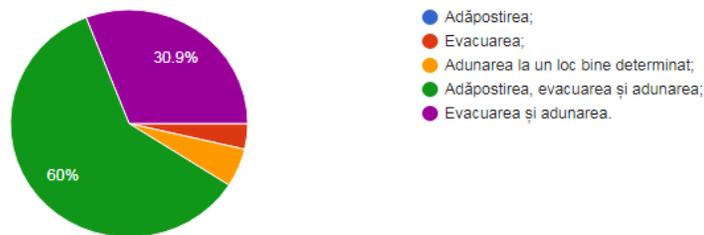


Figure no.6. Content of simulations for prevention of hazards negative effects

Another question regarding these simulations aim at knowing their annual frequencies, and, from this point of view, the answers provided are not clear. From prior discussions with representatives of ISU Dolj and the officials of five highschools in Craiova city, it was noted the information according to which, during a year, one or two such simulations are scheduled, while the teachers' answers in the survey are very different (figure no.7):

- 52,7% of the respondents believe that they take place whenever it is necessary;
- 38,2% mention 2 exercises/year;
- 9,1% believe that there are 3 exercises/year.

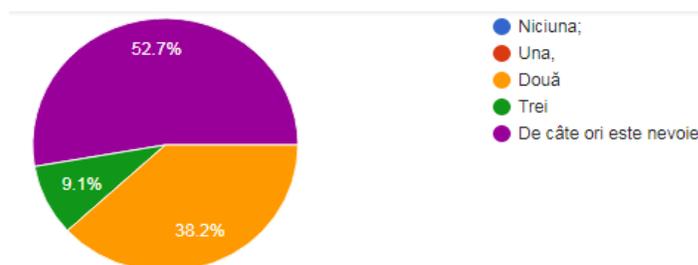


Figure no.7. Annual frequency of simulations

In order to highlight the level of attention paid to emergency situations simulations, a question was introduced about institutions or groups which can supervise these exercises, or if supervision is necessary. Most respondents (72,7%) consider that highschool officials are enough in this respect, 25,5% mention ISU Dolj as supervisor, while 1,8% name IŞJ Dolj in this position (figure no.8).

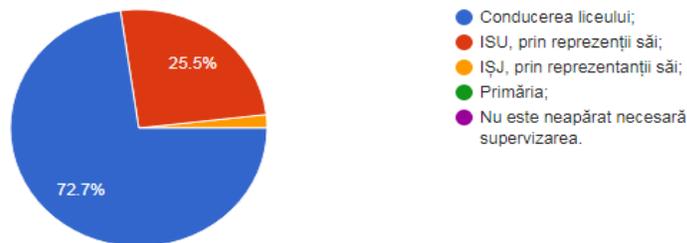


Figure no.8. Supervision of emergency situations simulations

Designing tools/documents necessary to emergency management in highschools is a difficult task, which requires knowledge of the national legislation and recommendations issued by various organisations involved in the prevention of hazard-caused effects. The difficulty of designing own tools is determined, among others, by the fact that the potential models provided by these organisations display a universal character and they are hard to identify. As Romanian specialised literature and the existing recommendations are not always enough to create a modern concept of emergency management in schools, the appeal to experience in the field of countries like Germany, France, Switzerland, Canada etc. may be beneficial.

To the question regarding information sources used in designing own tools related to emergency management in schools (figure no.9), the most mentioned were the ISU documents (35,6%), followed by information provided by ISU during training meetings (30,3%), documents existing in schools (14,8%), information taken from ministries' sites, other institutions involved (12,6%) and other sources, including international ones (6,7%).

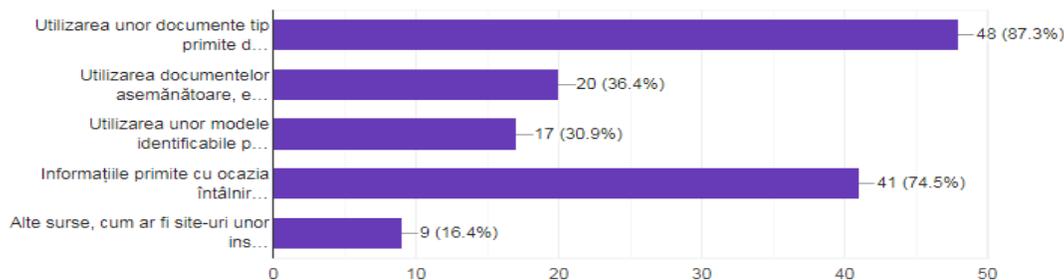


Figure no.9. Source of information used in designing emergency management in highschools

Following the question regarding information sources, we introduced, naturally, the question related to the responsibility of designing and drafting the documents used in emergency management. In most cases, the authors are identified as the principal and the person responsible of emergency situations in the school (80,0%), followed at a great distance

by the representatives of ISU Dolj (16,4%) and the principal, with 3,6%. We must notice the fact that this is another instance where there are problems in communication and shortcomings in teachers' training, as many of them believe that ISU must design this assembly of tools (figure no.10).

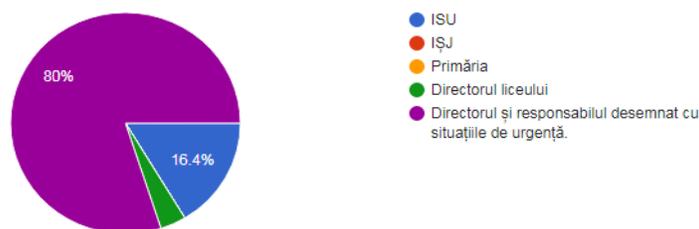


Figure no.10. Responsibility of designing and drafting tools for emergency management in the highschool

In order to test the knowledge and results of teachers' continuous training in the field of emergency management in highschools in Dolj County, the survey also contained a question which required the nomination of the main five tools used in this respect. The answers provided were heterogeneous as regards the nominated tools, but, especially, their naming, which reflect teachers' problems in training and retaining them, but also the diversity under which they can be found in the emergency management practice in highschools in Dolj. On the other hand, in all countries that have made progress in emergency management and prevention, one can see uniformity as regards the number and the naming of the tools used in this respect. Such a measure proves to be effective in training teachers and students (performed by the school or by ISU, for example), in that it reduces the possible confusions which can appear, and it facilitates the intervention of external partners in case of undesired events.

The statistics provided by respondents are enlightening regarding the diversity of namings for the used tools, only one, evacuation plan (11,4%) reached a double-digit percentage rate. The rest of the tools reach low levels: open fire use regulation (6,5%), training chart and themes (5,4%), fire intervention plan (4,7%), organisation of PSI (fire extinction and prevention) activities and instructions for protection against fire with 2,5%.

Relations with the main partners regarding the management of natural hazards effects were captured by a question to which a Likert scale was attached (with options from "non-existent" (1) to "very good" (5)), and the results were generally those expected by all main factors involved. The highest score was obtained ISU Dolj (4,78), followed closely by ISJ Dolj (4,60) and the town hall (4,50), and at a great distance by ISC Dolj (3,29) and other institutions (police, NGOs etc), with rates of 2,49.

Emergency situations simulations in highschools involve all their staff and they represent the best opportunity to check their theoretical and practical training level in case of emergency. It is unlikely that such an exercise should be carried out without problems, which have their positive side, in that, once analysed, they can be removed immediately, by repeating specific sequences. In order to identify the main problems highschool officials and teachers face during emergency situations simulations, we collected and analysed the answers to question 14, and they are grouped as follows:

- easily confused alarm signals (4,0%);
- lack of interest from students (4,3%);

- there were not problems (2,5%);
- not respecting the evacuation programmed time (2,2%);
- lack of enough spaces for evacuation (2,2%).

The problems which arose during emergency situations simulations in highschoools must be acknowledged and solved in the most appropriate manner. To the questions through which we check the way in which highschoool officials act in this respect, some answers are logical (additional theoretical training and attention to the next simulation - 87,3%; modification of internal tools, when they do not correspond to the actual situation - 27,3%; no implication - 10,9%), some are less logical (ISU involvement - 14,5%; IŞJ involvement - 7,3%). The graph of the answers is presented in figure no.11.

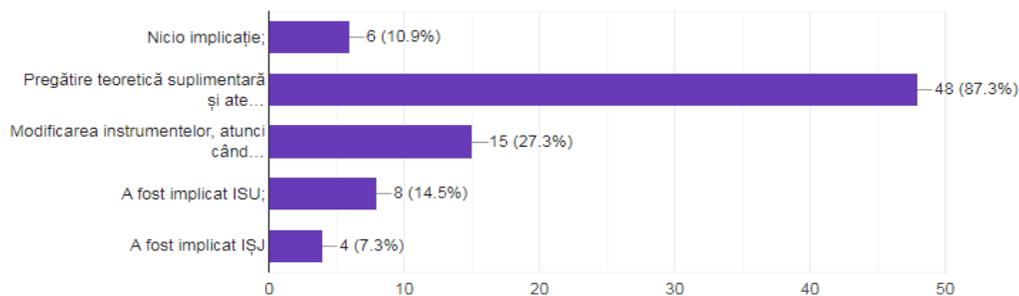


Figure no.11. Implications of problems occurring during simulations on emergency management in highschoools

Natural hazards typology is rather extensive, and the forms of manifestation, dangers which accompany them and preventive actions cannot be ignored during the process of designing tools for emergency management at organisational level. Highschool cannot respond through the same measures and actions to an earthquake, fire or flood, because such a behaviour would be at least inefficient. Therefore, each highschoool must design an assembly of tools for each and every type of hazard. The question in the survey which refers to the individualisation of these concepts highlighted the fact that all the entities of in the survey paid great attention to fire (92,7%), earthquakes (90,9%) and flood (10,9%). It is worth noticing that the introduction of other options, namely forest fire and landslide, were not chosen, situation explained by the absence of occurrences, throughout the time, of such natural hazards in Dolj County (figure no.12).

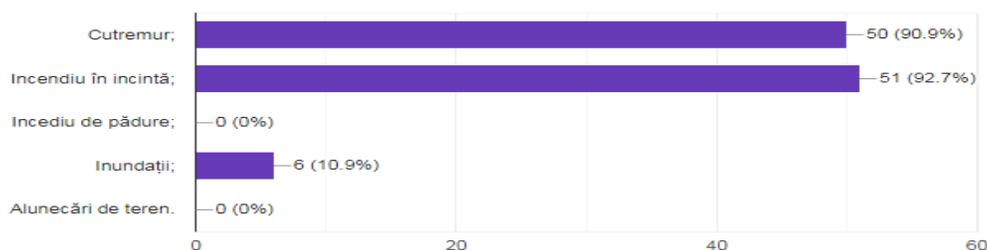


Figure no.12. Natural hazard types for which highschoools have documentation specific to emergency management

The next three questions were included in the survey in order to find out information on the way in which highschoools in the county participate to volunteering activities voluntarily or

at the initiative of other organisations involved. The first question, 17, is a closed one, and it offers the opportunity to find out if highschools are interested in and organise such activities. 90,1% of the answers were affirmative, and only 9,1% of respondents rejected such preoccupations (figure no.13).

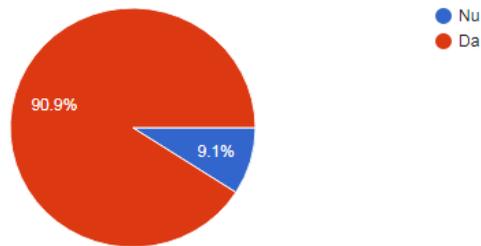


Figure no.13. Involvement of highschools in the organisation of own volunteering activities

With respect to the participation to volunteering activities organised at the initiative of other institutions or NGOs, the answers were generally positive (figure no.14), mentioning several options:

- several groups of students and teachers (63,6%) join them;
- a group of students and teachers joins them (27,3%);
- students do not join them (9,1%).

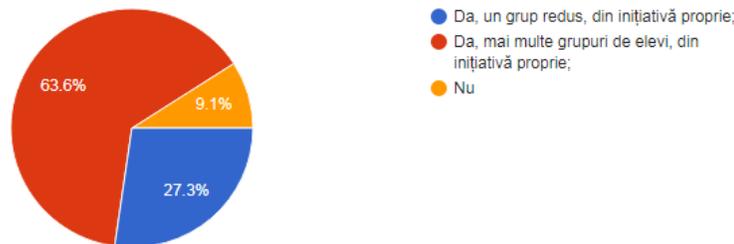


Figure no.14. Participation to volunteering activities organised by other institutions or NGOs

The most frequent volunteering activities refer, in order, to picking up trash in various places (89,1%), others (55,0%), first aid in case of collective accidents (25,5%) and removal of earthquake consequences (5,5%). Teachers and students were not involved in putting out any forest fire (figure no.15).

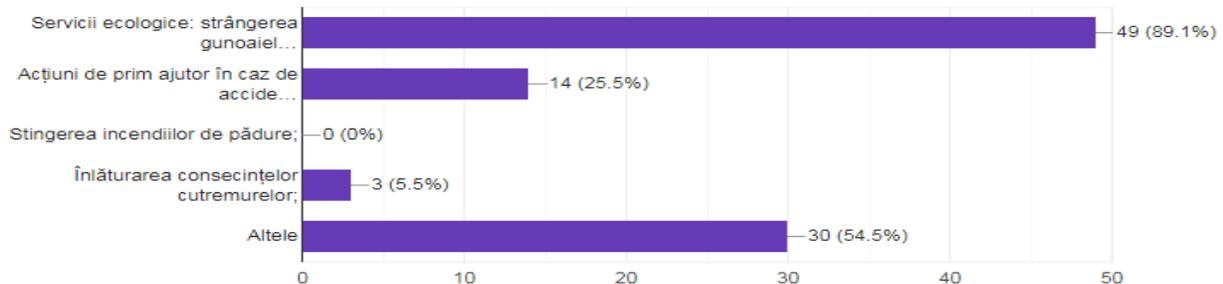


Figure no.15. Volunteering activities highschools participate to

III.3. ANALYSIS OF INFORMATION PROVIDED BY STUDENTS

In order to get the best characterisation of the emergency management study in highschools in Dolj County, the study cannot exclude the best represented part from a numerical point of view and the most closely observed by the aims of this type of management, namely the students. The ChE2 survey takes into consideration this specificity, seeking to obtain answers about the content and quality of the training (theory and practice) and about volunteering. Thus, the answers in the first survey are provided and checked, which means that the analysis is more complete and closer to reality.

The main hazard types debated and exemplified in the respondents' highschools are earthquakes (96,4%), fire inside the building (91,1%), flood (30,4%), while the rejected ones are forest fires and landslides, both with only 1,8% of the overall answers (figure no. 16)

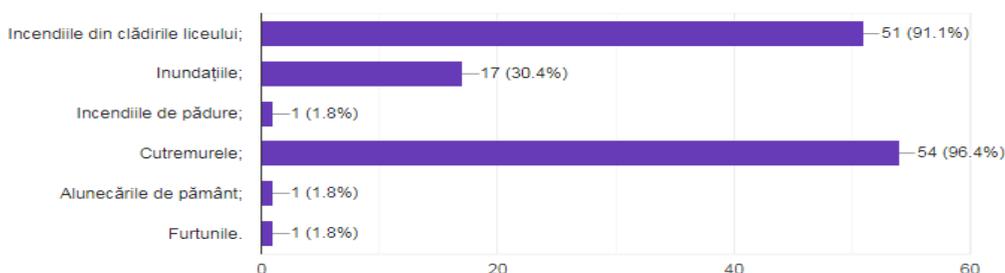


Figure no.16. Main natural hazard types covered by highschool students' training

Training frequency is the element which completes the information with quantitative elements, conferring a clearer image of the quality of emergency situation training in schools (figure no. 17). Most of the students surveyed (66,1%) mentioned that training takes place monthly, during counselling classes (66,1%), 24,2%, once a semester, and 10,7%, whenever necessary. A rather small percentage of students (1,8%) answered that there is no such training in the highschool.

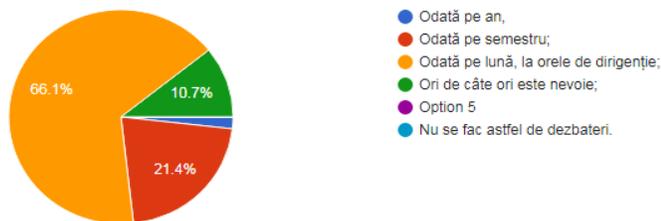


Figure no. 17. Frequency of students' theoretical training in emergency situations

To the question which emphasises the documents/tools/information students remember in case of emergency (figure no. 18), most of them (82,1%) mention the evacuation plan, followed by the identification of sheltering places (80,1%), symbols used during evacuation (69,6%) and the signals announcing the event (62,5%).

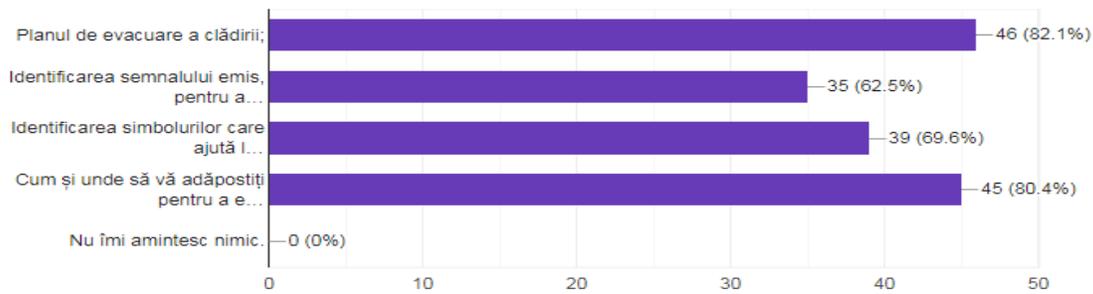


Figure no. 18. Main documents/tools/information students remember when they think of an emergency

A less expected answer was provided by students when they were asked who gets directly involved in the organisation of debates on hazards in highschools (figure no. 19). A significant majority (64,3%) mentioned the person responsible of emergency situations in highschools, the class teacher is the second, with 33,9%, while the principal is mentioned by 1,8% of all students.

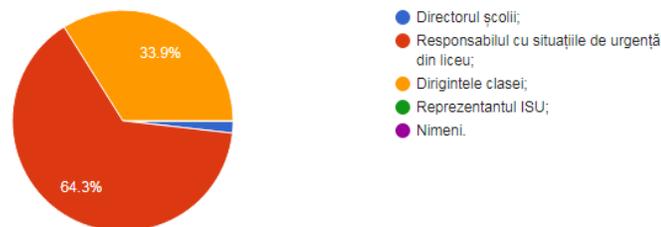


Figure no. 19. Responsibility of organising students' theoretical training on hazards

Simulations of hazard occurrences are organised in all highschools, but, as regards their frequency, opinions are divided as follows (figure no.20):

- 50,0% of respondents believe that they take place whenever necessary per year;
- 45,0% say that they have participated to two simulations and that they are organised two times a year;
- 8,9 % mention that such simulations take place three times a year.

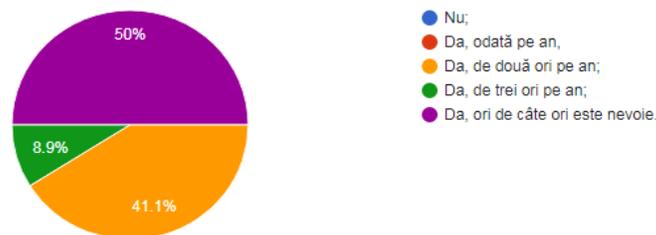


Figure no. 20. Organisation of exercises and simulations of emergency situations and their frequency in highschools

All simulations in highschools aimed at observing students' behaviour during an earthquake (100%), followed then by fire inside the building (94,6%) and flood (14,3%). The predefined forest fires and landslides were not simulated (figure no.21).

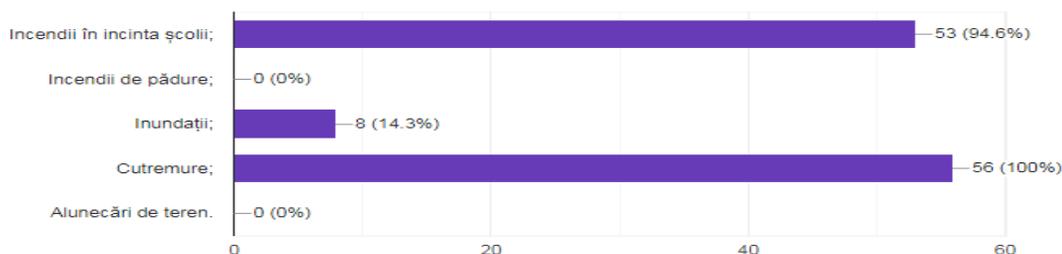


Figure no. 21. Simulation types depending on hazards typology

The question regarding the way in which the exercises/simulations for emergency cases took place and how everything was understood, the answers provided focused on two out of the five answer options (figure no. 22), namely:

- 73,2% for the option “yes”;
- 26,8 % for the option “yes, but repeating the stages which did not correspond initially”.

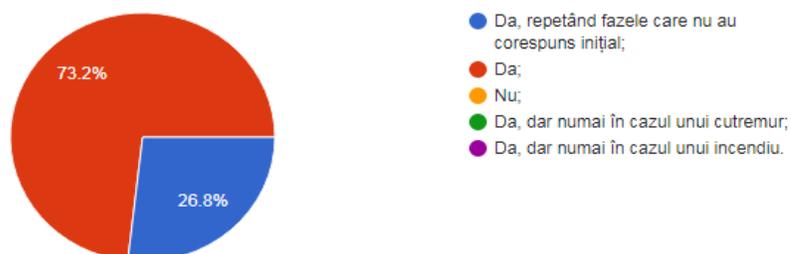


Figure no. 22. Result of hazard simulations and the solving method of the problems that occurred

Despite all precautions taken by organisers of emergency simulations, their performance makes room to the emergency of disruptions, especially among freshmen. In descending order of their frequency (figure no. 23), they are:

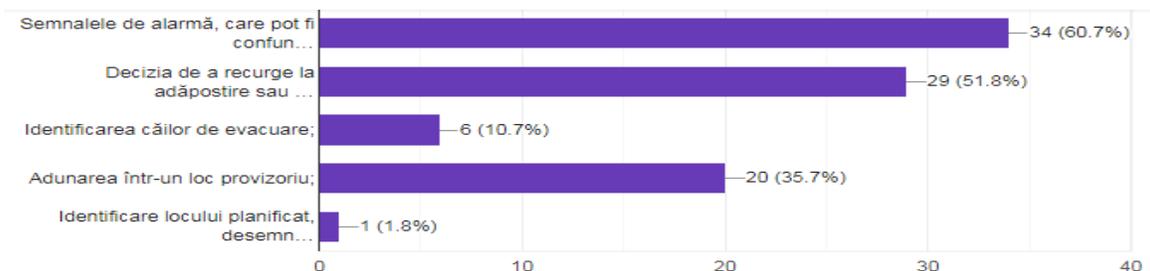


Figure no. 23. Problems occurred during emergency exercises/simulations

- confusion of sound signals specific to the hazard typology simulated (60,7%);
- taking the decision to seek shelter and evacuate (51,8%);

- gathering in a temporary place (35,7%);
- identification of evacuation pathways (10,7%);
- identification of the gathering place (1,8%).

Exercises which aimed at assessing training and consolidating its results include also disabled students and staff, who must have the necessary support to go through the stages of seeking shelter, evacuation and gathering in time. To the question which aims at analysis these aspects, the answers provided by students are the following (figure no.24):

- everything was alright, students were accompanied by the people especially designated in this respect (78,6%);
- students did well on their own (16,1%);
- students remained in their classrooms, without participating (8,9%);
- no simulations were organised in the highschool (8,9%);
- there were difficulties due to the lack of special facilities (3,6%).

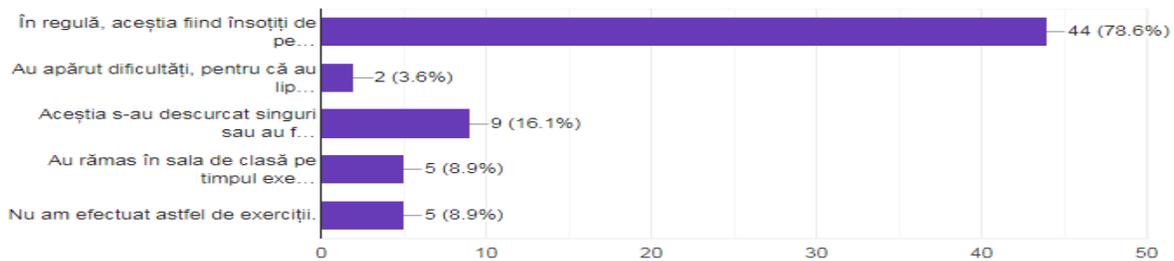


Figure no. 24. Performance of simulation operations for disabled students

After the emergency simulation exercises, it is necessary that teachers should organise debates regarding the way in which it was carried out. By means of a suitable question, we obtained answers from students (figure no.25), which look like this:

- yes, they are organised (76,8%);
- yes, only after earthquake simulations (10,7%);
- yes, only after fire simulations (10,7%);
- not always (1,8%);

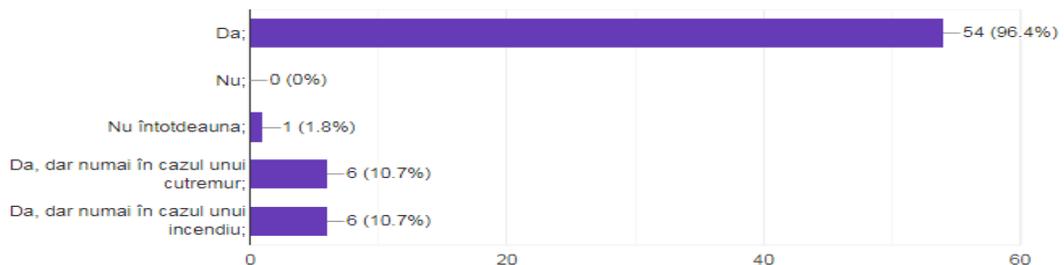


Figure no. 25. Situation of students' debates after emergency simulations in schools

Volunteering activities have started to intensify in nowadays' society. Supported by various NGOs and national and international societies, these activities have started to be promoted rather intensely also by schools, universities etc. In order to observe the situation in

highschools in Dolj County involvement in volunteering activities, the survey has several questions, aiming at capturing also detailed elements required by the specification.

The first question enquires whether the highschool is fully involved in volunteering activities, and the answers (figure no. 26) provided registered the following levels:

- yes (58,9%);
- yes, sometimes (21,4%);
- no (19,6%).

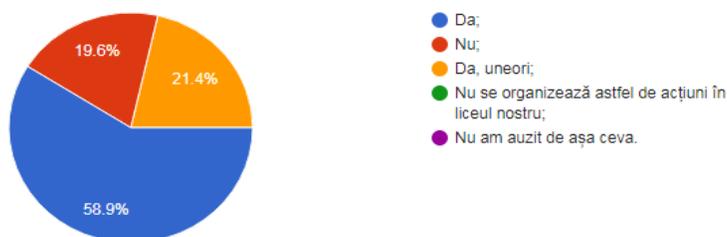


Figure no. 26. Students' involvement in volunteering activities organised and held by the highschool

One of the high-profile organisers of volunteering activities is the county school inspectorate, which mobilises many students in various schools. To the question related to the participation to such activities (figure no. 27), students provided the following answers:

- no, at a rate of 57,1%;
- yes, sometimes (26,8%);
- yes (16,1%).

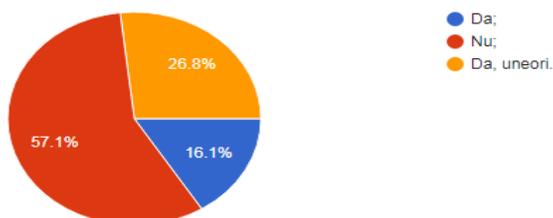


Figure no. 27. Involvement in volunteering activities organised by the county school inspectorate and other NGOs

The establishment of various NGOs determined the unprecedented development of volunteering activities in our country. We found out to which extent these organisations attracted highschool students in Dolj County to these activities, by a single question in the survey, and the answers (figure no. 28) were the following:

- yes, sometimes (41,1%);
- yes (33,9%);
- no (25,0%);

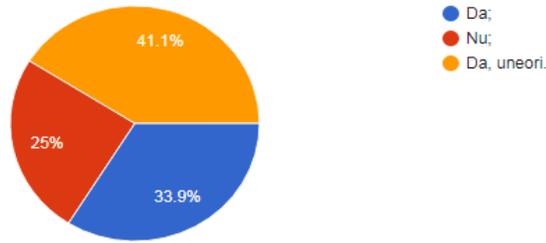


Figure no. 28. Involvement in volunteering activities organised by various NGOs

Most of the students (figure no. 29) who participated to volunteering activities (89,3%) were involved in ecological actions of trash gathering/cleaning in various places, another important percentage (42,9%) in actions of first aid in case of hazards. Only a few of the students were involved in actions of prevention and removal of flood effects (5,4%).

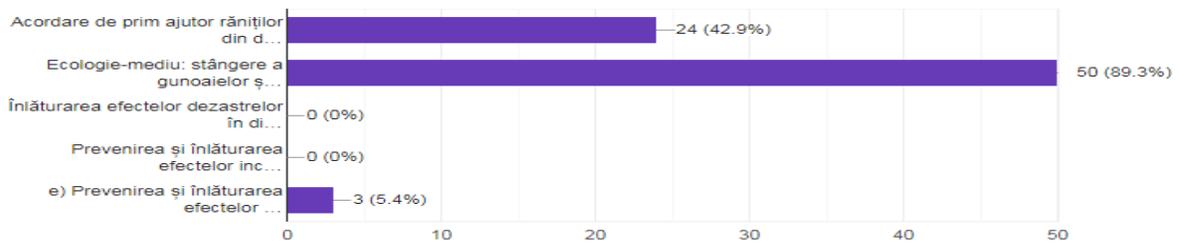


Figure no. 29. Main types of volunteering activities students participated to

IV. BEHAVIOUR AND TRAINING LEVEL OF TEACHERS AND STUDENTS IN HIGHSCHOOLS IN DOLJ COUNTY IN EMERGENCY SITUATIONS

IV.1. CONSEQUENCES OF INTERNATIONAL BODIES' RECOMMENDATIONS FOR ROMANIA

Information provided by specialised literature and various intern and international sites of institutions specialised or involved in emergency management in schools delivered a general extensive picture of the studied field. Human-life losses recorded during and after natural hazards, alongside the material ones, have determined international organisations, led by the UN, the European Union and the International Federation of Red Cross and Red Crescent Societies, to take initiative for their removal and switch to a new paradigm of prevention by continuous training in the risks of the occurrence of such events.

Schools represent the place where this training is the most fruitful and effective in knowledge uptake and accumulation of skills necessary to improve human behaviour in the fight against hazards effects. Having a lot of experience, international organisations have made recommendations to all countries regarding the management and administration of hazard-generated situations, by sharing knowledge, experience, models of organisation at national and institutional level and proper training tools.

All information taken from literature and the sites of Romania organisations involved in emergency management in schools have revealed the existence of a complex system, with concrete responsibilities, which can organise and intervene practically and effectively in the prevention and quick removal of future hazards. Their activity is ever-present in partnerships or other forms of cooperation these organisations (ISU, IŞJ, town halls, the Red Cross Society, ISC etc.) have with school at county, city and municipality level.

Interventions out there allowed, during the first stage, the organisation of discussions with officials and the specialised responsible people in highschools included in the research, discussions on the way in which the management and administration of hazard risks and problems they face daily during these activities are organised. On the basis of the collected information, we moved on to the second stage, that of survey's design and data collection via a survey which included 11 highschools and 110 teachers and students who provided their answers on the management of hazard risk prevention. The third stage of data analysis and information extraction made possible the achievement of the aims laid down in the project specification.

IV.2. BEHAVIOUR AND TRAINING LEVEL OF TEACHERS IN HIGHSCHOOLS IN DOLJ COUNTY IN EMERGENCY SITUATIONS

Discussions with the officials and people responsible of emergency management in highschools, but also the analysis of information provided by the survey, revealed the fact that, generally, teachers know and are involved in organising this important group of activities. Arguments which support this reality are presented hereinafter.

1.The relations between highschools in Dolj County and the main interveners in case of emergency (ISU, IŞJ, town hall, ISC, the Red Cross etc.) are formalised by partnerships and other documents which determine the responsibilities, manners of action and control for each of them. As the main partner in emergency management (role laid down in the current legislation), ISU Dolj provides information, documents, consultancy and it participated to various inspections in highschools. ISU Dolj is the organisation that also carries out the training of principals and people responsible of emergency situations in highschools, it recommends the training themes and can supervise hazard simulations with all the staff and students.

2.The theoretical training of human resources in highschools takes place at three levels. The principal and the person responsible of emergency situations are trained directly by ISU Dolj, usually once a year, at the beginning of the school year. Teachers and non-teaching staff are trained by the principal and person responsible of emergency situations in the highschool, once or twice a year. Students, the third level, are trained by class teachers during counselling classes, once a month, according to themes included in the curricula and which are approved by ISU Dolj annually.

3.The training of teachers, non-teaching staff and students is completed with the practical part, performed under the form of a real situation simulation. These simulations take place once or twice a year and test the way in which highschool students and staff apply the knowledge gained during theoretical training. Sequences performed according to the plan can be resumed or discussed immediately after the simulation, in order to observe the causes and remove them. If they are linked by unsuitable planning, one can modify the tools which contain these sequences (sheltering, evacuation, gathering plan etc.)

4.We noticed great diversity in the naming and content of tools for emergency management both from the discussions and analysis with highschool officials of the main tools used in emergency management, and from the answers provided in the survey by teachers. There

are, thus, many tools which have different namings, entries, more often than not because of the inherited situations which are not intended to be changed out of commodity, but also because there are no specific norms for this. We consider that a national regulation for a uniformity of the content and the naming of the main instruments/documents used in the public and private sector would be beneficial to training, in order to avoid confusions or omissions, but also for partners who must intervene in case of emergency and who can be distracted from the action by bureaucratic causes.

5. Another aspect which must be noticed during the emergency management process is their typology, on which depends the conceptual content designed by each organisation. In highschools in Dolj County, there are distinct documentations for earthquake and fire, and in highschools situated near the Danube, also for floods. None of the highschools in the survey is ready and possesses a distinct documentation for forest fires and landslides, because such natural hazards have not occurred and are not expected to occur in this area.

IV.3. BEHAVIOUR AND TRAINING LEVEL OF STUDENTS IN HIGHSCHOOLS IN DOLJ COUNTY IN EMERGENCY SITUATIONS

The good relations between highschools and partners involved in emergency management in schools, the content and quality of training outlined by teachers' behaviour had positive effects among children.

1. Training in order to prevent and manage hazards is a continuous and rhythmic activity, carried out monthly by class teachers, during counselling classes, following the curriculum approved by ISU Dolj.

2. The training themes are focused only on three types of natural hazards, namely earthquakes, fire inside the building and, to a smaller extent, flood in highschools in the south of the county. Although we inserted them among the possible answer options, forest fires and landslides were not chosen by any of the students. The situation is explicable, as shown above, because this type of events is either not specific to the area (landslides), or they were never mentioned in statistics, which is the case of forest fires.

3. A problem which persists, being also mentioned by students, is that of the diversity of tools/instruments/information's content and naming they remember when asked or when an emergency simulation takes place. In order to facilitate learning and intervention of partners involved in emergency management, IGSU must intervene in order to make these instruments uniform, measures taken by several countries with tradition in the development of hazard prevention management.

4. Simulations of emergency situations are performed twice a year only for the three types of emergency mentioned in 2, namely fire inside the building, earthquakes and flood. After their performance, discussions are held with the coordination teams and class teachers about the failures which occurred, in order to understand their causes and remove them.

5. From the information collected from discussions with teachers and students, it appeared that the emergency management in highschools in Dolj benefits from the entire support required from ISU Dolj, of IŞJ and town halls, as regards theory and practice, by organising simulations. One can observe that, from this point of view, teachers and students' training resembles that existing in developed European countries, with the difference that hazard's typology is lower in highschools in Dolj County.

6. Out of the shortfalls reported after emergency situations simulations, two are worth mentioning, namely the lack of facilities for disabled people and the people responsible of their

movement in case of emergency. Facilities for such persons require additional costs, and, sometimes, they are not possible because of the construction project. The second shortfall can be solved without problems, via proper planning.

V. VOLUNTEERING: GOOD PRACTICES IN THE EUROPEAN UNION AND THE SITUATION IN ROMANIA

V.1 VOLUNTEERING IN EUROPE

Volunteering is regarded quite differently in Europe and the rest of the world, depending on the cultural, historical and legal context of the country in question. What functions well in a country can fail to function or function better in another country. For example, the number of active volunteers in North America is considerably higher than in Europe. This difference occurs as a result of distinct approaches to volunteering by governments, cultural differences, historic events which influenced its existence in totalitarian states etc. The value of volunteering is identifiable on two major dimensions: individual development of people involved in volunteering activities and development of communities and societies in their entirety. Moreover, the contribution of volunteering to societal development can be quantified in financial terms, already reaching values between 0,5% and 5% of various European states' GDP in 2011.

In the European Year of Volunteering in 2011, a Eurobarometer was designed in the attempt to assess the situation of volunteering in the member states of the European Union. An analysis of the surveys, national reports and data on volunteering collected from each member state showed that there were, at the time, between 92 and 94 million adults who participated to volunteering activities in Europe, which meant that approximately 22%-23% of the Europeans over the age of 15 ani were active volunteers.

However, in the European states, there are differences regarding volunteering. What is considered to be "volunteering" is not the same everywhere and the inquiry methodologies also differ, which allows the refinement of differences which can exist between states. The comparison suggests that countries which present an extremely high rate of volunteering involvement are Sweden and the Netherlands, both according to their national studies, the Study of European values and the Eurobarometer. Bulgaria, Lithuania, Poland, Portugal, Romania and Spain are countries where volunteering rate is relatively low, or even extremely low, according to the same studies. A common tendency can be underlined in most European countries: in the last decade there has been a general upward trend in the number of active volunteers in the EU. There are provided several reasons in order to explain this tendency: higher awareness of social and environmental problems, recent public initiative to promote volunteering, higher participation of the elderly and a change in the public perception etc.

An analysis carried out by the French-speaking platform for volunteering in 2014 observed the volunteering tendencies in Europe in the last decade (2005-2014) and provided the following information:

- a) Increase: Austria, Belgium, Czech Republic, Denmark, France, Greece, Italy, Luxembourg, Poland, Spain;
- b) Slight increase: Estonia, Finland, Germany, Hungary, Romania, Slovenia;
- c) Stable/fluctuating: Bulgaria, Ireland, Latvia, Lithuania, Malta, the Netherlands, Sweden;
- d) Decrease: Slovakia
- e) No clear tendencies: Cyprus, Portugal, the United Kingdom

By analysing the differentiating elements of volunteering in various countries in the European Union and the world, the French-speaking platform for volunteering identified several models linked by the tradition and culture of countries included in the analysis.

The Anglo-Saxon model. Ireland, Great Britain and the United States have all a similar “profile” in the volunteering field, the relation with the state in this field is quite different from that in mainland Europe. In these countries, public authorities are not established to provide services of general interest, as citizens play this role themselves. The state intervenes only as a regulatory body. The British and Irish associative sectors are much professionalised, from the point of view of the employees and volunteers, the latter often following the same training cycles. Anglo-Saxon volunteers are on average younger than in other European countries, which can be explained, undoubtedly, by the early learning of this practice type. Since school, children are taught about the importance of volunteering and it is a part of the classical process of socialisation.

The Nordic model. Volunteering in Denmark, Finland, Norway and Sweden does not resemble in many respects that in the rest of Europe. In the Nordic countries, the state truly supports services for the population (social assistance, education, health etc.). But this tendency changed upon the ever-growing public financing contraction. Social cooperatives have developed gradually. Despite this particularity, volunteering is highly developed, more than in Great Britain, for instance, and it occurs mainly in sport and cultural fields. Structures are generally based on volunteer work, function with no subsidies, but they collect and receive donations.

The mainland model. This model includes Germany, Austria, France, Belgium, the Netherlands and Switzerland. These last two states have, in fact, the biggest number of volunteers per size of the population. In these countries, there is a distinction between “field” volunteering and “management” volunteering. “Management” volunteers are actually members of the general assemblies, administration councils and decentralised decision-making bodies in the organisations involved in such activities. They often have big responsibilities within the associations. In France, for example, some talk about “associative leaders”, to designate these particular volunteers. Associations in these countries are highly professional, and volunteering is considered to be complementary to a paid job.

Countries in Eastern Europe. Volunteering is less developed in Eastern Europe countries, where associations underwent repression by the totalitarian regimes existent until recently. There is a long way from the compulsory participation to “patriotic work” to the democratic establishment of volunteering activities and organisations.

V.2. VOLUNTEERING IN ROMANIA AND IN HIGHSCHOOLS IN DOLJ COUNTY

1. Searches in the volunteering field and its rate of relatively slow development in Romania explains the rather late legislative intervention of the Romanian state. The most important aspects in Law no. 78/2014 (completed with Law 175/2016) define the concept, the scope, specific activities, contractual matters and human resources and the typology of organisations which can carry out volunteering activities. The law also establishes that companies in Romania cannot use the work of volunteers directly, as they must resort to a non-profit organisation which provides such services. In the same vein, organisations which do not seek to obtain economic benefits or, as we also know them, non-profit organisations, can use volunteers’ work for the organisation of activities which help people or the society. Volunteers’

work is not paid, which means that they do not receive money for their work. In the category of non-profit organisations we can also name associations, foundations and federations.

2. A brief analysis of information provided by the government and ministries, by various organisations involved in volunteering activities in Romania shows that, alongside international organisations (Greenpeace, the Red Cross etc.) there has appeared a great number of Romanian ones, which have developed significant partnerships and networks.

Thus, Volum Federation (2010), with 63 members, aims at facilitating dialogue and common action of all factors interested in the volunteering movement, for its sustainable development, while its vision addresses a Romanian society in which volunteering would be an accepted and supported movement recognised for its contribution to social cohesion, inclusion and solidarity.

The Princess Margareta of Romania Foundation is one of the non-governmental elite organisations which contributes to the development of the civil society in Romania. The foundation was established in 1990 by Her Royal Highness Princess Margareta of Romania, with the aid of her father, His Majesty King Mihai. The Princess Margareta of Romania Foundation works with organisations, institutions, national and international companies, but also with SMBs, in order to bring together the resources, abilities and talent of people from various fields. The foundation also aims at stimulating volunteering and instilling the community spirit into communities in which it gets involved.

FOND Federation (2006, 34 members) brings together NGOs active in the fields of human rights, health, democracy, education, children rights' promotion, the youth, public participation, organisational development, strategic planning, social economy, humanitarian assistance, with whom it wants to contribute to the development and implementation of a coherent and effective policy in Romania in the field of cooperation for international development and humanitarian assistance.

3. As regards the expression of volunteering activities in highschools in Dolj County, from the analysis of information collected from discussions with the representatives of the highschools and students and data obtained from the surveys, we can observe that the existing situation reveals an active participation. From the answers provided by teachers, it results that the participation initiated by the highschool is very important (90.1%), just as the participation to activities organised by other NGOs or by IŞJ Dolj (90.9%). Most of these volunteering activities (89.1%) are performed for environmental reasons (picking up trash and cleaning areas invaded by various types of waste).

The answers provided by students seem to also confirm the information provided by teachers. There is a high rate of students' participation (80.3%) to own volunteering activities of the highschool, while there is a similar rate of students' participation to other organisations' initiatives (83.9%). Almost all of these activities (89.3%) have the same ecological nature.

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CONTENTS

	INTRODUCTION	2
I.	AIMS AND RESEARCH METHODOLOGY	2
II.	RISK OF DISASTER IN SCHOOLS: A GREAT CONCERN AT INTERNATIONAL LEVEL AND IN ROMANIA	4
II.1	INTERNATIONAL BODIES AND THEIR INTERVENTIONS IN EMERGENCY MANAGEMENT IN SCHOOLS	4
II.1.1	UNESCO AND EDUCATION ON EMERGENCY SITUATIONS	4
II.1.2	UNITED NATIONS OFFICE FOR DISASTER RISK REDUCTION (UNISDR)	5
II.1.3	THE INTERNATIONAL FEDERATION OF RED CROSS AND RED CRESCENT SOCIETIES	6
II.1.4	UNICEF	7
II.2	EMERGENCY MANAGEMENT IN SCHOOLS IN THE EUROPEAN COUNTRIES	8
II.2.1	SUIZERLAND	8
II.2.2	FRANCE	9
II.3.	DISASTER RISK MANAGEMENT IN ROMANIA. INSTITUTIONS AND ORGANISATIONS INVOLVED	12
III.	STUDY ON NATURAL HAZARDS MANAGEMENT AND PREVENTION IN HIGHSCHOOLS IN DOLJ COUNTY	14
III.1	STUDY PRELIMINARIES	14
III.2	ANALYSIS OF INFORMATION PROVIDED BY TEACHERS	15
III.3.	III.3. ANALYSIS OF INFORMATION PROVIDED BY STUDENTS	22
IV.	BEHAVIOUR AND TRAINING LEVEL OF TEACHERS AND STUDENTS IN HIGHSCHOOLS IN DOLJ COUNTY IN EMERGENCY SITUATIONS	27
IV.1.	CONSEQUENCES OF INTERNATIONAL BODIES' RECOMMENDATIONS FOR ROMANIA	27
IV.2.	BEHAVIOUR AND TRAINING LEVEL OF TEACHERS IN HIGHSCHOOLS IN DOLJ COUNTY IN EMERGENCY SITUATIONS	28
IV.3.	BEHAVIOUR AND TRAINING LEVEL OF STUDENTS IN HIGHSCHOOLS IN DOLJ COUNTY IN EMERGENCY SITUATIONS	29
V.	VOLUNTEERING: GOOD PRACTICES IN THE EUROPEAN UNION AND THE SITUATION IN ROMANIA	30
V.1	VOLUNTEERING IN EUROPE	30
V.2.	VOLUNTEERING IN ROMANIA AND IN HIGHSCHOOLS IN DOLJ COUNTY	31
	SELECTED BIBLIOGRAPHY	32