



Learn, Practice, Share: A Comparative Review of The Pillowcase Project

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Executive Summary

The Pillowcase Project offers a structured (Learn, Practice and Share), active and child-centered disaster preparedness learning opportunity for children generally aged 8 to 11 (grades 3-5), to a large extent revolving around what to include in an emergency pillowcase kit bag. First implemented in the wake of Hurricane Katrina in 2005 by the Southeast Louisiana Red Cross Chapter, it had spread across the United States to very positive response by 2013 and in 2014 moved on to international piloting by Red Cross national societies in six jurisdictions: Australia, Hong Kong, Mexico, Peru, the United Kingdom and Vietnam.

This comparative review was commissioned to identify the different implementation strategies and styles adopted in the originating country, the USA, and in the six participating jurisdictions as well as factors influencing decisions made and directions taken.

The methodological approach adopted combines meta-analysis of all available documentation coupled with empirical research involving semi-structured interviews with project stakeholders and child participants, attendance at national society Project workshop presentations and conversations with stakeholders around issues emerging and preliminary research findings.

A case study of The Pillowcase Project as developed by the American Cross is followed by case studies of the Project in each of the six piloting jurisdictions. Each case study opens with an outline of the development and organization of the Project in the jurisdiction in question as well as of the vision and objectives informing Project implementation. There follows in each case study a discussion of the Pillowcase Project curriculum and its links to the wider school curriculum, Project pedagogy, modes of delivery, monitoring and evaluation approaches and insights into means of scaling up and sustaining the Project. In the case studies of the six piloting jurisdictions there is an additional Program Adaptation subsection that highlights key adaptations of the original American Project program made in the light of prevailing cultural and/or contextual factors as well as on-the-ground exigencies.

A critical, comparative discussion of findings relating to principal facets of The Pillowcase Project follows. It is noted that while the legacy title, 'The Pillowcase Project', has been universally retained, there has been considerable inventiveness and ingenuity by some national societies in devising a contextually and culturally appropriate alternative receptacle to the pillowcase. The discussion then moves to look at differing program delivery mechanisms ranging from Red Cross staff and volunteer delivery on the one hand to teacher-led delivery on the other, with a variety of team volunteer/teacher delivery approaches also being adopted. The pros and cons of the differing delivery approaches are discussed.

In terms of curriculum, a key adaptation across the jurisdictions involved is to align program content with prevailing national and local hazards and disasters. Another is to harmonize safety advice with national government or Red Cross national society guidelines. It emerged that the coping skills segment of the Project program has been universally well received, the *Breathing with Color* exercise especially so. Linking consideration of disaster preparedness to the issue of climate change is happening under the Project in two jurisdictions but, so far, not in others. Especially in need of further development is that section of the program devoted to sharing what has been learnt. Insufficient space and attention is being given to learning and practicing how to share and to having students report and reflect on their sharing. Curricular opportunities for reinforcing and extending learning derived from The Pillowcase Project have been capitalized upon in some jurisdictions but this is not universally the case. While some societies have impressive school curriculum linkages documentation, others have none and across the jurisdictions (originating and piloting) more could be done to creatively engage with schools for a deeper embedding of disaster preparedness learning using the Project as a springboard. In taking this forward knowledge, skills and attitudinal learning objectives need to be better flushed out and understood, a suggested taxonomy being offered in this report. The suggestion is then made that international school linking should happen between schools and classes involved in The Pillowcase Project, thereby balancing the local dimension of the program with a global dimension. Proposals are also made for building curriculum progression into the Project through a 'satellite approach' by providing a toolkit of lesson opportunities and curriculum linkages for students in grades 1-2 and then again in grades 6-8.

The Pillowcase Project is built upon a child-centered learning philosophy and within the constraints of time and organizational imperatives is successfully implementing that philosophy. More, however, could be done to address and advance child agency in advocating and helping take forward community resilience building in the face of hazard. It is suggested, too, that Project deliverers ensure that, even under the very real constraints they face, every opportunity is used to maintain both the tenor and style of a child-centeredness. Looking at recommended learning modalities for disaster risk reduction education, it is clear that all modalities are in evidence across participating jurisdictions taken as a whole but not within each particular jurisdiction. There is a case for jurisdictions building upon each other's practice and so extending their own practice.

There are notable variations in the structures and processes used for presenter training. Not surprisingly, those of the USA as originating country are deeper and more comprehensive than those of the six piloting jurisdictions. It is suggested that, across the board, training attention be paid to negotiating follow-up sessions, capitalizing on curriculum links, ensuring that the 'share' dimension of the program is followed up upon and widening the range of learning modalities employed.

Monitoring and evaluation is the area of The Pillowcase Project requiring particular attention. So far, the approach has been rather limited and insufficiently derived from clearly predetermined learning outcomes. There has been an over-concentration on knowledge acquisition and shifts in levels of child confidence and insufficient focus on measurement of skills development and measuring wider attitudinal shift. Data analysis has been less than rigorously conducted. Ways forward for more thoroughgoing, richer evaluation are laid out.

The report moves to conclusion by examining issues of scalability and sustainability. Different conceptions of how to scale up The Pillowcase Project are examined including reliance upon a continued funding stream, allying the Project with ongoing national curriculum developments, locating an expanded version of the Project spread to a wider range of grade levels as an element within wider disaster preparedness community development, and scalability by means of a constantly refreshed toolkit supporting ongoing teacher delivery.

Alignment of The Pillowcase Project with the Comprehensive Safe Schools Framework (CSSF) is finally considered. The Project clearly aligns with CSSF Pillar 3, *Risk Reduction and Resilience Education* but the degree of alignment, it is suggested, could be extended. While only scant evidence of alignment with Pillar 2, *School Disaster Management*, is to be found, it is proposed that strong alignment might follow by having students not only share and advocate at home and in the community but also at school (a largely ignored focus for the Project but one of huge potential). While no evidence has come to light of alignment of the Project with Pillar 1, *Safe Learning Facilities*, there are potential linkages that could usefully be exploited.

The report closes with a *Consolidated List of Recommendations*, bringing together in one place the recommendations made throughout the discussion of findings.

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Section 1: Introduction

The Pillowcase Project was first implemented by the Southeast Louisiana Red Cross chapter in New Orleans in 2005 in the wake of Hurricane Katrina and was inspired by the example of college students carrying their most precious belongings in pillowcases as they were evacuated. It began as an art therapy program in which children decorated pillowcases to serve as emergency supply kit bags but rapidly evolved into a structured disaster preparedness program for children as the American Red Cross recognized its potential. It was soon rolled out to several other Red Cross chapters in the United States and, in 2013, funding from the Walt Disney Company enabled the American Red Cross to standardize the program and put a thoroughgoing delivery, support and maintenance structure in place following initial piloting by 19 of its chapters and subsequent nationwide piloting across all 61 Red Cross regions.

As originally conceived and as is generally still the case, the Pillowcase Project program offers a 40-60 minute disaster preparedness lesson for children aged 8-11 (grades 3 to 5) delivered by Red Cross staff and volunteers. The session develops around a particular disaster hazard, chosen because of its local relevance. Students receive basic information about the hazard and are instructed in and practice key protective and coping actions before working collaboratively in small groups to share what they have learnt and to discuss how they can further disseminate their learning. Support materials are available on a range of hazards and associated coping skills. The program thereby aims to foster disaster consciousness and proactive disaster preparedness while equipping children with basic psychosocial and trauma related coping skills. Its emphasis is also upon interactive, child-centered learning that promotes student change agency and change advocacy for disaster risk reduction.

The rapid spread and positive response to the program encouraged the Walt Disney Company to support the Washington DC-based Global Disaster Preparedness Center (GDPC), a reference center of the International Federation of Red Cross and Red Crescent Societies (IFRC)¹, in the international piloting of the Pillowcase Project. The pilot countries/jurisdictions are: Australia, Hong Kong, Mexico, Peru, the United Kingdom and Vietnam². To identify the different

¹ IFRC Reference Centers are 'part of an inclusive and collaborative network designed to provide technical assistance, information, sharing, research and advocacy' to the Red Cross and Red Crescent movement. There are twelve Reference Centers each hosted by different national societies. See: IFRC. (2015). *Red Cross Red Crescent Reference Centres: Contributing to the impact of the global Red Cross Red Crescent Movement*. Geneva: IFRC. GDPC was launched in 2012 with four priority areas: knowledge management, research, technical assistance and networking (interview with Bonnie Haskell and Omar Abou-Samra, 26 February 2016).

² Vietnam Red Cross has discontinued its involvement in the piloting. Hence, data from that country will be historic rather than grounded in ongoing implementation and practice.

implementation strategies and styles as occasioned and influenced by context and culture and, secondarily, to assess the efficacy of and receptivity to the Project in the originating country and in the six piloting jurisdictions, GDPC commissioned researchers from Sustainability Frontiers³ to undertake a comparative review of program implementation internationally.

³ <http://www.sustainabilityfrontiers.org/>

Section 2: Goal and Objectives of the Review

The overarching goal of this comparative review is to critically examine and compare and contrast the narrative of development, adaptation, implementation and rollout of The Pillowcase Project in the USA as originating country and in the six piloting jurisdictions. In so doing the aim is to identify the optimal means of enriching program quality, effectiveness and impact while also enhancing capacity for replication and adoption in other national and cultural contexts and with other age groups. The all-embracing research question informing the review might be expressed as follows: How has The Pillowcase Project found expression in the different jurisdictions, what has been the effectiveness and impact of the Project, what are its successes, how might its quality and impact be further enriched, and how might it be better positioned for movement to scale and wider take-up internationally? In addressing the various strands of that question, the researchers were enjoined to:

- Conduct a literature review of noteworthy practice in child and youth-centered disaster risk reduction and youth preparedness education with a view to identifying the degree of fit and overlap between that practice and Pillowcase Project pedagogy, thereby garnering insights of potential benefit to the Project;
- Assess The Pillowcase Project curriculum, its methods, approaches and tools, and analyze its potential for adaptability taking into consideration IFRC's Public Awareness and Public Education (PAPE) key messages⁴ for disaster risk reduction;
- Interrogate Pillowcase Project data from the originating and piloting jurisdictions so as to work towards a rich comparative understanding of processes of buy-in, development, adaptation, implementation, roll-out and monitoring and evaluation as shaped by contextual and cultural factors, and thereby also assess the efficacy and impact of the project in the seven jurisdictions involved;
- Critically review, compare and contrast challenges faced, strengths and limitations, noteworthy practice, lessons learned and identify practice meriting replication in the seven jurisdictions;
- Review Pillowcase Project materials and data in relation to the Comprehensive School Safety Framework (CSSF)⁵ so as to measure the

⁴ The PAPE key messages include foundational hazard preparedness messages, i.e. common to all hazard contexts, and hazard-specific key messages, covering drought, earthquakes, floods, tropical cyclones, pandemics and wildfires. IFRC. 2013. *Public awareness and public education for disaster risk reduction: key messages*. Geneva: IFRC. <http://www.ifrc.org/PageFiles/103320/Key-messages-for-Public-awareness-guide-EN.pdf> See p. 92 for discussion of The Pillowcase Project and PAPE.

⁵ CSSF presents a globally-embraced and comprehensive approach to risk reduction in the education sector based upon three pillars: Pillar 1 Safe Learning Facilities; Pillar 2 School Disaster Management; Pillar 3 Risk Reduction and Resilience Education. UNISDR/Global Alliance for Disaster

- extent to which the Project aligns with the Framework, and propose means of realizing a fuller alignment;
- Analyze documentation from partners in the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES)⁶ to ascertain the degree to which The Pillowcase Project fits into the larger GADRRRES developmental picture;
 - Make recommendations for the future development of The Pillowcase Project looking at issues of curriculum development and progression, fuller integration with school curricula, program replication with younger and older grade levels, scalability and sustainability.

Risk Reduction and Resilience in the Education Sector. 2014. *Comprehensive School Safety* <http://gadrrres.net/uploads/files/resources/Comprehensive-School-Safety-Framework-Dec-2014.pdf> See sub-section 7.2 for discussion of The Pillowcase Project and CSSF.

⁶ GADRRRES is an alliance of leading global humanitarian and development organizations, including IFRC, working for disaster risk reduction in the education sector. The alliance developed the Comprehensive School Safety Framework. For details, go to: <http://www.gadrrres.net/> See sub-section 7.2 for discussion of The Pillowcase Project and GADRRRES

Section 3: A Note on Methodology

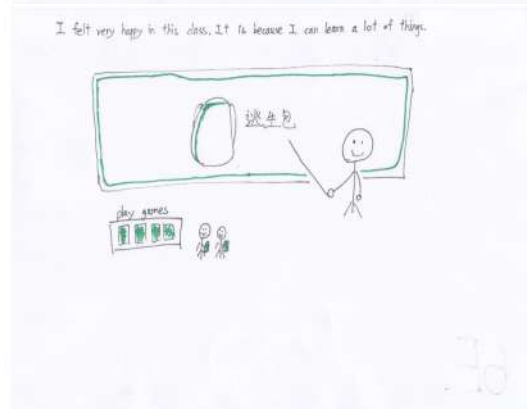
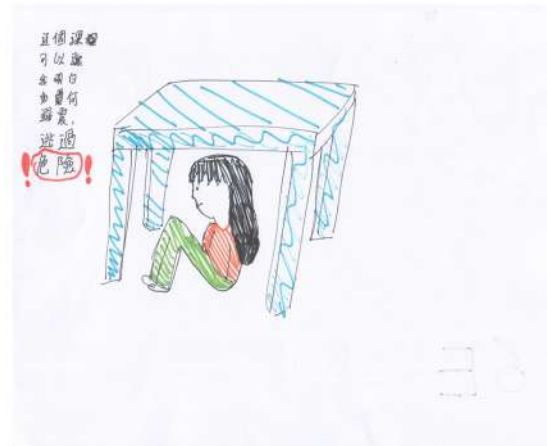
The methodological approach adopted for the study combines desk-based meta-research of relevant documentation coupled with empirical research involving semi-structured interviews and observation of presentations.

The documentary research falls under three headings. First, the researchers conducted a review of academic and professional literature on noteworthy practice in child-centered disaster risk reduction, disaster preparedness and resilience building education. Second, the researchers reviewed and analyzed literature on The Pillowcase Project from the seven participating jurisdictions. The documentation - including student materials, teacher handbooks, teacher training manuals and programs, national society evaluation and phase reports, video materials and promotional flyers - was collected and made available through a portal maintained by GDPC. Third, the researchers collected and analyzed documentation related to the Comprehensive School Safety Framework (CSSF) and documentation emanating from the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES) and its member organizations.

Empirical research largely took the form of semi-structured interviews with key project stakeholders (for the semi-structured adult interview schedules, go to *Appendix 1*). The interview process was greatly helped by the 23 to 26 February Pillowcase Project Workshop held at Hong Kong Red Cross Headquarters with participants drawn from six of the participating jurisdictions and with the Sustainability Frontiers researchers in attendance. In what was a short period of time, the researchers were able to interview staff with responsibility for The Pillowcase Project development from the American, Australian, British, Hong Kong, Mexican and Peruvian Red Cross national societies with in each case two officers being interviewed. Additionally, they were able to attend Pillowcase Project workshop presentation by each national team and also to present their tentative findings to the whole group assembled, receiving feedback and engaging in discussion on issues raised. The Pillowcase Project Workshop also provided the opportunity for an in-depth interview with two members of the Global Disaster Preparedness Center with key strategic and operational roles and responsibilities in the internationalization of The Pillowcase Project.

During their stay in Hong Kong the researchers were also able to conduct a semi-structured focus group interview with eight Hong Kong Red Cross Pillowcase Project volunteers each with experience in volunteering of between one and ten years. They also conducted an activity-based child-centered focus group interview with ten children (2 girls and 3 boys in Primary 5; 2 girls and 3 boys in Primary 6) all from the same school who had participated in a Pillowcase Project session. The children were asked to sketch their feelings and reactions to the lesson and then engage in a 'show and tell' session in which they spoke to and responded to questions on their picture. They also participated in a continuum exercise in which they were asked to place themselves along a line from 'Agree' at one pole to 'Disagree' at the other in response to a series of questions. The activity-based semi-structured interview schedule for children is available as *Appendix 2*.

Further semi-structured interviewing happened after The Pillowcase Project Workshop. A British Red Cross officer with primary responsibility for The Pillowcase Project was interviewed (15 March 2016). A distance interview with the IFRC Senior Officer, Community Based Preparedness (15 April 2016) was important for understanding the degree of alignment, actual and potential, between The Pillowcase Project and CSSF and GADRRRES. A second interview with the GDPC team first interviewed in Hong Kong presented an important opportunity for discussing tentative findings and recommendations, draft case studies as well as unresolved questions (13 May 2016). A distance interview with the Executive Director of the Peruvian Red



Cross (19 May 2016) brought researchers up to date with the rapidly evolving Pillowcase landscape in Peru. Additionally, post-Workshop, the researchers engaged in email dialog with Pillowcase officers of each participating country to clarify issues and pin down points of fact.

All interviews were audio-recorded with prior permission. For each interview detailed notes were taken and recordings subsequently fully transcribed, marked up and color-coded according to emerging key themes identified from the ongoing cross-fertilization of documentary and empirical research. Literature reviewed at an earlier stage in the research process was from time to time revisited in the light of what was said in interview.

Prior to drafting this report, the researchers triangulated the different data sets, i.e. the child-centered literature reviewed, CSSF, GADRRRES and GDPC literature, The Pillowcase Project documentation from the seven participating jurisdictions, semi-structured interview transcriptions, observed presentations (i.e. The Pillowcase Project Workshop national society presentations) and written and oral feedback on a mid-term progress report and drafts of the case studies. Out of the triangulation process have emerged the maps and typologies to be found in Sections 5 to 10.

The report in draft form was circulated to Project stakeholders via GDPC for their comments, corrections and suggestions. In the light of feedback received, this final report was fashioned and the executive summary added.

Section 4: Originating Country Case Study: United States of America⁷

In this section The Pillowcase Project as it has developed in the United States of America is reviewed as a point of reference against which the development and rollout of the Project in the six jurisdictions participating in the international pilot can be compared.

The American Red Cross Pillowcase Project: At a Glance

- ❖ Program implemented across all American Red Cross (ARC) regions supported by a robust national and regional infrastructure
- ❖ Program, usually of 40 to 60 minutes, has been delivered by ARC staff and volunteers but some tentative steps now being taken towards teacher delivery
- ❖ A three-level cascade approach is in place for training up presenters
- ❖ Guides are available for eleven hazards enabling presenters to focus each session on a hazard of local relevance
- ❖ Home fires also figure significantly in any presentation, The Pillowcase Project falling under the ARC Home Fire Preparedness Campaign
- ❖ Detailed documentation of curriculum links is available with ARC focusing on links with science given the high status afforded to scientific knowledge in the USA
- ❖ An interactive pedagogy, using diverse learning modalities, is employed
- ❖ Monitoring and evaluation has been knowledge-acquisition focused and, so, relatively limited in scope and ambition
- ❖ The program is already at scale but sustainability of the Project in its present form is seen to rely upon continued corporate support.

Project Overview

Sponsored by the Walt Disney Company, The Pillowcase Project developed as a standardized emergency preparedness program through three years of nationwide piloting (2013-2015), spreading across all 61 Red Cross regions in

⁷ This case study draws from the following: American Red Cross presentation at The Pillowcase Project Workshop, Hong Kong, 25 February 2016; interview with Rachel Krausman, Director of Youth Preparedness, and Hilary Palotay, Senior Associate – Youth Preparedness, 24 February 2016; American Red Cross. 2015. *The Pillowcase Project Presenter Fundamentals: Instructor Manual*; American Red Cross. 2015. *The Pillowcase Project Presenter Fundamentals: Participant Guide*; American Red Cross. 2015. *Pillowcase Project: Presenter's Guide*; American Red Cross. 2015. *The Pillowcase Project: My Preparedness Workbook* (also available in Spanish); American Red Cross. Undated. *Local Hazard Guides*; American Red Cross. 2015. *The Pillowcase Project Training Process Review*; American Red Cross. 2015. *Educational Standards Report: An Overview of Program Components that Support Curricular Standards for Grades 3-6*; American Red Cross. 2015. American Red Cross. 2015. *Science of Safety Teaching Kit*; *The Pillowcase Project Planning and Implementation Guide Disaster Cycle Services Job Tool*; American Red Cross. 2013. *The Pillowcase Project 2013 Phase 1 Design and Development Final Report*; American Red Cross. 2015. *Pillowcase Phase II 2014-2015*; American Red Cross. 2015. *Pillowcase Phase III 2015: Mid-Year Report*.

the United States. At the core of the program is an in-school 40 to 60-minute presentation for third to fifth grade students (aged 8-11). The program has also reached out to a range of out-of-school sites where young people congregate. So far more than 500,000 students have received the presentation.

A robust infrastructure has been put in place to support and sustain presentation delivery. In each region a Regional Pillowcase Project Manager is in place, as appointed by the Red Cross Regional Chapter Executive or other regional leadership. The Project Managers are responsible for the strategic implementation of the program, including engaging and increasing the volunteer workforce and liaison with regional partners and other Red Cross departments. Then there is a regional Pillowcase Project Training Lead responsible for leading and/or helping organize and conduct train-the-trainer sessions, presenter training sessions and student presentations. Presenters are Red Cross employees or volunteers trained and certified to present The Pillowcase Project. Presentation Assistants give support during sessions by carrying out non-teaching classroom management functions, a minimum of two staff being obligatory at any presentation.

Presenter Training

- An online *Basic Instructor Fundamentals* course teaches a basic understanding of facilitation
- The online or instructor-led course, *Pillowcase Project Fundamentals Module 1* enhances instructional techniques and lays out the Pillowcase presentation
- The *Pillowcase Project Fundamentals Module 2*, only offered as an instructor-led course, gives participants practice in presentation alongside performance feedback

The wider training structure is cascade in nature, Regional Managers and Training Leads receiving Module 1 and 2 training at national headquarters before identifying potential trainers in their region for whom a train-the-trainer workshop is held. Trained trainers, in turn, train potential presenters who go out to deliver the program in schools. At each level of the cascade Modules 1 and 2 are taught. As the program solidifies its training standards and anticipates smaller increments of curriculum change each new program year, the national training sessions will commensurately decrease.

Vision and Learning Objectives

The Pillowcase Project vision:

To create a generation of children who understand the science of hazards, are empowered to take action by practicing how to prepare for emergencies, and understand that by sharing what they have learned

with family and friends, they can help create a prepared community.

Learning objectives are enumerated as helping students to:

- Identify the best ways to stay safe during emergencies that can occur in their communities
- Identify the best ways to prevent and stay safe during a home fire
- Use coping skills to help manage stress during emergencies and in everyday situations
- Gain confidence in their abilities to be prepared during emergencies through hands-on activities
- Use their knowledge to act as advocates for emergency preparedness in their homes and communities
- Discuss the role science plays in emergency preparedness

The specificity of reference to science and to home fires as a hazard in the learning objectives is discussed towards the end of the curriculum sub-section below.

The Pillowcase Project Curriculum

The Pillowcase Project uses a Learn/Practice/Share framework in engaging children with disaster preparedness. Students *learn* how emergencies happen and what to do to stay safe, *practice* what has been learnt by way of safety actions, and *share* what they have learned at home, with friends and in their wider community network. The Pillowcase Project presentation lasting some 60 minutes contains the following segments:

Segment	Duration
An <i>introduction</i> to the American Red Cross and to The Pillowcase Project	5 minutes
An <i>introduction</i> to the Learn/Practice/Share framework	5 minutes
A <i>Local Hazard</i> segment in which the class considers a locally significant hazard and practices hazard-related preparedness and protection	15 minutes
Practicing two psychosocial coping skills, a stress-reducing breathing exercise, <i>Breathing with Color</i> , and a confidence-boosting exercise, <i>Symbol of Strength</i> , in which students imagine their inner strengths depicted on a protective shield	10 minutes
A <i>General Preparedness</i> segment in which students undertake emergency planning including making an emergency communications plan, completing emergency contact cards, think about important people for their emergency preparedness network, prepare a home fire escape plan and think about a household emergency kit	10 minutes

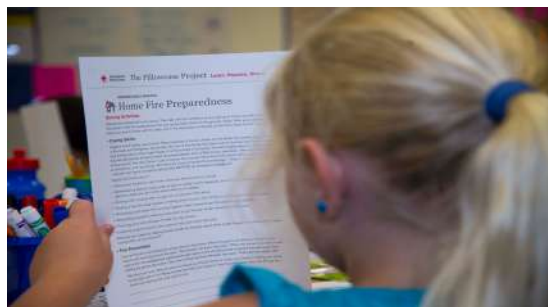
A <i>Pillowcase Kit</i> segment in which students consider <i>needs</i> and <i>wants</i> in an emergency as the presenter holds up the items from their own emergency pillowcase kit, students draw a special item they would help them feel comfortable in an emergency, and make ready to decorate their own pillowcase	5 minutes
A <i>Quiz</i> segment in which students respond to questions on a five-question quiz sheet as they are read out by the presenter	5 minutes
A <i>Wrap-up</i> segment in which: pillowcases are distributed, students are reminded to complete the various sections of their personal <i>My Preparedness Workbook</i> , students are encouraged to decorate their pillowcase during class or home time, their attention is drawn to online follow-up materials available, and their questions are answered	10 minutes

For the *Local Hazard* segment of the program a range of hazard-specific emergency preparedness guides are available. Each includes a map to help students identify the emergencies most likely to happen in their locality. Each guides the presenter on giving hazard protection practice. Each also details hazard key facts for the presenter to draw upon.

Hazard Preparedness Guides

- Earthquakes
- Floods
- Home fires
- Hurricanes
- Thunder and lightning
- Tornadoes
- Tsunami
- Home fires in multi-family dwellings and apartments
- Volcanoes
- Wildfires
- Winter storms

The double reference to home fires in the adjacent list of hazard guides is worthy of note. The Pillowcase Project falls under the American Red Cross Home Fire Campaign. A major role of the American Red Cross is to respond to home fires in terms of material and psychosocial support to victims, the Red Cross response rate to home fires being at the rate of one every eight minutes. A core component of the work is that of installing and testing smoke alarms. According to *The Pillowcase Planning and Implementation Guide*, 'The Pillowcase Project is the primary tool regions use to fulfill the youth preparedness component of the Home Fire Preparedness Campaign.' As a leading figure at national headquarters puts it: 'With Pillowcase it seemed like a natural fit to add home fires to other natural disasters. Most regions will teach a local hazard and home fires. It depends on the location. Maybe half the regions teach only home fires while the other half focus heavily on a local natural disaster that is more of a threat and secondarily on home fires'. In Chicago and Detroit, for example, 'they have high home fire rates



Reading Home Fire Preparedness Sheet, Phoenix, Arizona

and not a lot of other disaster threats so fires are extremely present and significantly more important than a natural disaster. So they spend the entire (Pillowcase) hour on home fire safety.’ The prevalence of home fires explains why there are two hazard units on the subject, the second treating of fires in multi-occupancy contexts. The stimulus for the latter came initially from the Newark Fire Department who, given the frequency of home fires in Newark, New Jersey, contacted the Red Cross regional office for ‘a version of the home fire curriculum specifically for urban fires’. The centrality of home fires to the program also explains the weighting given to home fires in the *General Preparedness* segment of The Pillowcase Project presentation. That said, there are significant regional differences in hazard focus. ‘The West Coast loves to teach earthquakes and tsunamis, but also home fires. Our island friends, Puerto Rico, Hawaii, Guam, teach a lot on hurricanes and storms; volcanoes on Hawaii, too. On the East Coast they teach a lot on hurricanes, winter storms and flooding. In central USA all kinds of fire and tornadoes are taught.’

Each teacher hosting a Pillowcase presentation receives a package that includes an at-a-glance overview of the Project, a copy of the *My Preparedness Workbook* for each student, classroom posters, a *Science of Safety* teaching kit and an *Educational Standards Report* that identifies links between what The Pillowcase Project offers and the school curriculum.

The Science of Safety Teaching Kit: Three Follow-up Activities for Class

- *Storm Watch*, an activity looking at hurricanes and tornadoes, locating where each happens in the USA and pointing to websites for further student enquiry
- *On the Edge*, an activity looking at earthquakes and volcanoes and where they occur in the USA that also asks students to design models to demonstrate how an earthquake or volcano happens
- *Designed for Safety*, an activity encouraging students to come up with new ideas on how to protect people from a hurricane, a tornado or an earthquake

Embrace of the term ‘Science of Safety’ is indicative of the importance of scientism in the United States curriculum. While disaster preparedness and disaster risk reduction education in many countries have shifted away from what was an overly scientific stance and towards a more equal weighting with social studies and the creative subjects⁸, it has been held as strategic good sense in the United States to recognize the overarching importance given to the STEM (Science, Technology, Engineering and Mathematics) subjects and to align The Pillowcase Project with science. There is also a view amongst some leading Pillowcase advocates that looking at hazards causally can remove some of the

⁸ Selby, D. & Kagawa, F. 2013. World as ‘Lasting Storm’ : Educating for Disaster Risk Reduction. *Green Teacher*, 100, Summer, 22.

fear attached to them. The reference to science in the student learning objectives laid out in the previous sub-section is informed by this thinking.

The *Educational Standards Report*, first piloted in 2015, lays out detailed templates illustrating alignment between The Pillowcase Project and curricular standards at grades 3, 4 and 5 for language arts, mathematics and science; also connections between components of The Pillowcase Project and disciplinary core ideas in science as well as performance expectations for mathematics and language arts. Opportunities thus opened for widely and deeply integrating Pillowcase within the curriculum are, so far, not being particularly pursued and capitalized upon. Rather, the *Report* is being given to teachers as a promotional tool, i.e. for securing entrée into schools. As a member of The Pillowcase team acknowledges, 'It is being used primarily as a selling tactic. We go to a teacher and we ask for an hour of their time and we tell them that in the hour we will check off some of the things they have to teach. So, it ticks off boxes they have to tick off. We say: "the program is not only valuable in preparing kids but it will help with this discrete science objective or English objective". It gets us a lot of buy-in.'

Missing from The American Pillowcase Project materials is a comprehensive listing of the knowledge, skills and attitudinal (dispositional) learning objectives explicitly or implicitly embedded in the program.

The Pillowcase Pedagogy

The *Educational Standards Report* also shines a light on the overlap perceived between the pedagogy that the Project enshrines and current thinking in the USA concerning best teaching approaches, pinpointing learning modalities such as student-centric learning, affective (emotional) learning, peer-to-peer learning, meaningful experiential learning, and learning that encourages proactive self-efficacy in the student.



Breathing with Colour Session, Phoenix, Arizona

There is, indeed, a diversity of pedagogical approaches used and learning potentials addressed within The Pillowcase Project presentation session and follow-up activities.

- The *Local Hazard* segment involves students in kinesthetic action learning as they practice hazard-specific preparedness and protection measures.
- The coping skills exercise, *Breathing with Color*, is a psychosocial centering exercise while *Symbol of Strength* employs imaginative and

visualization learning. Both have self-efficacy and self-esteem building elements.

- The *General Preparedness* segment of the presentation is about preparing for action (practice and sharing) with significant adults at home.
- The *Pillowcase Kit* segment has both concrete planning and affective learning dimensions (i.e. encouraging students to make concrete practical choices, on the one hand, but thinking about a 'special item' important to them on the other).
- The sharing at home opens the way for proactive change agency and change advocacy on the part of the child.
- The follow-up activities in the *Science of Safety* teaching kit offer an admixture of cooperative group work, research, and creative, lateral and divergent thinking opportunities.

The downside is that of time available. The presentation schedule has a packed feel to it that does not easily allow for the learning potential inherent in the program to be fully realized. Written guidance given to presenters appears to have them solidify knowledge before there has been real opportunity for students to share their ideas ('Tell students that...' is an imperative frequently used in the presentation instructions given). Pressed on this, a leading member of The Pillowcase Project staff at national level headquarters had this to say: 'The written materials do not do a good job of delineating the interactive pieces but in a real presentation the presenter is trained to ask the questions first. So, there is a difference between the written materials and how we facilitate'. She makes the point, too, that in Module 2 training prospective presenters 'practice a number of times to develop flow and timing before doing it in front of kids' while still recognizing that 'for a brand new presenter it can be very intimidating'. In practice, there is recognition that sessions are extendable as circumstances allow. 'If we ever do get more time we will take it and continue to build on the program so a 40-minute lesson can fit into an hour and twenty minutes.' It remains a moot point as to whether delivering a rather full program in a very short space of time can remain fully congruent with a child-centered learning philosophy. This issue will be returned to in sub-section 6.4.



Drop, Cover, Hold On at a Cincinnati School

Project Delivery

The American Pillowcase Project employs a staff and volunteer delivery model. This is seen as a means of ensuring consistency in delivery content and quality and of maintaining the profile of the Red Cross in the school system. At any session it is expected that two presenters or, alternatively, one presenter and one presentation assistant will be on hand. Should numbers of students exceed 30, the expectation is that additional trained staff will be present. While schools remain the principal presentation venue, other presentation sites where young people are to be found include boys' and girls' clubs, community centers, cultural centers, home school associations and places of worship.

In or out of school, it is required, for liability reasons that a host staff-member remains in the room during the session. A session should last at least 40 minutes 'but preferably 60 minutes or more'. The target demographic is third to fifth-graders but, under circumstances agreed with national headquarters, presentations outside that age range do happen (for instance, for students with learning difficulties). The advance ordering of pillowcases, fabric markers (for pillowcase decoration) and curriculum kits happens through national headquarters, not the regional offices.

Tentative Steps Towards Teacher Delivery

At the time of writing, the American Red Cross has regional pilots where regions are working with teaching staff so they can deliver the program themselves to students. In the Lincoln Public Schools (LPS) in Nebraska, a very active and committed volunteer has spearheaded the development of an extended pilot using local Red Cross-trained health liaison personnel, school nurses and Union College community health nursing students to take The Pillowcase Project - combined with some first-aid learning content - to more than 3,000 fourth grade students. 'This scalable partnership will give over 3,000 students access to The Pillowcase Project each year; sustain a long-term relationship between LPS, and Union College; and provide a model for sustainable growth that other regions can implement to expand the program's reach nationally.'⁹

Monitoring and Evaluation

Monitoring and evaluation of The Pillowcase Project has evolved through the piloting period.

In the first (2013) phase, students completed a pre- and post-test so as to establish a knowledge baseline against which post-test results could be judged. The post-test also asked whether students felt more prepared for an emergency after the presentation. The tests revealed that the percentage of correct answers

⁹ Email, Hilary Palotay to David Selby, 22 April 2016.

on the pre-test was rather high and hence the increase in hazard knowledge rather small (save in the case of floods). Ninety-two percent of students indicated in the post-test that they felt more prepared for an emergency in the light of the presentation. In addition to the student tests, other stakeholders in the pilots – program leads, presenters and presentation observers - completed two-page feedback questionnaires.

In the second (2014-15) and third (2015) phases, a 5-question quiz has been employed based upon presentation learning objectives, the quiz varying according to the hazard taught within the session. The percentage of students 'answering correctly' is high; for instance, 91% choosing the correct protective action for the selected local hazard and 96% saying they felt more prepared for an emergency. Prior to third phase implementation, there was a decision to give the questions asked 'a more intentional focus on the priority learning objectives of the program'. Other than the quizzes, completed session feedback forms have been garnered from program leads and presenters, and teachers and parents are asked to complete feedback forms. Parents/guardians can complete an online survey indicating whether they have taken preparedness action at home and have practiced a family emergency plan following their child's encounter with the Pillowcase Project.

Evaluation data is included in phase reports rather than in dedicated evaluation reports, thereby adding to the general impression that evaluation could be made more fulsome and rigorous. Ideally, knowledge, skills and attitudinal learning objectives should be enumerated and the evaluation should assess the extent to which they are being realized. 'We developed the knowledge objectives,' commented an officer from national headquarters. 'But we don't have the resources to evaluate the attitudinal shifts or even the skills shifts so we didn't explicitly lay them out although they are implicit. They are there but not written out.' This question will be revisited, as will that of gathering more longitudinal data on programmatic impact on students (see sub-section 6.2).

Sustainability and Scalability

There is firm conviction amongst the US national Pillowcase Project team that the staff and volunteer model of program delivery lends itself to sustainability. As one team member puts it, 'it is the easiest project to take to scale that I have been involved in'. The question of donor support remains important. 'If we were really hard pressed, we would be able to continue the education program without a donor but for the high quality scope of the program we require a donor. The education focus is not corporate reliant but to be able to provide a high quality pillowcase that serves as a cornerstone component, the workbook and some of the materials requires a donor.' There is confidence in the team that, across America, a bedrock of potential donor support is there to be mined for causes that focus on children and families and also initiatives concerned with ensuring disaster emergency support.

Ideas for harnessing teacher engagement behind The Pillowcase Project as in the Nebraska example covered above may add new stimulus to movement to scale, as might the training of cadres of youth as volunteer presenters, a process now very much in train.

Supporting the Pilots

Since the advent of the international piloting of The Pillowcase Project in 2014, the American national-level Pillowcase team have played an important role in helping launch country pilots, sharing best practice, advising on adaptation (and what not to adapt), coaching, and keeping colleagues in the six piloting jurisdictions abreast of latest developments in the United States. It is now to the international pilots that we turn our attention.

Section 5: Piloting Country Case Studies

5.1. Piloting Case Study 1: Australia¹⁰

The Australian Red Cross Pillowcase Project: At a Glance

- ❖ National level overall project management with strong organizational role for State Coordinators
- ❖ National Office delivery of presenter training
- ❖ Key adaptation involved reworking The Pillowcase Project program to accord with Australian Red Cross commitment to delivering non-hazard specific content
- ❖ Choice of staff and volunteer program delivery at piloting stage but teacher-led delivery under possible contemplation as a future direction
- ❖ Broad criteria-referenced choice of schools, i.e. urban and rural schools affected by or at risk from disaster and with existing links to the Red Cross
- ❖ Pre-existing *RediPlan* curriculum materials given to teachers as follow-up lessons
- ❖ Materials identify links to national curriculum but more needs to be done to firm up curriculum links
- ❖ Student-centered, inquiry-based and active learning used in Project delivery and in *RediPlan* follow-up materials
- ❖ Five sets of data collected but a more integrated and thoroughgoing approach to monitoring and evaluation purposes remains to be developed
- ❖ The Pillowcase Project seen as scalable as is but optimally should be placed within a holistic local and national implementation disaster risk reduction education frame.

The Broad Picture

Invited to join the international piloting of The Pillowcase Project in mid-2014, the Australian Red Cross had some initial hesitations. The first concerned capacity to deliver given that preparedness is but a small component of their overall emergency services program. The national preparedness team amounts to 1.5

¹⁰ This case study draws from the following: Australian Red Cross presentation at The Pillowcase Project Workshop, Hong Kong, 25 February 2016; interview with John Richardson, National Coordinator, and Antonia Mackay, National Project Officer – Emergency Preparedness, Australian Red Cross, 24 February 2016; Australian Red Cross. June 2015. *Report for the Global Disaster Preparedness Center*; Australian Red Cross. 2015. *Pillowcase Project: Presenter's Handbook*; Australian Red Cross. 2015. *Pillowcase Project Training: Presenter Handbook*; Australian Red Cross. 2015. *Pillowcase Project: Coordinator's Handbook*; Australian Red Cross. Undated. *Emergency REDiPlan: Get Ready!*; Australian Red Cross. 2012. *REDiPlan Preparedness Program: Years 1-3*; Australian Red Cross. 2012. *REDiPlan Preparedness Program: Years 4-6*; Australian Red Cross. 2012. *REDiPlan Preparedness Program: Teachers Notes*; Australian Red Cross. 2009. *Emergency REDiPlan: Four Steps to Prepare Your Household*.

persons and staff dedicated to preparedness in each state or territory amounts to one full-time person or less, many of whom are in post for defined projects and not for general Red Cross work. A second concern was whether the Project could be delivered on the relatively small budget available given the hefty travel costs that would be involved in implementing the project in a country the size of Australia. A third concern was timelines. There was an expectation that pilots would be delivered before December 2014. While northern hemispheric countries would be in mid-school year at that time, the beginning of December marked the close of the school year in Australia with schools not due to reopen until February 2015. These hesitations notwithstanding, it was decided to proceed with the Project as it fitted in with the Australian Red Cross' declared intention to develop an in-school session to support existing disaster risk lesson plans.

In the end delays in pillowcase procurement precluded any program delivery during 2014. In 2015 the Project, working to an extended delivery schedule, went through two piloting phases (March and May/June) reaching a total of 2,901 year 3-5 students (i.e. 8-11 year olds) in 41 schools. Of those schools 49% were located in urban settings and 51% in rural/regional areas. The Project was implemented in New South Wales, Victoria, Queensland, South Australia, Tasmania and Western Australia but not in the Northern Territory.

The learning objectives identified by the Australian Pillowcase Project team in its training program were to enable children to:

- Identify hazards in their community
- Use their knowledge to act as advocates for emergency preparedness in their homes and communities
- Gain confidence in their ability to be prepared for emergencies
- Use coping skills to help manage their stress during emergencies and in everyday situations
- Create an enhanced sense of community through collective preparedness activities
- Communicate the work of Red Cross in their homes and communities.

Overall management of the Project is at national level, requiring a full-time Project Officer, but implementation occurs at state level with a State Coordinator taking responsibility for identifying and engaging with schools, recruiting presenters, organizing presenter training, communicating with staff and volunteers, and contributing to the monitoring and evaluation dimension of the program. Staff from the national office went across Australia to deliver presenter training in the various participating jurisdictions, also training an additional five staff members in how to train further staff and volunteer presenters.

Learning Resources

To support the infrastructure put in place as well as delivery of the program, the

following resources were developed:

- A *Presenter's Handbook* for planning and delivering Pillowcase presentations
- A *Coordinator's Handbook* to guide State Coordinators in carrying out their regional Pillowcase duties
- A *Train the Trainers* manual
- Two videos to support the promotion of The Pillowcase Project and disaster preparedness in general

Program Adaptation

The principal adaptation revolved around adjustment of The Pillowcase Project program in the light of the commitment of the Australian Red Cross to non-hazard specific content in its disaster preparedness work. This includes a focus on preparing psychologically for an emergency. In this regard the Red Cross makes a distinction between the hazard-specific disaster preparedness of other Australian hazard management agencies (focusing on, say, cyclones, floods and bushfires) and its own non-specific content and focus. As a member of The Pillowcase Project team put it in interview: 'The Red Cross approach is to leave staying alive to other agencies and to focus on ensuring that life does not turn to misery after the event. So the focus is on consequences and, hence, the psychosocial. The concern is not so much with the cause of loss but handling the loss, that is after an event how to calm and reduce consequences.' So, although the lesson provided by American Red Cross was considered 'fabulous' it had hazard-specific elements that did not align with the Australian Red Cross mission. Expunging these also met another Australian concern: their sense that the program was overfull and needed slimming to fit within the hour allotted.

The Revised 60-minute Program

- An introduction to the Australian Red Cross and The Pillowcase Project (3 minutes)
- An introduction to the Learn/Practice/Share framework (2 minutes)
- A examination of the Australian Red Cross' 4 steps to prepare, i.e. Be informed, Make a plan, Get an emergency kit, Know your neighbors (30 minutes)
- A coping skills exercise (5 minutes)
- An assessment section (5 minutes)
- Pillowcase decoration and wrap-up section (15 minutes)

This reworking of the presentation program, removing the hazard-specific, had an inevitable knock-on effect on the content of training manuals, presenter guides and student resources. Adaptations were otherwise minor or involved forging links with already existing disaster preparedness learning materials.



Pillowcase Decoration, Blue Mountains, New South Wales, 2015

Program Delivery

The Australian Red Cross has so far followed the American model of staff and volunteer-led program delivery. Conversations were held with UK Pillowcase staff regarding the teacher-led delivery option but ‘we decided that due to the pilot nature of the Project we wanted to see how the program ran and then make adjustments’. Woven into this thinking was the sense that staff and volunteer delivery would make the pilot more measurable as against ‘sending things out into the ether’. The decision was also a response to calls from teachers for visitor presentations in their classes. Teachers had responded to Red Cross lesson plans by saying, as a Red Cross national team member recounts, something like ‘this is fabulous, it helps us do what we want to do, but what would really help is to have someone come into school to talk to the kids because they would respond a lot better to that rather than us delivering’. In mind, too, was the finding of a well-known Australian disaster risk education researcher that ‘teachers are scared to teach disaster risk reduction’.¹¹ ‘Potentially,’ the same team member adds, ‘we might go down the teacher-led approach – that’s a discussion to be had – but we are certainly not close to it’.

In January and February 2015, national level Pillowcase staff travelled to each participating state and, using the training package developed, delivered volunteer and staff training. Altogether 12 staff members and 20 volunteers were trained as Pillowcase presenters. In this period five staff members, one per participating state, were also trained in how to train further presenters.

Given the tight scheduling, recruitment of schools by each state had to happen in a hurry. As one national team member puts it: ‘The timeline meant that there was no time nor space for determining schools based upon a situational analysis. There was no structured assessment in choice of schools.’ To expedite recruitment, it was decided to approach a mix of urban and rural schools that had already been affected by disasters and/or that were in potentially at-risk areas

¹¹ Professor Kevin Ronan, Central Queensland University (information provided by Australian Pillowcase team during a 24 February 2016 interview).

but also, for the most part, schools with which the Red Cross had pre-existing relations.

The process of school engagement involved initial contact with a targeted school, a preparatory visit in which the staff member or volunteer met with the prospective host teacher during which the teacher was alerted to potential follow-up activities provided through other Red Cross resources (see below), the presentation itself, and feedback communication with the teacher.

In the first delivery phase (March 2015) the Project was delivered to 1974 year 3 and 4 students in 24 schools across Australia. In the second (May/June 2015) the Project reached a further 927 students. Amongst these students some year 5 classes also figured. The year 5 students worked with a new activity book geared to older children and received a presentation session extended from 60 to 80 minutes.

As part of Project delivery, a copy of the Australian Red Cross *Get Ready!* activity book, framed around the four-step approach (see above) was distributed to each student. Additionally, kits were supplied to teachers who wanted to follow through on disaster-related work in their classrooms.

Follow-up Materials

- The *RediPlan Preparedness Program, Years 1-3*, a manual of five lesson plans on emergencies complementing the student resource accompanied by teacher advice and activity sheets
- The *RediPlan Preparedness Program, Years 4-6*, a manual following the same pattern as the early years manual (and used in the phase 2 year 5 piloting) but embedding more sophisticated concepts and understandings, laying out more advanced learning outcomes and introducing a TWLF ('Think, Want, Learnt, Know') frame to be used before, during and after the lessons as an encourager to reflection on and articulation of learning)
- The *RediPlan Preparedness Program, Teachers Notes*, offering detailed advice on the psychosocial impact of emergencies but falling short of offering concrete practical advice to the teacher
- A set of *Emergency REDiPlan: Four Steps to Prepare Your Household*, to be distributed to students at the end of The Pillowcase Project session for students to take home and discuss with their parents.

All these documents predate The Pillowcase Project but were harnessed in elaboration and reinforcement of the Project message.

Curricular Aspects

In the initial contact with schools, state-level Pillowcase Project teams have described the Project as linking with the year 3 and 4 Personal Development, Health and Physical Education (PDHPE) and Civics and Citizenship curricula. This stands in contrast to the hazard-specific learning materials of other agencies and services that fit more readily into the Geography curriculum. PDHPE learning outcomes (including, at both year 3 and 4 level, examining how challenge strengthens personal identity and how emotional responses vary in depth and strength) and one Civics and Citizenship learning outcome for year 3 (understanding why people participate in communities and how students can actively participate and contribute) are identified as dovetailing with Project outcomes. Additionally, The Pillowcase Project is seen as feeding into some of the 'general capabilities' identified in the Australian curriculum (critical and creative thinking, personal and social capability and ethical understanding).

The question of curriculum linkages brushes against the issue of teacher overload and their sense that the curriculum is already crowded. In implementing The Pillowcase Project there has been, according to one national officer, 'a fine balance of asking them to do a little bit without overloading them or having them feel overwhelmed and shying away from the Project altogether'. National team members feel that the Project team cannot take a standalone position on curriculum connections but rather that conversations should take place across the broader emergency management sector around 'how we can position ourselves within a quite crowded curriculum and convey to schools the importance of disaster risk reduction education complemented by programs such as The Pillowcase Project and potentially seeing a more staggered approach throughout the years focusing more broadly on resilience'.

Unlike the American (and British) Red Cross, a Pillowcase Project curriculum connections document *per se* has not been produced, but information on curricular links is included in both the presenter and coordinator handbooks as well as in an email template used in contacting schools. That said, there still seems to be a case for greater curriculum alignment. As a national officer says, the Australian Red Cross are looking 'to revise its *REDiPlan* teaching resources and slightly modify The Pillowcase Project to better align the content to the national curriculum and support the in-school delivery of disaster preparedness education more broadly.'

Pedagogical Aspects

The Pillowcase Project approach is described by its proponents as comprising 'student-centered, inquiry based learning,' in which 'teachers and students play an equally active role in the learning process'. It is described as appealing to all learning styles given its admixture of auditory, reading, writing, visual and kinesthetic processes. It is clear that elements of the program have met with a

very positive response from students and teachers. 'The greatest strength,' says one national officer, 'is the pillowcase as an engagement tool with students'. The coping skills section of the program has proved particularly popular, especially the activity Breathing with Color. Through practicing coping skills 'we were offering something different to schools that is growing in popularity – mindfulness and meditation – so complementing the work of other agencies'. Very much appreciated, too, was work around the *Get Ready!* activity book with its coloring, drawing, word search, puppet show and emergency kit activities. The sense, though, is that the presentation could have been more interactive, the extension of presentation time from 60 to 80 minutes being a response to the need to free up space for quality, richer interaction, including greater space for listening to the concerns and ideas of students.

The *REDiPlan* activities for years 1-3 and 4-6, available as an extension to The Pillowcase Project session, offer a varied range of child-centered pedagogical approaches. For years 1-3 they include puppetry dialog, brainstorming ideas, role-play, using toys and puppets to understand emergency worker roles, and activities stimulated by stories. For years 4-6 they include artifact construction, a field trip or visiting speaker event, a whispers game to encourage clear communication and a research task.



Australian Children's Advocacy Messages

Monitoring and Evaluation

Data Collection Instruments

- A short student quiz completed at the end of the presentation involving four multiple choice questions and a likert-style question allowing students to self-gauge whether or not the presentation has left them feeling more emergency prepared
- An online or paper teacher's presentation evaluation form completed during The Pillowcase Project session
- A post-session online or paper teacher's evaluation form regarding different aspects of student response to presentation content, including

home sharing of lessons learnt, and enquiring of the teacher whether they intend to follow up with an enquiry based unit of work using *REDiPlan* lessons

- An online or paper parent/guardian questionnaire for reporting on what children raised at home, what steps have been taken in consequence, and whether the emergency booklet taken home will result in any action
- An online or paper tracking form for presenters to complete collecting data and their own impressions of the presentation session.

Retrospective reviews suggest that more rigorous evaluation is required than that provided by the five instruments. Additionally, more longitudinal data to ascertain whether gains from the presentation have held could be incorporated. Teacher return of the post-session evaluation form has been low in comparison to the return of other data and needs to be reviewed. Also, looking at the June 2015 report to GDPC, it is clear that different data sets not been thoroughly triangulated but is discussed data set by data set.

That said, the data reveals a positive response to the program, a 100% of reporting teachers judging it worthwhile, 82% of students feeling more prepared, 90% of children going home and speaking about disaster preparedness, and 79% of parents/guardians stating they would be likely to take action in the light of the initiative.

Program Extension

Australian Project national team members entertain a large vision for program extension. First, and as discussed earlier, they are party to a move towards the fuller integration of disaster preparedness in the Australian national curriculum. Second, they harbor a more holistic vision within which The Pillowcase Project would play a key part. 'We are interested in building resilience in communities longer term and for that you need ongoing embedded engagement so we would want to move away from the idea of "fly in, fly out, here we are, here's a lesson, you will never see us again". If we can build that engagement through schools – and our thinking is to start with the classroom, move to the staffroom, and move further out to the parent-teacher association, so all of a sudden you are meeting 70-80% of people and could potentially hook in other activities. You could link secondary schools with primary schools and get secondary students doing projects with primary students. This is where investment in contact is actually very important, if time consuming.'

Movement to Scale

This expansive vision aside, national team members believe that The Pillowcase Project presentation approach as it stands is 'quite scalable because it is contained, focused and relatively linear in terms of delivering and monitoring'.

Embedding the Project in teacher education is seen as a relatively time and cost economical way of ensuring wider future teacher receptivity to the Project. But, as the report to GDPC makes clear, program costs place a shadow over sustainability.

5.2. Piloting Case Study 2: Hong Kong¹²

The Hong Kong Red Cross Pillowcase Project: At a Glance

- ❖ Program largely adheres to the American model but gives greater profile to hazards experienced in Hong Kong, aligns with safety guidelines laid down by governmental authorities and incorporates climate change
- ❖ The pillowcase seen as not culturally appropriate and replaced by grab bag
- ❖ Time available for lesson presents a challenge, the one hour allotted often being shortened and the program reduced or condensed
- ❖ Two-tier presentation training, advanced training giving practice in interactive learning facilitation and seeking participant input into course content
- ❖ Both Red Cross staff and volunteers trained but program delivery in actuality fell heavily on the former
- ❖ Project seen as extra-curricular, experience suggesting that advance planning with schools would better secure extra-curricular space
- ❖ Interactive learning stood in marked contrast to normal classroom culture but timing issues curtailed space for child-centered interaction
- ❖ Monitoring and evaluation looks at student learning as well as eliciting adult feedback, an evaluation report being written
- ❖ Interest in greater age/grade diversification in future Project learning materials.

The Broad Picture

Following discussions with GDPC, Hong Kong Red Cross came to see The Pillowcase Project as a 'way to demonstrate how a disaster preparedness program can be done in this community'. Reaching agreement with GDPC on both budget and scheduling by the close of 2014, internal Hong Kong Red Cross meetings and meetings with government authorities followed during April 2015. A project staff member was hired in May 2015. Schools were first approached in June 2015 and recruitment of volunteers took place in May/June/July 2015 with some 20 paid staff and 104 volunteers being enrolled. Basic training for all those enrolled, involving a Project briefing and delivery demonstration, followed in July and August 2015 with advanced training, using video review and role plays, over two days in mid-August attended by 17 volunteers. The first in-school class took place in mid-July 2015 with classes continuing until the end of December 2015. In that period 115 classes were held, 92 in schools and the remainder in non-

¹² This case study draws upon the following: Hong Kong Chapter presentation at The Pillowcase Project Workshop, Hong Kong, 25 February 2016; interview with Fiona Wong, Assistant Manager, and Eva Yeung, Manager (Local Emergency Service), Hong Kong Red Cross, 24 February 2016; Interview with Hong Kong Pillowcase Project volunteers, Hong Kong, 23 February 2016; Interview with student participants in The Pillowcase Project, Buddhist Lim Kim Tian Memorial Primary School, 23 February 2016; Hong Kong Red Cross. (2016). *Evaluation Report on the Pillowcase Project 2015*. Hong Kong: Red Cross Society; Hong Kong Red Cross. (2015). *The Pillowcase Project Preparedness Workbook*. Hong Kong: Red, Cross Society.

governmental organization and community center contexts. The number of students thus reached was 2,972 (2,438 at school).

The initially chosen criteria for choosing schools were that the school population was largely drawn from underprivileged backgrounds, i.e. belonging to low income and ethnic minority families, and/or the schools were known to be thinly resourced. Given that the approach to schools only happened in June/July (when plans for the new school year were largely laid) and given the low (c.10%) response rate from the criteria-referenced schools approached, the net was cast wider so as to achieve target numbers. In the end some 80 primary schools were approached along with 25 non-governmental organizations or community centers out of which 8 schools and 14 out of school venues eventually participated, Children targeted were aged 8-12 years old (i.e. grades 3-6) but classes held in community centers frequently included younger children.

The Pillowcase Project in Hong Kong: Goals

- Building children's knowledge of disasters and emergency incidents in Hong Kong, e.g. fire, landslide, flood
- Learning about emergency survival kit and escape methods for students.

Program Adaptation

The Pillowcase Project lesson materials were adapted to give greater profile to hazards most frequently experienced in Hong Kong, i.e. fires, landslides and typhoons. Given the density of the built environment in Hong Kong, the student resource, *My Preparedness Workbook*, especially focuses on escaping fire and developing a preparedness planner for fire situations (pp. 9-11). There are also significant sections on landslide awareness (pp. 19-21) and typhoons (pp.17-18) but earthquakes (pp.22-3) and thunderstorms (pp. 24-5) are also covered. The adaptation process also involved a process of harmonizing safety recommendations being made to children with safety guidelines laid down by government authorities such as government Civil Engineering and Development Department, the Fire Services Department and the Hong Kong Observatory. This was achieved by first going to source for guidance on safety advice to include and by later crosschecking the draft learning materials with the authorities.



Hong Kong Children Participate in Card Matching Game (see p. 34)

In other respects the Hong Kong lesson more or less adheres to the American model. After setting class house rules, it begins with a four-minute puppet video reinforced by a brief question and answer session. The 'gist' of the class, 'learn, practice and share' is introduced and natural and human-made emergencies faced by Hong Kong overviewed. This is followed by an 8-minute game in which children choose from supplies cards things they consider are needed in an emergency evacuation kit, sharing their choices in debriefing time. The class moves on as students decorate their own emergency bag once the 'correct' answers¹³ have been identified (12 minutes). This is followed by an 'escape game' (10 minutes) in which a fire escape video is shown and students practice 'get low and go'. Three minutes are then allotted to practicing an inhaling and exhaling coping skill exercise. The session ends with the completion of a questionnaire, with two students sharing what was, for them, the best part of the lesson and with congratulations to the whole class.



Hong Kong Children Practice 'Get Low and Go'

Beyond the focus on Hong-Kong-related hazards mentioned earlier, the take-home *Workbook* departs in a few other regards from the American original. First, there is a page devoted to climate change, an issue missing from The Pillowcase Project materials and plans of other participating national societies, save for Mexico. 'We tried to include simplified climate change knowledge,' one of the Hong Kong team explained, 'to let students have the awareness that something is happening day to day that will contribute to disasters in the end, to the frequency of thunderstorms, rainfall, typhoons and very extreme weathers, sometimes very hot, sometimes very cold.' The climate change page (p.16) explains to children the difference between climate and weather before explaining the 'greenhouse effect' and exploring how climate change exacerbates hazards. Second, in its Coping Skills section (p.27), it replaces the Symbol of Strength coping skill activity with a fable on Penguin coping skills at the South Pole and a favorite song sharing activity as a means of keeping calm (while also retaining Breathing with Color).

Cultural/Contextual Appropriateness of the Pillowcase

The Hong Kong team decided to dispense with the use of pillowcases (although keeping the name 'The Pillowcase Project') considering the pillowcase as something that might subvert the urgency of the Project

¹³ 'Correct' answer identified as: torch, towel, copy of identity card/passport, mobile phone with charger, instant food, water, small amount of money, first aid kit, keys and whistle. Other items are considered if they are light and easy to carry; for example, soft toy, family photograph.

message in the child and public eye. 'We think that it is easier for children in this society to think of being prepared if they use a grab bag. Most of the people think they are in a safe society. If you need to take out a pillowcase, it may not be attractive; it may be seen as useless. A grab bag is always useful; it can be hung on the back of the door.'

Program Delivery

A further area of program adaptation, if not innovation, lay in the area of staff and volunteer training. A two-tier training system was devised. The first training, described by both facilitators and participants as 'very intensive', included coverage of Hong Kong-specific hazards, relevant preparedness skills, a Project briefing, volunteer guidelines and a program demonstration. The second 'advanced' training involved showings of pilot lessons to elicit debate and discussion on good practice in facilitating interactive learning. The training also gave space for participant input into course content. The approach appears to have been appreciated by volunteers. 'They tried to demonstrate for us how to handle various situations. In discussion we tried to solve problems of discipline and everything and from this we learnt a lot. Then one of us gave a demonstration of part of the lesson while the others gave feedback. There was a lot of simulation practice with the class so we had some idea, through visualizing, what would happen in the lesson.'

Timing Challenges

An issue raised by volunteers at the advanced training was that of time limitations, discussion on course content often focusing on what might be skipped so as to accommodate the program in the time available. The Hong Kong Red Cross Pillowcase Project team deemed that 'adding all the contents of the lesson together, 60 minutes was the minimum time in which the program could be delivered'. But as one team member said in interview: 'when we approached the schools we found that class length is less than an hour with some differences between schools, some 45 minutes, some 35 minutes. If we asked for one hour they had to release the children for two classes making it more difficult to engage with the exercise. Eventually, for those schools agreeing, they agreed to one hour.' But volunteers teaching the program in school often met a stark reality. 'We had to condense contents to deliver in 45 minutes sometimes. The lesson was out of class in the school hall often. Allowing for movement between lessons we had 45 minutes. The lesson was flagged for one hour but was really 40 or 45 minutes. Sometimes some of the students were missing for discipline reasons, recess, duties to perform and so on and we had to wait for them all to come back.' Fed back to the team, these experiences are leading them to 'rethink with a view to shortening' before any second implementation round.

An alternative mooted by some of the volunteers interviewed is to allow for greater lead-in time before lessons are delivered. Their proposal was for advance planning of what is essentially seen as an extra-curricular session so as to use the space that becomes available for extra-curricular activities at the end of the two or three terms that make up the Hong Kong school year, a post-exam period when teachers, busy with marking, are keen to surrender class time. 'At the end of the two or three terms there is good space for extra-curricular activity; they are happy to invite you. If you want to give some program you need to approach the school before May of each year when each school is planning for the coming year. If you ask after May you cannot implement with the school.' A finding of the 2015 Hong Kong project evaluation report is that 'looking for target beneficiaries in June' is 'already behind the golden period to adopt the pilot project into (the) school calendar and non-profit organization program schedule' (p.17). It suggests that by, latest, May the Hong Kong primary school heads association need to be approached for promotional and recruitment purposes. In interview the Hong Kong Pillowcase Project team recognized the potential benefits accruing from approaching schools in May so as to secure space for the program in the upcoming school year.

The volunteer participation rate for Project delivery has remained low. Of the 104 volunteers and 20 Red Cross Staff trained as tutors, program delivery fell heavily on the latter. Only 32 volunteers participated in classes three times or more while the 20 Red Cross staff participated 70 times at an average of 3 to 4 times per staff member (evaluation report, p.18). The problem appears to be that of volunteers finding it difficult to make themselves available on weekdays.

Curricular Aspects

According to The Pillowcase Project team, 'most of the schools treat our classes as extra-curricular as against normal classes,' something that explains why classes were for the most part held after school. 'The teachers job is to follow the curriculum set by the national Curriculum Bureau so when we approached schools it was not easy in that it was outside the curriculum.' Only one school tried to incorporate the Project lesson in the normal curriculum, recapping what was learnt elsewhere across the curriculum.

The Pillowcase Project volunteers interviewed were of the opinion that curricular space might be found within what is called the 'common knowledge' space in the Hong Kong curriculum but, as a leverage for inclusion, 'there should be discussions with schools as to where they teach the kind of knowledge we are offering'. There is, clearly, work to do towards systematizing and institutionalizing the program in the Hong Kong primary curriculum.

Pedagogical Aspects

The use of a video material using puppetry and a second video offering a collage of fire news clipping, the use of 'games', the discussion sequences and the practice of a fire drill marked out the Project lesson, according to the Hong Kong team, 'as very interactive compared to normal classes'. 'We thought about the age range, they like to ask questions, to interact, so we tried to develop games and methods that would engage them while getting through the learning.' The team 'wanted the students to have fun and laughter' given that the overall school environment is so pressurizing.

The team acknowledged, however, that in some classes pressure of time curtailed child-centered learning, something that, in an effort to create interactive space, occasionally led to one of the video sequences being dropped. The volunteers interviewed gave testimony of teachable child-centered moments being curtailed give the pressure of time. One recalled that, following the fire escape game, a girl looked worried. 'She said: "I am scared" Because the class is set to a tight schedule and is very intense, I assured her she was safe. I informed the teacher about the case but we have limited time and just have to go through the contents.' In another session in a school attended by children from poorer families who live in partitioned apartments and who had experienced fires, the volunteer, briefed by the teacher, opened up the topic of fires. 'I invited a few to share their experience and what they did; the students were very concentrated – peer sharing is more interesting – but because of the time limit, I couldn't do much.' Time also precluded giving due attention to different perspectives on hazards as raised by migrant ethnic minority children in the schools; for instance, the class in which the car bomb was cited as the principal hazard to be faced. The question of how to adhere to time limitations while being responsive and flexible to children's needs is an important one.

In planning the decision was made to use small gifts, candies, pencils, stationary, to reward correct answers given by students. It became apparent that this was counterproductive. 'They answered a question because they wanted a gift,' commented one volunteer. 'In the last lessons we did not give gifts, and this was the best because they concentrated on the topic not getting gifts.'

Is Sharing Working?

The continuum exercise conducted by the researchers with ten Hong Kong students (see p. 11) offers clear evidence that children, for the most part found The Pillowcase Project both enjoyable and memorable. All ten students found the activities 'a lot of fun'; all ten disagreed with the statement that 'the Pillowcase lesson was boring'; all ten agreed that 'we would like more lessons on hazards and emergencies'. But standing in sharp relief against the last response is the negative response of nine out of ten students to the statement that 'after the Pillowcase lesson, we did lots more about emergencies in class'. Also of

potential significance is the unanimously negative response to the statement that 'when we got home we did lots about emergencies with our families'. It would tend to indicate that The Pillowcase Project lessons in Hong Kong were falling short of realizing their 'share' dimension. Volunteers interviewed confessed to having no idea about whether learning was being taken home and followed up on at home (We just do the lesson and do not follow up'), something that also seems to have fallen below the radar of monitoring and evaluation mechanisms put in place.

Monitoring and Evaluation

The monitoring and data collection materials employed by the Hong Kong Pillowcase Project include a pre- and post-session questionnaire to elicit student understanding of causes of disasters, danger signs before a disaster, ways to respond to emergencies; also, their sense of their preparedness for emergencies. A sample of students were also interviewed about their completion of a post-lesson sheet in which they identify things learnt in class, the part of the class they found most interesting and their level of satisfaction with the lesson event.

The *Evaluation Report* on the project in 2015 reports (pp.8-11) that, from a relatively high pre-class base, the student body confirmed an increased post-lesson overall knowledge of disaster preparedness (62.5% to 82.3%) and an increased readiness on the part of students to face a disaster (79.3% to 89.4%). Of the sample of 245 interviewed, 90% of respondents identified designing a pillowcase and practicing escape skills as the most interesting parts of the lesson. A small-sample revision test (123 students at just one pilot school, conducted two months after the lesson) revealed a 91% completion rate of the *My Preparedness Workbook* and knowledge retention amongst the particular group increasing from a post-class 70% to 79.7% (pp.11-12). As the *Report* puts it: 'the results only reflected the situation at one of the pilot schools, which may not be sufficient to reveal the whole picture. In future it might be essential to access more students and their parents to learn more about the feedback on the program' (p.11).

Adult contributions to the evaluation include:

- Post-session completion by each volunteer tutor, each assistant and each host teacher of an observational form
- Completion of a feedback form by 'service users', i.e. host schools, community centers and non-governmental organizations on aspects such as logistics, curriculum and tutor performance
- Focus groups after each class involving volunteer tutors, teaching assistants and host teaching staff to discuss 'environment and equipment,

curriculum content, tutor performance, classroom conditions and other issues' (p.15).

Results are summarized in the evaluation report (pp.12-15). They indicate that, based upon the comments of teaching assistants, 'volunteer tutors have a good performance on teaching contents, time control, classroom discipline, and encouraging student participation' (p.14), the project scoring lowest amongst service users on timely and effective promotion of the availability of sessions (pp.15-17). Focus groups conducted after each class suggest that 'teaching materials are slightly insufficient to support the knowledge of tutors', that 'time for students to design the emergency kit is not enough' and that the materials need reworking to meet the requirements of different grade levels and especially need to be made more age appropriate for the lower grades participating in the project (p.15).

Program Extension

There is a felt need amongst volunteers to widen and nuance the curriculum materials presently being used so they are better calibrated for different grade levels. According to the 2015 evaluation report (p.18) while the 'higher grade students found the content is relatively easy', lower grade students 'found that part of the contents was difficult to understand'. Their recommendation was for two sets of texts and materials, one for primary grades 1-3 and another for grades 4-6. The types of activities for the higher grades could be 'more diversified' with more in-depth explanation and a wider range of disasters covered. In interview, The Pillowcase Project team leaders thought the extension to other grade levels a 'good idea'. 'Disaster preparedness is for everyone; this program can be extended to every age group'. Their thinking is to use a story mode with younger children alongside a simplified emergency kit while, for senior grade students 'disaster knowledge, climate change, different kinds of disasters' could figure as focuses. One volunteer interviewed suggested that older students should be trained to 'share and deliver' as student volunteers.

Movement to Scale

It would appear that Hong Kong Red Cross is in process of reconsidering and reshaping its strategic engagement with the school system, something that shines through this case study. That process will help determine how movement to scale, if any, happens. One volunteer mooted an alternative at-a-distance approach, something he saw as 'more economic': that of sending a video of the project and lesson to all schools and communities.

5.3. Piloting Case Study 3: Mexico¹⁴

The Mexican Red Cross Pillowcase Project: At a Glance

- ❖ Program adapted to focus on prevalent disaster emergencies in Mexico
- ❖ The pillowcase seen as inappropriate for large proportion of Mexican people and replaced by pull-to bag
- ❖ Program delivery through volunteer instructors from partner university department working in tandem with teachers from host schools
- ❖ Ongoing negotiations with government education arm for a place in the curriculum
- ❖ Climate change added to The Pillowcase Project program
- ❖ Commitment to active learning in the name of student friendliness
- ❖ Longer-term vision of extending The Pillowcase Project to more senior grade levels whilst consolidating learning through digital follow-up and community involvement in the program.

The Broad Picture

Invited to join The Pillowcase Project international initiative, the Mexico Red Cross began translating the US teaching and learning materials into Spanish, adapting them as necessary, in late-April 2015. At the time of writing, the student workbook has just been completed and program implementation is due to begin. The target number of students in the first phase is 5,000 with 50% of implementation in rural schools and 50% in urban schools. To measure and compare impacts, a mix of public and private schools has been chosen. School locations have been consciously chosen to encompass the range of natural hazards that afflict Mexico. Hence, the program will be working with schools in Amecameca, a community close to the active volcano, Popocatépetl and also with schools in the surroundings of Mexico City where there is risk of earthquakes, landslides and freezing weather for which most homes and communities are ill equipped. Working with their chosen partner, the Public Health Department of a Mexican university, the Mexican Red Cross determined to target 'specific schools with specific needs and different risks'.

The Pillowcase Project in Mexico: Objectives

- To create a sense of preparedness amongst communities
- To provide information about common disasters
- To enhance communication between the kids and the community
- To get the kids to learn about the Red Cross and its involvement in

¹⁴ This case study draws upon the following: Mexico Chapter presentation at The Pillowcase Project Workshop, Hong Kong, 25 February 2016; Interview with Federico Chavez Peon Perez, Project Coordinator, and Carlos Canales Ugalde, Project Training Coordinator, The Pillowcase Project, Mexico, Hong Kong, 24 February 2016; email communications with Federico Chavez Peon Perez, April 2016; Mexican Red Cross. 2016. *My Preparedness Workbook [Mi Cuaderno de Preparacion]*.

emergencies and disasters

The urgent need for the Project arises from the devastation caused by natural disasters in Mexico killing, on annual average, 100 people and costing US\$700million. This has led the Mexican Red Cross to recognize the importance of ‘establishing strategies and outreach programs aimed at preventing and reducing (the) effects and not only giving attention to relieving emergencies and disasters.’

Program Adaptation

One important adaptation focus concerned the reworking of the content of The Pillowcase Project program to dovetail with the most frequently experienced national emergency needs, i.e. earthquakes, hurricanes, flooding and the impacts of freezing weather. The student workbook has been reworked to reflect these needs. Care has also been taken to ensure the Spanish is a more ‘Mexican’ Spanish and also to employ child-friendly language and colorful child-friendly images that will resonate with Mexican children. Aligning the workbook with the disaster prevention guidelines of the Mexican National Emergency Plan has also been deemed a priority.

The Mexican Pillowcase Project team considered whether to provide different workbook versions for rural and urban schools was necessary. The decision was to go with one workbook and one set of Project materials, to judge the responses of children, and then, if necessary, to prepare rural and urban adaptations.

Cultural/Contextual Appropriateness of The Pillowcase Project

While ‘The Pillowcase Project’ has been retained as a legacy title, the pillowcase was held to be culturally inappropriate for a large proportion of the Mexican population. ‘In Mexico not all kids have pillowcases, so we had to adapt to the Mexican situation. There are extremely poor and extremely rich in Mexico; many of the poor sleep on the floor or couch, so the pillowcase is outside their experience.’ The choice was made to have a big, square bag in the shape of a pillowcase with a pull-to string. The Mexican Pillowcase Project team is hoping to use eco-friendly materials for the bags. It seems that cultural rather than cost considerations have weighed most heavily in the choice of emergency receptacle.

Program Delivery

The program delivery approach adopted by the Mexican Red Cross marks a significant strategic departure from The US Pillowcase Project model. The decision was taken to work in tandem with the university Public Health Department mentioned earlier, an institution understanding the Mexican disaster landscape and well connected to both the public and private school systems. The

approach is one in which Project officers train the university teachers to teach the program in the schools. 'We are not relating directly to schools. We work with teachers of the university. They love the program. They see it as a great opportunity to reach the kids, to really teach them how to react to disasters. We teach the adults who will teach the program.' The host schoolteachers are also being involved. They are to attend a conference run by the university department prior to teaming up with a university staff member to teach the program in their school. 'The plan is to make a team of the schoolteacher who knows the kids and the Pillowcase instructor. Also we plan to invite college students to help with the team.' Follow-up lessons for teachers are also on the drawing board to enable them 'to get a bit more involved with the program and the Red Cross'. The teachers will be given initially two or three follow-up lessons covering disasters so far not taught, aimed at developing more skills and explaining first aid and how to activate emergency medical services. What is planned departs from the staff and volunteer-led approach of the American Red Cross in that those volunteering are from the one partner organization and they deliver the program in tandem with a host teacher. In some respects the approach assumes something of a halfway position between the US approach and the teacher delivery approach adopted in the United Kingdom (see below).

Curricular Aspects

Interfacing with curriculum providers in Mexico is seen as 'a challenge'. 'It is going to be really hard because the education system in Mexico is really complex.' The Mexican Red Cross is in negotiation with the curriculum controlling body of the Mexican government, the Education Council, concerning a raft of initiatives connected to disaster preparedness, amongst which is The Pillowcase Project. 'It will be hard to convince them. It is like a special subject, covering first aid, prevention, disaster relief, a little bit like a set of extra-curricular activities for schools.' Out of the negotiations has emerged a tentative plan to establish multi-year agreements for actions in school. But, adding to the complexity are the parallel public and private school systems, each with their own curriculum. 'Public schools are harder to connect with, with the closed curriculum and tight schedules they have.'

The Mexican Pillowcase Project aligns with its Hong Kong counterpart in its intention of including climate change within the Project curriculum. 'Climate change is really important. Last year we had a big hurricane. There are many changes in the climate. A lot of snow fell in Chihuahua. It was really cold and people were not used to such weather.' At the time of writing, the Mexican Project coordinator notifies the researchers of plans to influence climate change strategies in school by covering the topic comprehensively in Project handbooks, also confirming that climate change is designated an area that it is hoped to strengthen in subsequent Project phases.

Pedagogical Aspects

The active learning approach adopted by The Pillowcase Project is seen as both challenge (in that the predominant culture of Mexican classrooms is that of 'teacher talking') and counter-cultural opportunity (in that the students merit something better). 'We plan to make sessions more student-friendly, with games and participation, not just children as passive recipients. It will be a challenge but teachers will understand that this is the best way'.

Monitoring and Evaluation

At the time of writing monitoring and evaluation instruments to assess the efficacy and impact of the program are still in process of development. A pre-/post-test for students is planned, as is a questionnaire for parents/guardians to gauge acceptance and diffusion of the Project.¹⁵ Discussions with the Mexican Pillowcase Project team suggest there is a keen interest in gathering and analyzing data on parental responses to the program and to the ideas and materials the children bring home.

Program Extension

The concern to garner parental responses is, perhaps, a reflection of the community-wide ambitions harbored by the Mexican team. Assuming a successful launch of the program (age ranges that are being targeted follow the American model), the aim is to take the program upwards to more senior levels, this being seen as a constituent element in the process of spreading the program to the wider community. 'We would like to expand it, getting more technical, deeper, for older students. It is possible. We want to expand it to adults. It is necessary because we have so many disasters and every person needs to know what to do about disasters.'

Movement to Scale

Recognizing the challenges involved in taking The Pillowcase Project to scale, the Mexican team is interested in looking at the possibility of having program content available digitally and on the Internet so as 'to reach a bigger population with fewer resources'. Their vision is one of children receiving lessons in school but following up through web-based homework. 'We can make a mix of sessions in the classroom and the course available online where the child can seek more information. We can develop child-friendly digital videos.' This vision of scalability blending classroom and digital realms and, as said above, community engagement is an exciting one.

¹⁵ Email Federico Chavez Peon Perez to David Selby, 22 April 2016.

5.4. The Piloting Case Study 4: Peru¹⁶

The Peruvian Red Cross Pillowcase Project: At a Glance

- ❖ Program largely adheres to the American model with adjustments to cover hazards afflicting different regions in Peru and to align content with priorities of the National Institute for Civil Defense
- ❖ The pillowcase seen as not appropriate for large sector of Peruvian population so replaced with a draw bag
- ❖ National level coordination linked to local coordination with marked degree of autonomy and space for creativity afforded to local volunteers
- ❖ Project marked out by linkages to safe school initiatives and by significant efforts to involve parents in The Pillowcase Project process
- ❖ Two stages of training for volunteer presenters going over three days
- ❖ Active learning includes using a different pedagogy for each hazard addressed with students offering learning to peers through school information fairs
- ❖ Data collection for monitoring and evaluation involves children and significant adults but different data sets not interfaced
- ❖ Two-tier initiative involving The Pillowcase Project lesson at one level and follow-up lessons at a second level being negotiated with the Ministry of Education.

The Broad Picture

The Pillowcase Project was launched in Peru in May 2014. Alongside the translation and adaptation of materials, significant emphasis was placed upon securing strategic alliances and partnership implementation agreements with the Peruvian Ministry of Education and the National Institute for Civil Defense (INDECI) through national presentations but also by means of presentations to local units of both organizations. Involvement of local management units of the Ministry of Education in six Peruvian zones was secured, as was the support of organizations implementing disaster preparedness activities at local school level. The involvement of INDECI in the early stages is seen as 'an important first step' by a leading figure in the Peruvian Red Cross in that it provided assurance to all stakeholders and not least volunteers that the government was behind the initiative. In 2016 a concordat is being developed with the recently established

¹⁶ This case study draws from the following: Peruvian Red Cross presentation at The Pillowcase Project Workshop, Hong Kong, 25 February 2016; interview with Ivonne Ascencio Diaz, The Pillowcase Project Coordinator, and Marta Garcia Diaz, The Pillowcase Project Team Member, 24 February 2016; Skype interview with Jorge Menendez Martinez, Executive Director, Peruvian Red Cross, 19 May 2016; Peruvian Red Cross. Undated. *Pillowcase Project: Implementation Guide*; Peruvian Red Cross. 2014. *Pillowcase Project First Phase*; Peruvian Red Cross. 2015. *Pillowcase Project Second Phase*; Peruvian Red Cross. 2014. *Pillowcase Project: Learn, Practice, Share*; Peruvian Red Cross. 2015. *Pillowcase Project: My Workbook*; Ivonne Ascencio Diaz. 2014. *Pillowcase Project: First Account of Activities*; Ivonne Ascencio Diaz. 2015. *Pillowcase Project: Second Account of Activities*; Peruvian Red Cross. 2015. *Results of the exercise: Analysis in figures of the Pillowcase Project pilot exercise carried out by the Peruvian Red Cross, 2015*.

office of National Defense and Disaster Management of the Ministry of Education (ODENAGED).

The target was to have some 7,000 students in 24 public schools receive The Pillowcase Project presentation. Implementation began in August 2014. In 2014 precisely 2014 grade 2, 3, 4 and 5 students (aged 8-11) in four cities (Pisco, Trujillo, Chiclayo and Lima) received the program. In 2015, 5079 students were involved. These came from the original four cities to which was added Piura, a city considered as the most exposed to the El Niño phenomenon. 12 public schools participated in 2014 and 19 in 2015.

The approach adopted has been one of volunteer facilitation with significant devolution of Project steering to local volunteers. Through four training workshops, some 80 volunteers were trained as facilitators, including 15 local employees of INDECI.

Vision

The vision for The Pillowcase Project in Peru is one of creating a generation of students who understand the causes of emergencies, have the capacities to take action, can share what they learn and know with families and friends, and so contribute to creating a better-prepared community.

To support program delivery, the following resources were made available: an implementation guide, a student workbook, a detailed session guide and a manual of activities.

Program Adaptation

The translation process and adaptation process ran concurrently and involved a strong contribution from volunteers. Once draft Spanish materials were ready (and their alignment with INDECI priorities assured), they were presented to volunteers and input invited on their cultural and contextual appropriateness. A particular concern was to ensure that the different ethnicities in Peru were fairly represented. Volunteers also contributed to the process of amending drawings and graphics to make them appropriate for Peru. They were also encouraged to suggest appropriate learning methodologies for each of the hazards chosen for inclusion in the materials. In 2015 a Facebook group orchestrated by the National Coordinator of the Project was created so that volunteers could share their good learning ideas and materials with colleagues. In 2016 the information so collected from volunteers is being consolidated in an implementation manual developed with the office of ODENAGED of the Ministry of Education.

The Peruvian pilot is marked out by its accent on volunteer autonomy. In line with most Peruvian Red Cross initiatives, volunteerism was crucial. 'Our inner

strength is our volunteers,' says the Executive Director. 'What we really understand in our centralized Peruvian Red Cross,' says the Project Coordinator, 'is that this project is really run, 80%, by volunteers, and so at volunteer level they can really choose anything they want. Of course, everything has to be passed through us but we recognize that success is going to come through them. So we really serve as guide and they make the decisions.' The autonomy given to volunteers gives them a multi-faceted role in program delivery and local Project infrastructure (see next section).



Classroom Puppet Show, Peru

Adaptations of the original learning materials mainly involved a refocusing of the program to cover hazards afflicting different regions of Peru, i.e. flooding, earthquakes, heavy rain, electric storms, tsunamis, landslides and mudslides and fires. For each hazard a different methodology, often proposed by volunteers, was developed. For instance, a puppet show was created for tsunamis, a dice game with questions on each face of the dice for fires, building a mock-up landslide model for landslides, a question bag with questions to be drawn out randomly for discussion of floods, and dolls used to illustrate mudslide risk reduction. A significant innovation in 2015, to be repeated in 2016, was to add a focus on prevention and evacuation signage, this being linked to efforts to have schools improve their evacuation signage and routes as well as the provision of safe areas in the event of emergencies. Children contributed to these efforts. They also participated in drills to practice evacuation. Adding this dimension gives the Peru pilot a linkage to school safety that is largely lacking in the other pilots. A further link out to school life in general has been the holding of information fairs in 2015 and again in 2016 in which classes that have experienced the program share their learning with peers who have not had the opportunity to participate. Twelve information fairs have been held in total.

Cultural/Contextual Appropriateness of The Pillowcase Project

2015 saw a major adaptation. In 2014 the pillowcase had featured throughout in school presentations. In 2015 The Pillowcase Project team replaced the pillowcase with an emergency draw bag. It had become clear during the 2014 piloting that children in many parts of Peru do not identify with the pillow given that it is a household item lying outside of their experience. 'Poor people don't use pillowcases,' says a senior figure in the



Draw Bags Developed by Peruvian and Hong Kong National Societies

Peruvian Red Cross. The legacy title 'The Pillowcase Project' has nonetheless been retained.

An interesting additional resource development was the adaptation for the Peruvian context of the UNISDR board game, *Riskland*, in which students throw a dice as they negotiate the pathway towards disaster risk reduction.¹⁷ This has been used as a classroom extension of The Pillowcase Project presentation and as an activity at information fairs.

Program Delivery

The idea of volunteers working in their local zones and with both teachers and parents is pivotal to Project delivery in Peru. Volunteers are chosen according to their match with a profile that includes experience of facilitating, their ability to empathize with children, familiarity with disaster risk reduction, their ability to work in a team, and their experience of community education. The four training sessions for volunteers each lasted three days: a one-day first stage covering emergency and disaster concepts as well as facilitation techniques, followed by a second training stage of two days duration giving detailed guidance on session delivery and evaluation. Once trained, a sifting process happened whittling down the number of volunteers to a small, select group in each locality. The role of volunteers in implementing the project includes: negotiating session times with teachers, coordinating with the school to determine its risk history and hence hazards to be covered in the presentation, planning the detail of the presentation with the school, involving parents in the planning process, delivering the presentation, collecting and passing on data for monitoring and evaluation. In each locality there is an identified local coordinator with responsibility for liaison with the national level, coordinating volunteers through the three stages of preparation, implementation and evaluation, arranging regular volunteer experience exchanges, scheduling practices, and coordinating logistical support (i.e. the provision of teaching and learning materials, emergency bags, learning resources and audio-visual equipment).

The presentation session is timed at 45 minutes (i.e. one pedagogical hour) with, in some cases, 90 minutes (i.e. two pedagogical hours) being available. It follows the model established in the USA (see Box).

- Presentation on the Red Cross and The Pillowcase Project (5 minutes)
- Introduction to Learn/Practice/Share (5 minutes)
- Consideration of a local emergency (15 minutes)
- Coping skills segment (10 minutes)
- General preparation segment i.e. communication in emergencies, who to contact, pillowcase demonstration, rapid action in emergencies (10 minutes)

¹⁷ <http://www.unisdr.org/2004/campaign/pa-camp04-riskland-eng.htm>

- Evaluation quiz, summary, certificate distribution and closure (10-15 minutes)

Curricular Aspects

According to the Project Coordinator 'in every school there are themes for disaster preparedness that are already part of the curriculum and Pillowcase fits with that'. The problem, it seems, is that the Ministry of Education has not elaborated guides and tools for the themes leaving most teachers at a loss as to how to teach them.

At the time of writing, this looks about to change. In the last two years the Ministry of Education has established a department dedicated to disaster preparedness in schools, the Department of National Defense and Disaster Management (ODENAGED). The Peruvian Red Cross is using the window of opportunity thus opened to pursue a two-tier approach to curriculum integration. At one level The Pillowcase Project would become available to all schools. At a second level, according to a senior Red Cross figure involved in negotiating with the Ministry, a 'manual of learning activities on risk management for primary level would be made available as an online platform for teachers'. Teachers with a dedicated risk management role would 'use the online tool to train teachers' who in turn would use the activities with their classes. Experienced Project volunteers would assist with the training in their own localities. Educationalists from ODENAGED and the Peruvian Red Cross would co-jointly prepare the activities focusing on the same grade levels as The Pillowcase Project. At the time of writing, early signing of an agreement is anticipated.

Pedagogical Aspects

The latitude given to volunteers to contribute to developing learning activities and also to devise their own has led to real diversity in pedagogical approach particularly in the local emergency section of the program.

The Peru Pillowcase Project team has identified three areas of pedagogical concern. First, they see a need for more learning activities concerning the management of stress. Second, they have called for a training module on conducting the Project with children with disabilities. Third, they are convinced that sessions should spread over 90 minutes (two pedagogical hours) in that their evaluation has found that students assimilate learning better and more deeply over such a timespan.

Monitoring and Evaluation

To identify shifts in student knowledge of what to do in the face of hazards, six broadly identical pre- and post-session questions were put to for students with an additional question asking students to assess their own readiness to face

disaster. Results suggest a significant improvement in the percentage of 'correct' answers in the post-test and a significant reduction in the number of students not feeling prepared to face a disaster. Both pre-test and post-test were administered during actual sessions, something that is not ideal (given the presence of facilitators who might be viewed by the children as authority figures, and thus a potential source of duress). What is missing is any repeat administration of the questionnaire to ascertain the level of retained and students' sense of preparedness with some passage of time post-presentation.

A further evaluation feature has been the holding of local evaluation workshops in which facilitators, school principals, teachers, parents, and other stakeholders have participated. Opinions of the various parties have been collected and activity reports written. Data from the workshops are not included in the 2015 evaluation report, an opportunity for triangulation against student pre- and post-tests thus being missed.

Program Extension

Close volunteer engagement with both teachers and parents and the ideas and materials children have brought home appears to have whetted the parental appetite for greater involvement in the initiative. 'Parents want to be part of the process,' the Project Coordinator reflects. 'Children at this stage are very close to their families. They go home and tell everything. Parents want to know what the kids have learned, to be part of the same learning process. We think we should have one session with parents (in each locality) to work out how to integrate them.' Local growth points for The Pillowcase Project that could involve parents and their children are seen as the further development of school evacuation routes and safe areas in conjunction with local branches of the National Institute for Civil Defense, and opening for discussion the question of safe school infrastructure with communities.

Movement to Scale

Curriculum opportunities arising from the developing partnership with ODENAGED suggest a clear way forward for scaling up The Pillowcase Project. The two-tier approach being negotiated suggests the national scaling up of the Project, a process that would be reinforced by a program of online follow-up activities also available to all schools. While the first tier calls for a 'national donor offering longitudinal support', the second tier offers a cheap and potentially effective means of building upon and reinforcing Project learning.

In the mix, too, is the significant degree of local autonomy characterizing The Pillowcase Project in Peru, leading to rising local interest and engagement. This with due nurturing, might prove very infectious and itself contribute to movement to scale.

5.5. Piloting Case Study 5: United Kingdom¹⁸

The British Red Cross Pillowcase Project: At a Glance

- ❖ Significant departure from the American delivery model in adopting what became an exclusively teacher delivery implementation model
- ❖ Two forty minute sessions or one eighty-minute session used for the program, the teacher-led approach allowing for an average of 122 minutes for Project delivery
- ❖ Hazard content adapted to include UK winter and summer emergencies
- ❖ Some teachers create global links with schools in other Pillowcase Project countries
- ❖ Clear links to UK national curriculum set out to encourage teacher buy-in
- ❖ Lively pedagogy, including role plays used, but further diversification of pedagogy aspired to in any further Project development
- ❖ Intention is to deploy a richer evaluation process in any further piloting
- ❖ Vision of a toolkit of Pillowcase Project approaches being developed through an online resource with 'points of re-momentum' to retain teacher buy-in
- ❖ Teacher-led model held to be eminently scalable

The Broad Picture

The April to July 2015 piloting of The Pillowcase Project in the United Kingdom was delivered to some 3,322 nine to eleven year olds at 58 schools by teachers and British Red Cross educators. A further 713 children engaged with the Project through teachers downloading and using the online resources available without being supplied with the Project materials. The piloting target number of 4,000 pupils was thereby reached. Of the 3,322 children receiving the program with the complete set of resources 93% were taught by their own teachers (at 54 schools) and 7% by Red Cross educators (at 4 schools). The weighting towards the teacher-led delivery model allowed Project staff to 'efficiently and effectively reach our target numbers, while being a scalable model'.

¹⁸ This case study draws upon the following: British Red Cross presentation at The Pillowcase Project Workshop, Hong Kong, 25 February 2016; interview with Michelle Sinclair, Senior Partnerships Executive, and Isabel Sloman, Education Resource Assistant Educator, British Red Cross, 24 February 2016; interview with Lucy Tutton, Youth Product Development Manager, British Red Cross, 15 March 2016; Sloman, I. 2016. *The Pillowcase Project: Pilot Evaluation Report*. British Red Cross; British Red Cross. 2015. *The Pillowcase Project: Educator's Guide. Pilot Phase*; British Red Cross. 2015. *Flooding Resource, Winter Storm and Severe Cold Weather Resource, Thunderstorm and Power-cut Resource, Heatwave Resource, Travel Preparedness Resource*; British Red Cross Pillowcase Project. 2015. *Links to the National Curriculum in England, Links to the National Curriculum in Northern Ireland, Links to the National Curriculum in Scotland, Links to the National Curriculum in Wales*; Pillowcase Project. Undated. *Evaluation Questionnaires*.

Learning Objectives

To enable student to:

- Identify the best ways to stay safe during emergencies that might happen in their local area
- Learn some coping skills which they can use to manage stress during emergencies, or everyday
- Gain confidence in their abilities to be prepared for emergencies through hands-on activities
- Share the information they have learnt to help build a more resilient community

The UK pilot used a two-session 40+40 minute or single 80-minute session framework for program delivery but, in a significant number of cases, a much longer period of time was taken for delivering the program.

Support Materials

- *An Educator's Guide* introducing the Project, teacher guidance notes and detailed session plans
- Supplementary teacher guidance and learning materials for the Local Emergency section of the program (see next section)
- *A Pillowcase Project Session Outline* sheet.
- Curriculum links documents identifying how the Project dovetailed with the National Curriculum for 9-11 year olds in England, Northern Ireland, Scotland and Wales

Program Adaptation

In terms of adaptation of program content, the British Pillowcase Project team took advice from the UK Meteorological Office but primarily from the British Red Cross Emergency Response Team as part of a scoping exercise on emergencies particularly affecting the UK. This was by way of preparation of a suite of resources that would respond to the different hazard priorities of the various geographical regions of the United Kingdom. Emerging from this process local emergency preparedness supplementary sheets, with teacher guidance and activities, were developed:

- Flooding
- Thunderstorms and Power Cuts
- Winter Storms and Severe Cold Weather
- Heatwaves
- Travel Preparedness

The aim was for those delivering the program to be able to tailor the session to local context by choosing the most pressing and relevant local hazard.

The development of the resource sheets was a two-stage process occasioned by the delay in procuring pillowcases (see next section). This thwarted planned winter program delivery. 'When the materials were designed we were focusing on the key three weather related emergencies (i.e. flooding, winter storms and severe cold weather, and thunderstorms and power cuts). Due to the delay in rollout we added two more "summer-related" emergencies (i.e. heat waves and travel preparedness) which were also relevant to the (later) rollout period,' writes the Education Resource Assistant Editor¹⁹. The two added topics were identified following further conversations with the Emergency Response Team. One of the later developed resources, Travel Preparedness, is of a different genre to the other four topics first by not focusing on a specific natural hazard per se and, second, by moving away from a topic of specifically local relevance in that it also addresses national and international travel emergencies.

The British Pillowcase Project team drew upon British Red Cross research into teacher response to their online teaching resources, some 600 teachers affirming 'that teachers wouldn't use things (i.e. resources) unless linked to the National Curriculum'. For this reason, and to ensure that teachers could use the program 'confidently with senior school management,' linkages between the program and the National Curriculum in England, Northern Ireland, Scotland and Wales were researched and succinct curriculum linkage documents for each country made available to teachers. The documents 'use a language that teachers will identify with,' becoming, in the words of one member of the Project team, 'almost a marketing tool'. Interestingly, the linkage documents only cover the initial three emergency topics, i.e. flooding, thunderstorms and winter storms, but not the two 'summer-related' emergency topics as, with the latter, curriculum links, beyond the broad goal of developing children's ability to understand, cope with and respond to crisis, were not found. For this reason, perhaps, 'neither enjoyed much pick-up.'²⁰ It is envisaged that in a second piloting round, the National Curriculum would be revisited and reviewed to reassess whether there are indeed links to forge.

The decision to frame lesson delivery within two 40 or one 80-minute session was an adaptation to align with typical lesson length in British primary schools, to 'allow sufficient time for the range of interactive activities' and to provide sufficient flexibility to 'fit in with a jam-packed curriculum'. Once teacher-led delivery was underway, teachers frequently chose to devote a greater span of time for consolidating learning, going into greater topic depth and allocating greater space for pillowcase decoration. The average amount of time spent delivering the

¹⁹ Email: Isabel Sloman to Fumiyo Kagawa & David Selby, 29 January 2016.

²⁰ According to the *Pilot Evaluation Report*, 15, pick-up of sessions in which topics were taught was as follows: flooding 37, winter storms 4, thunderstorms 8, heat waves 1, travel preparedness 2. The last two topics were only picked up in London.

program was 122 minutes according to the *Pilot Evaluation Report* with one teacher devoting as much as 240 minutes spread over several sessions. 'The suggested timings for the session as a whole, and its component activities, is something that should be considered if we undertake a second phase of the pilot,' says the *Report*. [Another teacher fed back the view that the program had scope for being run as a term-long project.]²¹

Going Global

Another adaptation arising as the pilot program unfolded was that of teachers encouraging their classes to explore the hazard/disaster landscape in the other piloting countries and even make links with project schools in those countries. This, according to a member of the Project team, 'organically happened in that teachers took it upon themselves to look at other (pilot) countries with their classes'. Evaluation feedback revealed that teachers liked the availability of international linkages and wanted to use the 'opportunity to engage children with what is happening around the world'. Reference to Hurricane Katrina and to the international backcloth to the Project in the teacher guidance materials may have whetted the teacher appetite for an international dimension.

The use of pillowcases for the pilot program came under some discussion with some preference being expressed for use of a rucksack-type or drawstring grab bag. The decision was to follow the US model and 'roll with the pillowcase for the first pilot' and then garner feedback and review prior to a second pilot. A recommendation of the *Evaluation Report* is to 'consider using an alternative carrier to the pillowcase'.



*Decorated Pillowcase Display,
United Kingdom*

The most significant adaptive departure from the American Pillowcase Project model was the decision to adopt a teacher-led delivery model in implementing the program. This is treated in the section below.

Program Delivery

Although initially opting for a mixed delivery approach involving direct Red Cross delivery and teacher-led delivery, it was early determined to opt fully for the latter. Important here for the UK Project team was the potential they saw for scalability in opting for a teacher-led model. 'We decided,' says the Youth Product Development Manager, 'to work through UK teachers with a fit-for-purpose approach' that drew in teachers by making links with the National Curriculum.

²¹ Email: Isabel Sloman to Fumiyo Kagawa & David Selby, 29 January 2016.

'Teachers know their classes and students well and have teaching expertise. Teachers can also follow up. It allows for flexibility and going into detail, for flexibility across the curriculum,' said one officer. After only a short while the decision was made to opt entirely for a teacher-led model and move away from any direct Red Cross delivery.

Marketing of the Project via email messages to schools already engaged with the Red Cross was hugely successful with a 'full sign up of complement within 24 hours'. The downside was that there was an uneven distribution of schools across the United Kingdom. The geographical reach of the Project in its first piloting was largely restricted to London and South East England, the Midlands, the north of England and the southern Scotland urban belt. The 'Celtic fringes' of South West England, Wales, Northern Ireland and the Scottish Highlands and Islands - areas that have, of late, experienced some of the most serious weather events – were relatively unrepresented. Drawing lessons for a further pilot, the Project team intends to develop a 'marketing plan that reaches more distant communities'. The possibility of working through the devolved governments of Northern Ireland, Scotland and Wales is being considered, as is 'targeted selection of areas not so far involved which, incidentally, often face the worst hazards'.

73% of Project sessions under the pilot took place in urban areas of the United Kingdom, and 27% in rural areas.

The procurement and distribution of pillowcases proved a hindrance to progress and, as mentioned above, delayed program implementation to significant knock-on effect. According to the *Pilot Evaluation Report*, the 'prolonged delay in receiving the materials meant that we lost some momentum and interest from educators, despite on-going communication with them. Most teachers had signed up for the winter, when the types of emergencies we focused on are most common but delivery was delayed until the summer due to pillowcase procurement'. 'We had people champing at the bit, ready to go, booked in, and we had to tell them they couldn't go ahead,' recounted one of the team. The distribution of some 4,000 pillowcases led to some wastage in that batches of 35 were too large for often-smaller classes.

Curricular Aspects

The National Curriculum linkage documents identify Personal, Social, Health and Economic Education (PSHE) in England, Personal Development and Mutual Understanding (PDMU) in Northern Ireland, Health and Wellbeing (in Scotland) and Personal and Social Education (PSE) in Wales as subjects through which The Pillowcase Project can be delivered; also Geography and Science. In each case specific learning objectives for each subject are identified. In actuality, the Project appears to have been mainly delivered during PSHE/PSE time but in

some cases through Geography lessons. Art lessons were in some cases used for pillowcase decoration.

Pedagogical Aspects

A significant innovation in the UK pilot has been the inclusion of a hazard-specific pair role-play activity (details are given in each hazard supplementary sheet). The role-plays have proved very popular. A recommendation, for learning internalization purposes, would be that teachers be given strong encouragement to have pairs perform before the class, the guidance as of now falling short of that ('If time permits ask some pairs to perform their role plays to the rest of the group'). The coping skills activities have also been very well received (and are seen as of wider usefulness for stress management), the Symbol of Strength activity less so. Pillowcase decoration, as everywhere, has proved hugely popular.

While The British Pillowcase Project team holds that child-centered and participatory learning thoroughly infuses overall Project delivery, one team member feels that in a further piloting they 'need to move it along a bit' in that the 'resource needs to give a certain body of information but what we have is quite didactic in places'. This seems to particularly apply to the rather information-heavy opening sections. A recommendation for a second piloting would be to take a second look at child-centered methods of imparting necessary information. The solution proffered by one team member is to include alternative pathways through the material depending upon teacher inclination and time available. 'Put in options. It depends on the teacher and the time they have. One is project-based learning when (students) go off and are much more in control of the project themselves or they go down a more traditional route within which there is active learning.'

Monitoring and Evaluation

Data Collection Tools

The following tools were employed for monitoring and evaluation:

- *Before* and *After* brief three-statement student questionnaires using 'thumbs-up' to 'thumbs down' as poles at either end of a ten-point scale administered during the introductory and closing sections of the Project session, the *After* questionnaire additionally including boxes for students to identify the most important thing they feel they have learned and also their favorite part of the Project.
- A two-page qualitative and quantitative survey seeking factual information (i.e. length of delivery, choice of local hazard made, coping skill chosen, age of learners), eliciting feedback on the level of engagement in the session and asking about what worked best, and seeking recommendations for improvements and further resources.

Based upon the data gathered, a *Pilot Evaluation Report* was written in August 2015. The evaluation analysis shows the following:

- In response to the statement 'I think it is a good thing to prepare for an emergency', 68% of children rated themselves as 10 out of 10 positive in the before test, 'leaving no room for the session to have an impact on their attitudes'
- In response to the statement 'I am confident I can prepare for an emergency', 89% registered an increase in confidence in the post-test
- In response to the statement 'I think my family and friends would support me to prepare for an emergency', 48% of children rated themselves as 10 out of 10 positive in the before test 'leaving no room for the session to have an impact on their perception of norms regarding emergency preparedness'
- 90% of responding educators recorded that on a 0-10 engagement scale (0 = not engaged; 10 = fully engaged) their students engaged at points 8-10
- 65% of educators classed themselves as promoters of The Pillowcase Project, 31% as passive in that regard, and 4% as detractors
- 78% of educators strongly agreed that the Project prepares children for an emergency.

There is an overall sense that the evaluation did not drill deep and wide enough in terms of identifying attitudinal change and ascertaining the degree to which learning outcomes were realized. While the confidence question worked well, the other two questions in the student questionnaire scored so highly on the pre-session sheet that there was no space to discern post-session measurable change. The high pre-scores may be indicative of a fund of commendable awareness on the part of children but it might also indicate that the questions set the bar too low or that students were somewhat influenced by the test being applied only after two sections of the program had already been experienced, a point discussed below. As the summary of challenges in the *Report* puts it: 'In the future it could be useful to measure the learning objectives and how the educational outcomes are met. This is an important learning point for future projects.' For this reason, the *Report* recommends a scoping and trialing of a different evaluation method, as yet unspecified, 'that allows us to measure the learning outcomes understand, cope with and respond to an emergency and continue with the confidence measure'.

Regarding the monitoring and evaluation approach as it presently stands, there are a number of issues to resolve. First, the student pre-test is conducted only as the *third* item in the schedule following sections introducing the Red Cross and The Pillowcase Project. This places the data at risk of contamination in that the children have already had some exposure to the lesson material. It may lead to students scoring higher than they would otherwise have done on the pre-test,

thus closing the gap on the degree of attitudinal shift scored in the post test. A way should be found for the pre-test to be conducted before and separate from the lesson, preferably not by the presenting teacher so as to avoid any duress. Second, the student post-test is taken during the closing sequence of activities again in a situation of potential duress arising from the presence of the teacher who delivered the program. It also takes place before there has been time for learning objectives to be internalized and/or before it is possible to see whether attitudinal and behavioral change endures beyond the short term, an issue that will become more important if the above recommendations of the *Report* are taken up. A more longitudinal data collection strategy is needed, not least to ascertain whether and to what degree students have shared learning at home and engaged their families in the issue. Another issue concerns the use made of qualitative data. While data open to quantitative analysis is graphed and analyzed, qualitative data is not seen to have gone through a process of analysis but rather displayed in occasional quotation boxes with no elaboration of how the displayed sample has been chosen. The British Pillowcase Project team is right to be thinking of a more robust and comprehensive monitoring and evaluation system.

Program Extension

The Project team are keenly interested in developing an holistic approach that addresses what is called in the English, Northern Irish and Welsh education system Key Stage 2 (KS2) and, in Scotland P4-P7, i.e. students age 7-11 in grades 3 through 6. Their idea is that of a toolkit. 'I would really like to develop a toolkit for educators for KS2 using the learn/practice/share pathway with differentiation and options for what children would learn at different phases,' says one of the team. 'Teachers don't always resonate with lesson plans. They like to design in their own way; they are experts and specialists in their own field. We can go with a pick-and-mix approach that allows for sustainability. Pillowcase can become an option amongst a range of creative options.' The same team member adds, 'Schools could put on a preparedness day, a curriculum day, posters, a play, a Pillowcase event – there are many things they could do. The toolkit would be online and would be drawn upon according to the teacher's perception of children's needs and of how children learn best.' Her colleague conceives the toolkit in this way: 'What we would like to do is build a media base of images, videos with direct examples of emergencies and allow teachers to pick and choose and build activities around these'. The toolkit is also seen as a vehicle allowing for curriculum progression through the learning levels.

Movement to Scale

The toolkit concept is also seen as 'quite scalable' and, being a flexible extension of the adopted teacher led-delivery model, sustainable. But what would the team do to sustain the approach and so avoid teacher fall-away over time? Their idea is to build in 'points of re-momentum' that would keep teacher interest and

commitment high: an active, frequently refreshed, website; an interactive online resource for teachers where noteworthy practice could be shared; a constantly replenished bank of images and films; developing the opportunities discussed earlier for international Project school linking; clusters of schools in different countries carrying on their own internal conversations but also entering conversations with clusters in other countries. 'There could even be a Pillowcase international convention'.

5.6. Piloting Case Study 6: Vietnam²²

The Vietnam Cross Pillowcase Project: At a Glance

- ❖ The program largely adhered to The American Pillowcase Project model but framed the content around a Vietnamese folk figure and included its own coping skills activities
- ❖ A floating backpack was chosen as an alternative to the pillowcase given the perennial danger of flooding in Vietnam
- ❖ The Vietnam Red Cross perceived The Pillowcase Project as a helpful addendum to its pre-existing disaster risk reduction education program, a fundamental incompatibility with GDPC international piloting goals leading to its early withdrawal from the Project

The Broad Picture

As GDPC and Disney negotiated the details of the international piloting of The Pillowcase Project, it was agreed to target a mix of the priority countries identified by both organizations. Vietnam is a Red Cross priority. The Vietnam Red Cross agreed to participate in the Project in December 2013 and implemented what was to be its first and only piloting between January and May 2014.

From the outset the Vietnam Red Cross saw The Pillowcase Project as an addendum to its already existing disaster risk reduction education program. That program was based upon the learning materials developed through a 1997 DIPECHO (European Union Humanitarian Office) Project in which the Red Cross was the implementing partner alongside the UNDP Disaster Management Unit. The materials were made available in booklet form in September 2000 under the title *An Introduction to Disaster Preparedness for Primary School Children*. To complement the book an easel of book illustrations with teaching notes was developed as stimulus material for class discussion. In the book are chapters on: hazards and disasters (in general), floods, tropical depressions and typhoons, landslides and drought. In a further single chapter thunder and lightning, whirlwind, hailstones and fire hazards are considered. There are additional chapters on how people's behaviors can stoke hazard and disaster, also on the Red Cross and its disaster preparedness work.

The Vietnam Red Cross withdrew from The Pillowcase Project in September 2014 given what was seen as a fundamental incompatibility in aim between GDPC who were looking for a rigorous small-scale piloting and their Vietnamese colleagues who saw the Project as a potential means of bolstering and consolidating at scale their earlier disaster preparedness work and so

²² This case study draws upon the following: interview with Omar Abou-Samra, Senior Advisor Programs and Partnerships, and Bonnie Haskell, Program Associate – Youth Preparedness, Global Disaster Preparedness Center; Vietnam Red Cross Society. 2000. *An Introduction to Disaster Preparedness for Primary School Children*; Vietnam Red Cross. Undated. *The Pillowcase Project* (children's workbook); Vietnam Red Cross: Undated. *Ong Ba Bi*;

maintaining a foothold in the Vietnam national curriculum. As the letter to parents and guardians prefacing the student take-home workbook describes it, the aim was to refresh students existing knowledge gained from their earlier study of disaster preparedness.

The Red Cross staff leading The Pillowcase Project in Vietnam are no longer in post resulting in an 'institutional memory problem' in which there is no-one to speak to what was attempted and no comprehensive archive of materials.

Program Adaptation

Cultural/Contextual Appropriateness of The Pillowcase Project

Given the perennial danger of flooding in Vietnam and the fact that many Vietnamese children take boats to school but cannot swim, an interesting adaptation by the Vietnam Pillowcase Project team was to replace the pillowcase with orange floating backpacks.



Orange Floating Backpack

The take-home workbook for children largely follows the American Red Cross model and includes: the letter to parents/guardians, a page to write in the child's personal details, a picture checklist to enable the child aided by their parent/guardian to determine the contents of an emergency supplies kit, an emergency numbers page, a picture map to complete on evacuation routes from both home and school and a double-page compilation of pictures and words that gives advice on what to do should various hazards threaten. A page on Coping Skills marks a departure from the US model by, first, covering a song or poem that makes the child happy and, second, providing space to draw a picture of the child's favorite possession.

A further adaptation by the Vietnamese team involves the reversal of the Vietnamese 'Ong Ba Bi' myth traditionally used by adults to instill fear in children so Mr. Ba Bi and his assistants become kindly figures supportive of children in learning to deal with the natural world and with natural disasters. Mr. Ba Bi guides the students through the packing and illustration of the backpack.

Program Delivery

Between January and May 2014 the program was delivered in 25 schools in two provinces to some 3,953 fourth and fifth grade students.

Curricular Aspects

There is no data to hand identifying the links between The Pillowcase Project and the Vietnam national curriculum or concerning what, if any, subject in the curriculum provided the home for Project implementation or whether it was, indeed, extra-curricular. Any curricular space already allotted for teaching and learning revolving around the *Introduction to Disaster Preparedness for Primary School Children* booklet is not clear. It may be that this space was used for Project implementation.

Pedagogical Aspects

The easel pictures and the attached teacher guidance suggest that a regularly employed pedagogical approach was that of class question and answer sessions around pictures illustrating what to do in preparing for hazards and what not to do so as to avoid exacerbating hazards. The booklet *Introduction to Disaster Preparedness for Primary School Children* similarly uses questions based upon text.

Monitoring and Evaluation

There was no evaluation of The Pillowcase Project implementation in Vietnam.

Program Extension

There is no data referring to possible program extension beyond the first piloting round.

Movement to Scale

In the case of Vietnam, a view on scalability was prevented from arising organically from the implementation experience. Rather, the attempt was made to harness The Pillowcase Project behind an existing paradigm, realized or unrealized, of what scaled-up national disaster preparedness education should look like. As a leading member of GDPC puts it: 'Vietnam didn't really want to do the program; they saw it as a donor opportunity for sustaining their version of what they wanted to do'.

Section 6: Findings and Discussion

At this juncture, it is worth repeating the opening two sentences of *Section 2* that lay out the goals and objectives of this study:

The overarching goal of this comparative review is to critically examine and compare and contrast the narrative of development, adaptation, implementation and rollout of The Pillowcase Project in the USA as originating country and in the six piloting jurisdictions. In so doing the aim is to identify the optimal means of enriching program quality, effectiveness and impact while also enhancing capacity for replication and adoption with other age groups and in other national and cultural contexts.

What follows is a critical and comparative discussion of different facets of The Pillowcase Project, sub-section by sub-section, out of which emerge recommendations

6.1. The Pillowcase

While the legacy title ‘The Pillowcase Project’ has been retained in each of the six piloting jurisdictions, there is strong evidence of inventiveness and ingenuity on the part of national societies in lighting upon a contextually and culturally appropriate alternative receptacle to the pillowcase. In Vietnam the pillowcase was replaced by an orange floating backpack given the ubiquitous presence of water and flooding in people’s lives. In both Mexico and Peru, the pillowcase is seen as outside the experience of the majority of the lower income population. It has been replaced by, respectively, a pull-to string bag and an emergency draw bag. In Hong Kong Pillowcase Project team members judged that the pillowcase presented an insufficiently fit-for-purpose object that might, in its reception, subvert the urgency of the Project message. They chose, in its place, a grab bag. While the pillowcase was entirely culturally appropriate in the United Kingdom, an alternative is to be considered before any second round of piloting.

Recommendation 1: *In taking the Project to other cultural and national contexts, it would seem eminently sensible to flag as a positive to other national societies the option of choosing a culturally appropriate emergency receptacle, bearing in mind in their choice the socio-economic profile of the population. The legacy title, ‘The Pillowcase Project’ should be retained.*

6.2. Implementation and Delivery

Figure 1 presents a typology of Project delivery models adopted by the seven participating jurisdictions. It also indicates where deliverers have been involved in the development of the content and pedagogies used. The darker green boxes in

the Delivery columns indicate thoroughgoing adherence to a particular delivery mode while the lighter green boxes identify some engagement with a particular delivery mode. The darker green boxes in the Developmental Input columns indicate structured and systematic developmental input on the part of deliverers into program content and/or pedagogy, the lighter green boxes occasional, incidental or light input.

Figure 1. The Pillowcase Project Delivery and Development Models

	Staff/Volunteer-led Model		Team-led Model		Teacher-led Model	
	Delivery	Developmental Input	Delivery	Developmental Input	Delivery	Developmental Input
USA	Staff and volunteers				Some teacher-led initiatives	Teachers very much involved in Phase 1 curriculum development
Australia	Staff and volunteers					
Hong Kong	Mainly delivered by staff but also with volunteer delivery	Input into content and pedagogy at training sessions				
Mexico			University staff volunteers working with teachers			
Peru			Local volunteers working with teachers	Significant volunteer contribution to content/pedagogy		
UK					Teacher-led delivery after initial mixed teacher/direct delivery	Some teacher input into content and pedagogy
Vietnam	Staff and volunteers					

In the originating country, the United States of America, the Red Cross staff and volunteer delivery model has, until recently, been used throughout. The first regional pilots of teacher-led delivery have now been set in train. Australia chose to follow the staff and volunteer delivery model given the pilot nature of the Project, the easier measurability of results and the oft-repeated requests from teachers for Red Cross to do something in their schools. Teacher-led delivery is under contemplation as a possible future development. Hong Kong and Vietnam also adhered to the staff and volunteer delivery route. At the other end of the spectrum the UK Project team opted for exclusively teacher-led delivery after some initial and limited delivery by Red Cross educators. The teacher-led approach was seen as a ‘scalable model’. Straddling the divide between staff/volunteer delivery and teacher-led delivery are the Mexican and Peruvian Project teams that have designed team-led delivery approaches. In Mexico volunteer instructors from a partner university department join hands with host schoolteachers to deliver the Project. In Peru local volunteers working with local

teachers deliver Project sessions, with some input from parents. In the two South American countries, structured input by volunteers into program content and learning activities employed is built into the Project development process. The only other example of such structured input is Hong Kong where volunteers in training have been regularly invited to feed ideas into course content. Elsewhere, volunteers, teachers and other stakeholders have fed ideas informally into the wash of program development and monitoring by Project teams but not through an intentionally structured feed-in mechanism.

There are upsides and downsides to all delivery models. Delivery by trained Red Cross staff and volunteers offers some guarantee of consistent content and evenness of delivery quality to schools. Delivery by trained Red Cross staff and volunteers also helps ensure a high profile for the Red Cross in schools, promotional potential that might be diminished through teacher delivery. On the other hand, teacher delivery allows for the flair, élan and inventiveness of the experienced and classroom-savvy teacher to be brought to bear and increases the likelihood that the lesson will be followed up on and reinforced in different curriculum areas. Such ingenuity enabled the international Project links pursued by teachers to become such an interesting and innovative feature of the United Kingdom experience. On the downside, however, is evidence from both Australia and the United Kingdom that, while they experienced a reasonable response rate, teachers are rather less than enamored with filling in evaluation forms, what a member of the British Pillowcase Project team calls their 'form intolerance', and that the teacher-led approach might suffer more in that regard as against having a staff member or volunteer tutor take away from school already completed feedback forms and questionnaires - with consequent impact upon the evaluation validity. Over time, there is also the danger of teacher fall-away from an exclusively teacher-delivered approach given the overcrowded curriculum and the multiple pressures on teacher time and energies. The question then arises, as discussed towards the close of the United Kingdom case study (pp.57-8), of how to periodically re-galvanize teacher commitment. The Mexican and Peruvian approach of teaming volunteers with teachers is potentially well placed to offset possible downsides of either exclusively staff/volunteer delivery or exclusively teacher-led delivery but it is not yet fully tested and may prove over-ambitious. Behind the staff/volunteer delivery model, the teacher-led model and the team-led models are particular conceptions of scalability and sustainability, an issue to which we will return later.

Recommendation 2: *The co-existence of alternative delivery models should be conveyed as a positive, with the potential pros and cons of different models laid out to enable national societies interested in adopting The Pillowcase Project to determine their own way forward; experimentation with hybridized delivery approaches should be especially welcomed and their scalability potential assessed.*

The original time allotted for The Pillowcase Project session in the United States (40-60 minutes) became an issue in some piloting jurisdictions. In Australia presentation time was extended to 60-80 minutes so as to free up space for quality interaction with students. The Hong Kong Pillowcase Project team came to see 60 minutes as the minimum time slot - a period of time that given the exigencies of school life reduced to 45 minutes causing staff and volunteers to condense and jettison what was planned. Volunteers in Hong Kong reported feeling sometimes overwhelmed by time pressures; also that pressure of time curtailed possibilities for child-centered learning. Their thinking is to negotiate longer school sessions significantly ahead of time so that available post-exam extra-curricular time can be exploited. In Peru the program has been timed at 45 minutes but 90 minutes is used if the time is available. The British Red Cross opted for two 40-minute sessions or one 80-minute session but encouraged teachers to utilize more time if they wished to widen and deepen learning (the average time used by teachers being, in fact, 122 minutes). The interface between time available and the child-centeredness of the learning will be returned to later.

Recommendation 3: *There is a case for designing and making available a range of standard Pillowcase Project programs calibrated to different spans of time (say, 60, 80, 100 and 120 minutes), the longer the time the greater the width and depth of the learning experience and also the learning objectives; the range of programs to include split-sessions, to be used, wherever viable, to give space for student internalization of learning and student home/peer sharing in the interim period.*

Scheduling of Project delivery proved problematic in both Australia and the United Kingdom occasioned by delays in pillowcase procurement.

6.3. Curriculum

The Learn/Practice/Share framework informing The American Red Cross Pillowcase Project has been faithfully followed in the six piloting jurisdictions as, more or less, have the several sections of the original American lesson.

Common to all national societies, save Australia, has been the adaptation of the content of the local hazard section to focus on hazards and disasters most often experienced in the local context. Given its adherence to non-hazard specific content, the Australian Red Cross replaced the local hazard section with a generalized '4 steps to prepare' segment. Another area of content adaptation involved harmonizing safety advice advanced in the program with guidelines laid down by disaster-related arms of government or by the Red Cross national society. Such harmonization has been an important feature of program development in Hong Kong, Mexico and Peru. In the case of the United Kingdom the Pillowcase Project team took advice from the UK Meteorological Office but also benefitted from internal British Red Cross advice.

The coping skills segment of the program has been followed everywhere with the *Breathing with Color* exercise proving exceedingly effective and universally popular (and seen as suitable for wider child stress management purposes). The exercise, *Symbol of Strength*, has generally been less well received, leading to its replacement in two jurisdictions (in Hong Kong with a fable and song sharing activity; in Vietnam with a song or poem that makes people happy and a drawing by children of their favorite possession). It is not clear what cultural and other factors explain why the exercise has proved rather less popular. Given their focus on hazard non-specific psychosocial support in times of risk and loss, the Australian Red Cross Pillowcase Project team was very welcoming of the coping skills exercises; considering them as very much in harmony with growing school sector interest in mindfulness and meditation modalities.

Recommendation 4: *The Pillowcase Project could consider expanding its canon of coping skills activities, adjusted to age and grade level, encouraging contributions from educators in different country and cultural settings, making them available to all program deliverers. This might be achieved by encouraging national society experimentation with alternative activities and/or seeking support in activity development from expert socio-affective educators.*

Given that climate change is seen as exacerbating disaster risk, there is global momentum behind bringing together climate change education and disaster risk reduction education.²³ While the Australia, Peruvian and British Pillowcase Project programs and materials follow the American example by not including coverage of climate change. The Hong Kong and Mexican programs and materials incorporate a climate change focus. As one of the Hong Kong Pillowcase Project team puts it, there is a need ‘to let students have the awareness that something is happening day by day that will contribute to disasters in the end’.

Recommendation 5: *There is a case for weaving consideration of how climate change exacerbates both the severity and incidence of hazards and disasters into the hazard section of The Pillowcase Project curriculum or at least into follow-up learning materials provided for teachers. This might be achieved by inserting introductory climate change material into Project information sheets and into that section of the program where a local climatological hazard is introduced.*

While ‘learn’ and ‘practice’ are very well-developed dimensions of The Pillowcase Project program - as the children hear about the Red Cross and the Project, consider a local emergency, practice coping skills, determine what to include in the pillowcase, and practice protective skills – ‘share’ remains a relatively poor cousin. While students are encouraged to share, they do not receive practice in sharing and, most importantly, there is no certitude that a follow-through learning space will be made available in which students can discuss what they shared,

²³ See, for instance, UN. 2015. *Sendai Framework for Disaster Risk Reduction 2015-2030*.

how they shared it, who they shared it with, to what effect, and how they might improve their sharing next time around. Under the staff and volunteer delivery model, the likelihood of a follow-up session very much rests with the host teacher but reporting-back mechanisms do not look to be in place. Under the team delivery and teacher delivery models there is, likewise, no apparent mechanism in place for students to reflect and report upon their sharing. A significant learning opportunity is, thus, not availed of. Neither, as we will suggest later, is an important evaluation opportunity.

Recommendation 6: *Curriculum space, in the shape of a follow-up ‘show and tell’ session should be made available for students to discuss and reflect upon their sharing experiences. In the case of staff/volunteer delivery, the host teacher could facilitate the follow-up session. Additional benefit would accrue from having parents join the session to discuss disaster preparedness steps taken in the home in the wake of their child’s Project experience.*

Curriculum opportunities for reinforcing and extending student learning following lesson(s) vary across the seven participating jurisdictions. In the originating country, the United States, each hosting teacher receives a small teaching kit (*The Science of Safety*) with three lively activities for the science classroom. In the case of Australia, pre-existing *RediPlan Preparedness Program* materials have been distributed to teachers covering readiness for emergencies, evacuation procedures and emergency signage, the roles of emergency workers, and emergency kit contents (differentiated materials for grades 1-3 and 4-6). Curriculum follow-up materials for teachers are not distributed in Hong Kong although teachers could use the take-home *Workbook* as a springboard for further curriculum consideration. In both Mexico and Peru, the availability of follow-up materials to the Project lesson is being subsumed under larger ambitions for curriculum integration, in the latter country at a very advanced stage (see *Scalability* sub-section below). Under the teacher-led approach adopted in the United Kingdom, the rich learning materials made available for the lesson, especially through the hazard fact sheets, provide ample scope and resources for extending and deepening learning as the teacher sees fit.

The American Red Cross Pillowcase Project materials include an *Educational Standards Report* that essentially maps out in great detail the points of alignment between the Project and the grade 3, 4 and 5 national curriculum and its stated standards of achievement. Of the piloting national societies, only the British Red Cross has followed the US example by systematically listing in discrete (one page) documents links to subjects in the UK National Curriculum and the learning objectives thereby addressed. In the case of the Australian Pillowcase Project, staff and volunteers are alerted through training materials to points of connection with the Australian curriculum that should be shared with teachers who also receive email guidance on curriculum links. The clear sense is, as a member of the US Pillowcase Project team puts it, that curriculum linkage documentation is so far being ‘used primarily as a selling tactic’ for purposes of achieving ‘buy-in’.

While the promotional leverage of curriculum alignment documentation is an important asset to be exploited in achieving entrée to schools, there is a strong case for using such a resource as a springboard for working with teachers on means and opportunities for embedding The Pillowcase Project more deeply in the curriculum by highlighting cross-curricular windows of opportunity for reinforcing/extending disaster preparedness learning.

Recommendation 7: *Each participating national society should develop discrete curriculum linkages documentation (covering curriculum content, learning outcomes, learning approaches) for both promotional and curriculum development purposes, using it not only to achieve buy-in with schools but also to open dialogic opportunities for the further embedment of disaster preparedness learning across and through the school curriculum. The documentation should highlight the ways in which both the Project lesson(s) per se but also any follow-up learning units and materials dovetail with and help realize the goals of the (national or local) curriculum.*

In building a fruitful and developmental relationship with teachers and schools and in developing the interface between The Pillowcase Project and the school curriculum, a clear enumeration of the knowledge, skills and attitudinal (dispositional) learning outcomes of the Project looks to be important. Yet, across the seven participating jurisdictions no thoroughgoing tabulation has been attempted. Rather, at best, a short list of learning outcomes is laid out with knowledge, skills and attitudinal outcomes undifferentiated. American Project materials list seven learning objectives. Australian materials list four learning objectives as well as some ‘general capabilities’ with additional objectives identified for each of the lessons of the follow-up *RediPlan Preparedness Program* for years 1-3 and 4-6. United Kingdom materials list five general learning objectives with an additional three hazard-specific learning objectives for each of its hazard resources. There is so far no listing of learning objectives in the Hong Kong, Mexican and Peruvian materials. All that said, the learning materials of each national society are full of implicit but, as yet, unarticulated learning outcomes. *Table 1* represents the fruits of an exercise by the researchers to codify, first, learning outcomes that are clearly laid out in Project documentation, second, learning outcomes that are implicit in the learning approaches and materials but not clearly stated, and, third, learning outcomes that might be considered given the recommendations in this report.

Table 1: The Pillowcase Project Learning Outcomes

Knowledge/Understanding
<ul style="list-style-type: none"> • Learners know of the work of the Red Cross and understand its core mission • Learners know about the various hazards and disasters, natural and human-caused, that occur or are likely to occur in their locality, and their causes and effects; also that each locality has its own distinctive

and seasonal hazard profile

- Learners know what items they must have packed, prepared and easily accessible in the event of an emergency
- Learners have an understanding, grounded in practice, of basic safety measures and procedures (immediate actions, escape routes, safe meeting places, following emergency escape route signage) to be adhered to should an emergency of whatever kind happen
- Learners understand the importance of following adult instructions and of calm and orderly movement during an emergency
- Learners should be aware of the roles and functions different people and groups fulfill during an emergency
- Learners are aware of who to contact for advice and assistance in the event of an emergency
- Learners know about disasters and the disaster preparedness work of children and communities in other countries (particularly countries and communities engaged in The Pillowcase Project)
- Learners understand what is causing climate change and how climate change is increasing the severity and frequency of hazards

Skills/Capabilities

- Learners possess the practical skills set to protect themselves and those they are with in times of hazard and in moments of emergency
- Learners have the ability to cope with and moderate their stress levels in times of emergency, and more generally
- Learners have the ability to explain clearly to their peers and also to adults why it is important to be prepared for emergencies and what the work of the Red Cross is in that regard
- Learners are able to act, alone or in concert with peers, as advocates for emergency preparedness in their homes and communities using argument, persuasion, questioning and by suggesting or demonstrating practical steps to be taken for better protection
- Learners have the ability to calm and reassure peers who are worried about hazards threats and during actual times of emergency
- Learners are able to describe and critically appraise their emergency preparedness sharing and advocacy efforts
- Learners have the ability to ask questions and seek information about hazards, disasters and emergencies

Attitudes/Dispositions

- Learners appreciate that emergencies are often unexpected and that a state of constant alertness and vigilance is important
- Learners develop an attitude of steady confidence and of assured self-efficacy regarding their ability to prepare for and act in emergencies
- Learners appreciate the importance of having an emergency kit to hand, that it might it might save their lives and make surviving the

emergency more comfortable

- Learners feel confident about expressing and sharing their anxieties and fears about hazards and disasters
- Learners care about and empathize with those who are worried about hazards or who are currently facing hazard and disaster
- Learners embrace the importance of being individually and collectively prepared for hazard, disaster and emergency
- Learners develop the enhanced sense of community togetherness that is vital in preparing for emergencies and living through emergencies
- Learners place great store on meaningfully contributing to home and community safety and resilience.

We will shortly be discussing Project monitoring and evaluation and the point will be made, bearing repetition, that effective and meaningful evaluation has to be set against a clear understanding of aspirations, intentions and objectives. It may well be felt that the learning outcomes enumerated above are too many in number and some too elusive or ungraspable to evaluate, but an evaluation needs to be clear about which learning outcomes are being evaluated and the data collection modalities finessed to measure the realization of those outcomes.

Recommendation 8: *The Pillowcase Project teams in each participating country should include a comprehensive list of knowledge, skills and attitudinal learning outcomes in the materials they put out. This could be a useful promotional tool as well as developmental tool. It may be prudent to differentiate between primary and secondary learning outcomes under each heading to avoid any sense of overburden, the primary learning outcomes being the focus of evaluation of student learning.*

The Pillowcase Project has an admirable local focus and places great weight upon having children consider hazards of local relevance and upon having students advocate for disaster preparedness at home and in their own community. The British teacher-led experience, while equally local in orientation, resulted in some teachers capitalizing on student interest that the Project was happening in several countries to encourage exploration of the hazard and emergency landscape of those other countries. The interest and excitement so generated speaks to a 'glocal' approach to the Project in which localism is married with looking outwards into the wider world. It should not be forgotten in this regard that there is a long history of educational psychological research saying that children are at an optimal level of interest and curiosity concerning other countries and cultures between ages 9 and 11.²⁴

Recommendation 9: *Electronic communication opportunities should be availed of so that students can engage in peer-to-peer enquiry, discourse and exchange*

²⁴ Greig, S., Pike, G. & Selby, D. 1992. *Earthrights: Education as if the Planet Really Mattered*. London: WWF/Kogan Page. 62-3.

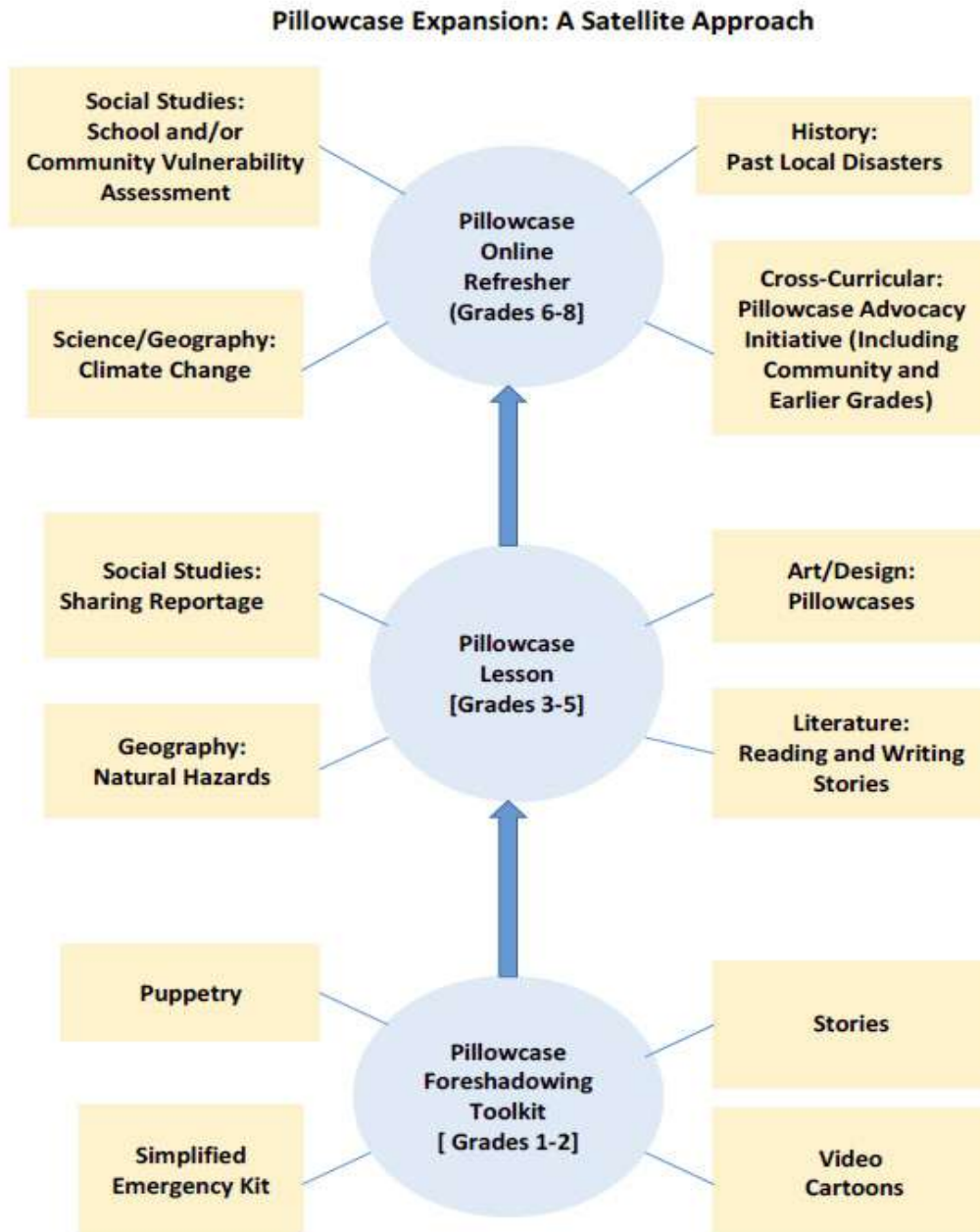
of views about hazards and disasters, respective local hazard/disaster landscapes and home and community disaster preparedness and action in their own and sister Pillowcase Project schools.

To close this sub-section, we turn to the question of taking The Pillowcase Project to other grade levels and, by extension, to the question of curriculum progression. From national societies in some piloting jurisdictions there is considerable interest in involving older and younger students in the Project approach. The Hong Kong evaluation report (17-18) states a preference for two sets of materials in the second Project round, i.e. one set for primary grades 1-3 and one for primary 4-6 with activity and materials differentiation (simpler materials and activities for the former and more-diversified and in-depth materials for the latter). The Australian team envisions a program widening and extension resulting from cooperation with the broader emergency management sector involving interlinking primary and secondary grade levels within a broader setting of community engagement. The Mexican team has a somewhat similar ambition, wanting to take the program to more senior grades and involving adult learning. Peru, as we shall see shortly, is concentrating on widening the provision of disaster preparedness at grades 3 through 5 while involving parents in the learning process. The British team is actively exploring a toolkit approach for grades 3 through 6 with different learn/practice/share pathways and with differentiation and options for students of different ages, within which The Pillowcase Project lesson would figure.

There is good case for foreshadowing disaster preparedness learning in grades 3 through 5 by making available learning opportunities for grades 1 and 2, opportunities that develop preliminary, age appropriate, understanding of ideas and acquisition of skills that will be built upon through further Pillowcase Project encounters. There is a very good case, too, for providing learning activities and materials fostering a widening and deepening of knowledge, concepts and skills sets beyond grade 5 so capitalizing upon the greater readiness and inclination for proactive engagement in school and community that comes with greater maturity. As one of the Mexican Pillowcase Project team puts it, 'we would like to expand (the Project) getting more technical, deeper, for older students'. A solid impression emerging from conversations with the Australian, Mexican and Peruvian teams is that senior students, resistant to being led, can be Pillowcase Project leaders, helping with projects for primary students while also providing a proactive nexus in taking forward disaster preparedness initiatives straddling classroom, school and community.

For these reasons we propose a satellite approach to expanding The Pillowcase Project curriculum (see *Figure 2*).

Figure 2



For grades 1 and 2 a toolkit would give teachers the opportunity to developing initial understandings of safety and emergency needs and behaviors. Age appropriately, it would utilize puppets, stories, songs and fables, video cartoons and other modalities as well as familiarize them with a simplified emergency kit. The toolkit would be for teachers to utilize in anticipation of students experiencing Project lesson(s) in the following three years. At grades 3-5 the current Project lessons would be offered by host teachers under the staff/volunteer delivery model and team delivery model and also by teachers under the teacher-led

delivery model who, briefed in advance, would offer additional lessons dovetailing with and taking forward the intervention. In the example given under *Figure 2*, the teacher would offer the following satellite sessions: one or more Art and Design lessons for the decoration of pillowcases; a Social Studies lesson devoted to student sharing and reflection on how they used their Pillowcase Project learning at home and outside of class with lessons drawn on how to be an effective disaster preparedness advocate; Geography lessons furthering knowledge of hazards and disasters; and Literature lessons in which students read and discuss stories about emergencies and write and share their own tales. The *Figure* then suggests for grades 6-8 a Pillowcase Project online refresher lesson to be done in class or by each student at home with follow-up in class. The refresher would be accompanied by four cross-curricular satellites: Social Studies lessons given over to undertaking a school and/or community vulnerability assessment with results shared with the community; Science or Geography lessons on climate change; History lessons exploring past local disasters; and lessons across any of a number of disciplines in which students plan, prepare for and undertake advocacy in the community or with early grade students (an opportunity to become Pillowcase Project champions). Such learning opportunities at grades 6-8 offer one way of more fully aligning The Pillowcase Project with the Comprehensive School Safety Framework, something we will come on to shortly (pp. 92-4). Learning objectives for The Pillowcase Project would be laid out for each of grades 1-2, 3-5 and 6-8 to meet the need for clear curriculum progression.

Recommendation 10: *The Pillowcase Project Teams in each participating jurisdiction should consider pursuing a satellite approach to expanding the Project curriculum through the provision of a toolkit of curriculum materials for both early grade students (i.e. primary grades 1-2) and senior primary students (i.e. primary grades 6-8) thereby providing for disaster preparedness learning progression and reinforcement through the primary grades. The materials could be produced economically and made freely available to teachers in each participating jurisdiction.*

6.4. Teaching and Learning

The Pillowcase Project espouses a child-centered learning philosophy. As the document that informed the original American Project puts it, there has been movement away from teacher-centered approaches towards ‘student-centric learning’ that is ‘focused on real life situations outside the classroom in order to improve children’s engagement’.²⁵ And, as the American Red Cross *Educational Standards Report* (p.3) explains, the Project incorporates ‘child-led education that demonstrates how children are positive contributors to preparedness, response and recovery’.

²⁵ Johnson, V.A. Undated. *Developing and Evaluating Effective Emergency Preparedness Programs for Children and Youth*. Internal American Red Cross document. 23.

Child-centered learning is informed by the insistence in the Convention on the Rights of the Child of 1987 that the child has the right to survival and development (i.e. the realization of their full potential), to protection (i.e. the child should be kept free from harm) and to participation (i.e. the right to participate in all matters affecting them, to express themselves in ways of choice, to be listened to, and to engage with diverse sources of knowledge). It is based on the notion of educating the ‘whole child’ so fostering the psychosocial wellbeing and full panoply of cognitive, socio-affective and physical potentials of the child. As a principle child-centeredness has implications for the learning process, the child no longer being conceived of as a passive recipient of knowledge but as actively engaged through interaction, observation, exploration and enquiry as they go about constructing understanding and making sense of the world around them.²⁶

Child-centered disaster risk reduction, an evolving concept that has enjoyed ever greater attention over the past few years, draws upon and coalesces the key tenets of child-centered learning, as drawn from a child rights’ ‘best interests of the child’ philosophy, and disaster risk reduction education. It focuses upon learning approaches to disaster preparedness and risk reduction that place the child at the starting point and center of the learning process, that give space for the voice of children to be heard (and to be seen to be heard), and that enable children to participate in resilience building in their home, school, near-at-hand and wider community. ‘While child-centered DRR acknowledges that adults have responsibility to protect children and addresses their needs, it also fosters the agency of children and recognizes the role of children as powerful “agents of change” in their communities and beyond.’²⁷ International case studies have found that ‘child-centered disaster risk reduction programs have increased children’s knowledge of risks and preparedness skills, have instigated child-led prevention, mitigation and adaptation projects, have made some school environments safer, and have improved children’s capacity to contribute to disaster response’.²⁸ Examples of child-centered disaster action learning include: student involvement in school and community vulnerability assessment projects with results subsequently presented to the community; students working with adults on resilience building projects (such as reforestation); students mounting disaster prevention awareness raising projects through posters, displays of work, street theatre and social media.²⁹

²⁶ Kagawa, F. & Selby, D. (2014) *Child-Friendly Schooling and Peacebuilding*. New York: UNICEF. 2-3.

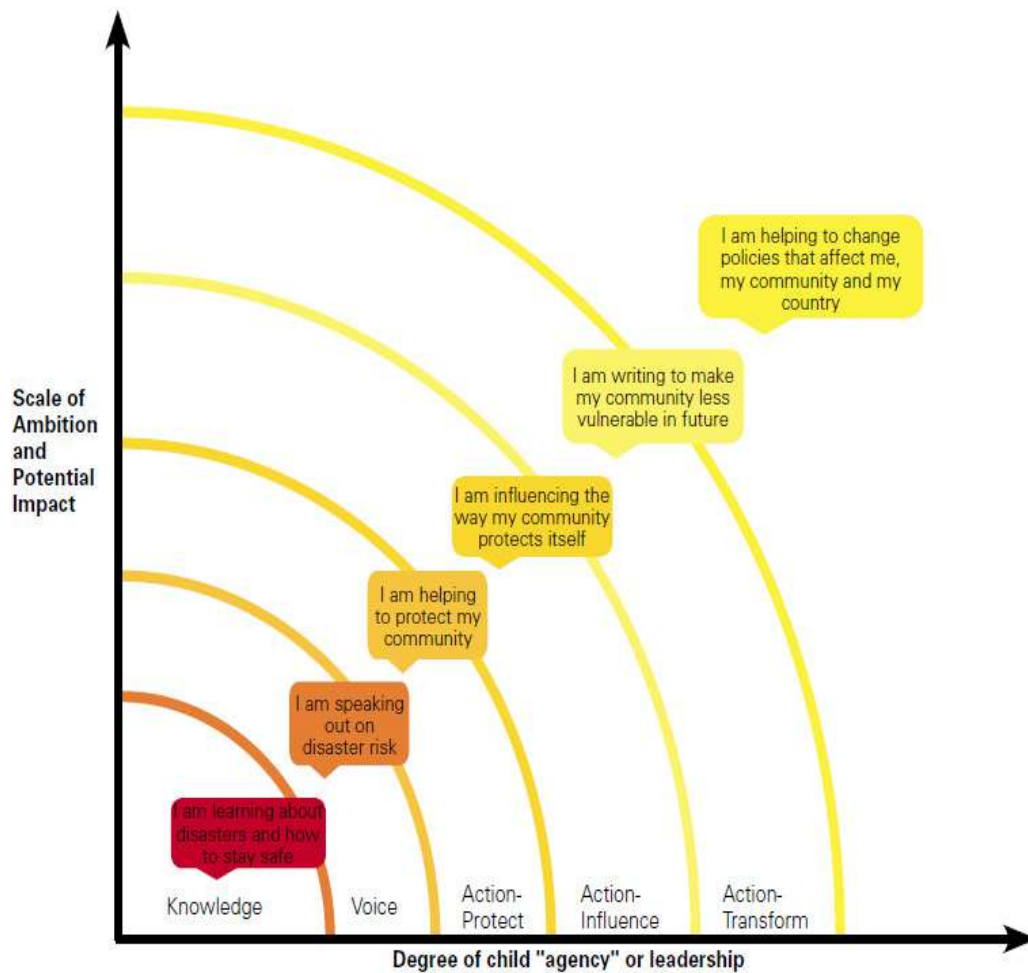
²⁷ UNICEF Regional Office for South Asia (ROSA)/SAARC Disaster Management Center. (2015). *Child-centered Disaster Risk Reduction in South Asia: Basic Concepts*. Kathmandu: ROSA/SAARC. 21.

²⁸ Johnson, V.A. Undated. *Developing and Evaluating Effective Emergency Preparedness Programs for Children and Youth*. Internal American Red Cross document. 24.

²⁹ See, for instance, Selby, D. & Kagawa, F. 2013. ‘World as “Lasting Storm”’: Educating for Disaster Risk Reduction. *Green Teacher*, 100, Summer, 21-32.

A useful typology has been developed³⁰ for child participation in disaster risk and preparedness change agency and advocacy (see *Figure 3*). This sees the disaster risk and prevention learning process (within which the child also has voice and agency) as important in its own right but also a springboard for children speaking out about local community resilience building needs and, beyond that, by means of enquiry and action projects, contributing to community engagement in disaster preparedness. It takes child advocacy beyond simple, unquestioning participation in adult-led projects to projects in which children manifest horizontal, co-initiating leadership.

Figure 3. Levels of Child Agency and Potential Impacts

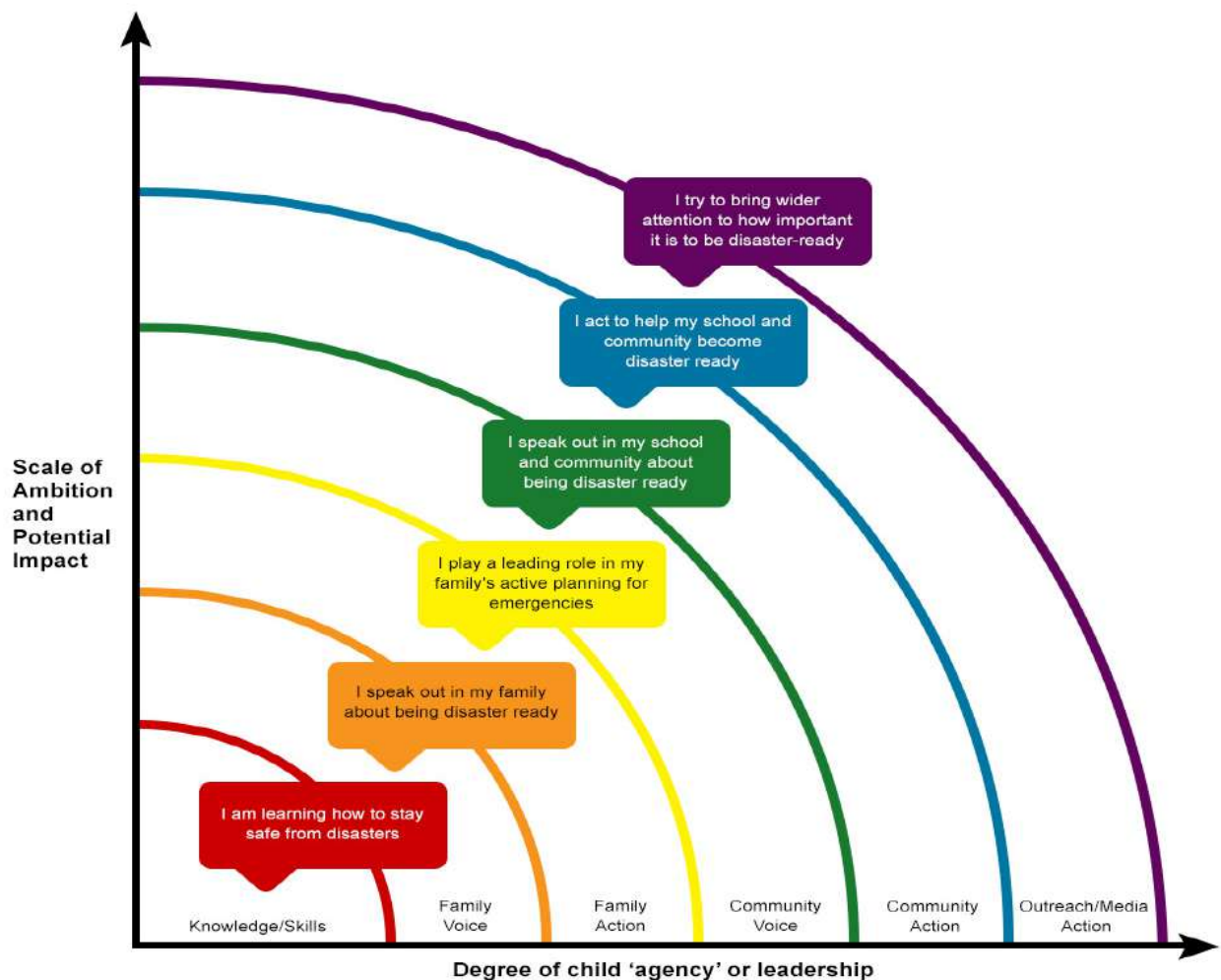


The Pillowcase Project is itself an approach to child-centered disaster risk reduction. Its framework of Learn/Practice/Share involves students in various forms of active learning, as will be discussed below; it calls upon students to

³⁰ Beck, E., Cameron, C., & Tanner, T. (2009). *Children and Disaster Risk Reduction: Taking Stock and Moving Forward*. Brighton (UK): Institute of Development Studies. 22.

practice safety actions to which they have been introduced; it then asks students to share and utilize what they have learned at home and more widely. American Pillowcase Project learning objectives include having students 'use their knowledge to act as advocates for emergency preparedness in their homes and communities'. The British Pillowcase Project aims to have children 'share the information they have learnt to help build a more resilient community' while the Hong Kong Project seeks to have students 'share their knowledge and promote disaster preparedness in their families and communities'. Student engagement with adults in the community is deeply engrained in both Mexican and Peruvian Pillowcase Project conceptions and proposals.

Figure 4: The Pillowcase Project Disaster Preparedness Advocacy/Action Rainbow



Inspired by the typology laid out and discussed immediately above, we offer *Figure 4, the Advocacy and Action Rainbow*, as a typology appropriate to The

Pillowcase Project student action and advocacy ambitions. The typology follows the original by adhering to its Knowledge to Voice to Action continuum but adds continua for Voice and Action for each of the three spatial levels of home/family engagement, near-at-hand community engagement and wider community engagement. School is added as itself a community existing within and linked to the wider community.

From the typology we can ask fundamental questions about Project goal realization under the Share dimension of the Project framework. First, there are strategic, programmatic questions. Is sufficient put in place to support and facilitate students sharing and advocacy of their disaster preparedness learning? Are students given guidance and practice in how to disseminate and advocate for their learning at home and in the community? Are there follow-up lessons in which students share and reflect upon their experiences of sharing and advocating, so perhaps honing their skills? Second, there are recording, monitoring and evaluation questions. Were we to shade in the sections in the graphic where we know child sharing, advocacy and engagement is happening, which areas would be left untouched? What are the implications for the realization of the learning objectives set out immediately above? Are appropriate and sufficient mechanisms in place to know whether, how and with what effect children have shared and advocated with their families and out in the community? [We note, ahead of the upcoming evaluation discussion, that, in most cases, data collection for monitoring and evaluation purposes ends with the close of or soon after the lesson(s) allowing no space to ascertain whether Project advocacy ambitions for children have been realized over the following weeks and months.] If such mechanisms are not in place, what would those mechanisms look like and how could they, cost effectively, be put in place? We return to this issue shortly.

Recommendation 11: *The Pillowcase Project training/guidance manuals and presenter handbooks should lay out clearly processes whereby students are to be prepared and equipped for a sharing and advocacy role and how they should go about arranging teacher-led follow-up sessions in which students share and reflect upon their advocacy experiences.*

Returning to the learning preceding sharing outside of school, there are some questions regarding whether Project in-class learning processes are conspicuously child-centered enough. In some of the case studies there is reference to pressure of time for Project session(s) leading to the curtailing of child-centered learning. Hong Kong is a case in point with team members and volunteers reporting struggles to find sufficient interactive space and difficulties in finding time to fully engage with concerns and ideas put forward by individual children. Allegiance to child-centered learning stands in tensile relationship with the constraints that The Pillowcase Project faces. There is strong commitment to child-centered learning philosophy and approaches but, in the case of the staff and volunteer delivery model and sometimes the teacher delivery model, there

are severe time and organizational parameters to be worked within. This can lead to a trimming of what child-centered learning calls for. This probably explains the rather didactic tenor of some of the Project delivery materials. Looking through presenter guides from the seven jurisdictions involved we find a light but recurring didacticism in the class management guidance given with repeated use of phrases such as ‘Tell students that’, ‘Explain that’ and ‘Show students’; also confinement of interaction more or less to teacher-directed question and answer exchanges with individual students. Spaces for horizontal interactions between students are less in evidence as are windows for student-initiated interventions and curricular redirection.

In the presenter guidance of several participating jurisdictions, advice is given on how to keep on track by deflecting student questions but advice is not necessarily given on how to return to the concerns that have been deflected. We take the caution of American colleagues that ‘the written materials do not do a good job of delineating the interactive pieces’ and that, in reality Project lessons are very active and participatory occasions (we have not observed lessons) but there is a good case for reworking the guidance given to presenters so as to optimize the child-centeredness of the learning process. This issue very much brushes shoulders with that of the length of time available for lessons. Child-centered learning takes longer. It is worth noting that, in a question and response document on The Pillowcase Project, the Australian team agrees that their REDiPlan activities ‘seem more child-centered and less teacher directed than those in the original Pillowcase hour’. ‘We are trying to facilitate more student centered learning and activity. Giving children ownership of their own preparedness.’ This chimes with the opinion of one UK team member who states that ‘what we have is quite didactic in places’ and that ‘we need to move it along a bit’.

Recommendation 12: *Segments of The Pillowcase Project program as it is described in the documentation should be reworked to ensure that presenters provide opportunities for children to share what they know, what they are thinking and what they are feeling. Open questions designed to trawl multiple perspectives and elicit varied responses and rejoinders should be part of a child-centered diet! Care should be taken to ensure a child-centered tenor in presenter guidance.*

To recapitulate, disaster risk reduction education (DRRE) seeks to help the learner build knowledge and understanding of the causes, nature and effects of hazards and disasters, to know how to prepare and protect themselves, their family and community before during and after times of emergency, and to develop skills for coping and resilience building. Such learning outcomes are difficult to realize unless the learning process blends together a wide range of learning approaches. It has been suggested³¹ that a balanced, fit-for-purpose

³¹ Selby, D. & Kagawa, F. 2014. *Towards a Learning Culture of Safety and Resilience: Technical Guidance for Integrating Disaster Risk Reduction in the School Curriculum*. New York: UNESCO/UNICEF. 80.

DRRE learning mix should include the following learning modalities:

- **Interactive Learning:** learning that encourages exchanges of ideas between learners through such means as ideas brainstorms and pair, small group and whole class discussion
- **Inquiry learning:** learning that provides for student research and enquiry into hazards and disasters through projects, interviewing, examining data and Internet searching
- **Affective learning:** learning that provides space for learners to articulate emotional responses to stimuli, their emotions, hopes and fears around hazards and disasters
- **Surrogate experiential learning:** hazard and disaster learning prompted by film, role plays, puppetry, dramas, simulations
- **Field experiential learning:** learning through active participation in home, school and community risk assessments, hazard mapping, practicing community emergency procedures
- **Action learning:** learning through active involvement in school and community projects, poster campaigns, special events to build disaster awareness
- **Imaginative learning:** learning that draws on the imagination to envision safer and better ways things might be done at home, in school and community
- **Somatic and expressive learning:** learning approaches using the body for expression of ideas and feelings and to symbolic effect, such as body sculpturing; learning, too, that employs various forms of artistic expression.

Recognizing that The Pillowcase Project is a time and resource-constrained initiative aimed at fostering disaster preparedness amongst young children and their families, how does the Project as manifest across the seven participating jurisdictions match up to this recommended schemata of learning approaches? *Table 2*, while by no means pretending to exhaustively trawl the various learning approaches used or proposed across the seven countries, gives some indication.

Table 2: Learning Modalities of The Pillowcase Project

Interactive Learning	<ul style="list-style-type: none"> • Fire dice game (Peru) • Flood question bag (Peru) • Let's be ready! brainstorm and chart production, follow-up <i>REDiPlan preparedness program</i>, grades 1-3 (Australia)
Inquiry Learning	<ul style="list-style-type: none"> • Follow-up <i>Science of Safety</i> kit (USA) • Researching what emergency workers do, follow-up <i>REDiPlan preparedness program</i>, grades 4-6 (Australia)
Affective Learning	<ul style="list-style-type: none"> • Coping skills activities (all jurisdictions) • 'Special item' sharing of feelings (UK)

Surrogate Experiential Learning	<ul style="list-style-type: none"> • Hazard preparedness role play activities (UK) • Fire video clips (Hong Kong) • Puppetry video clips (Hong Kong) • Tsunami puppet show (Peru) • Using dolls to illustrate mudslide risk (Peru) • Actors and Watchers role play, follow-up <i>REDiPlan preparedness program</i>, grades 1-3 (Australia) • Whispers game, follow-up <i>REDiPlan preparedness program</i>, grades 4-6 (Australia)
Field Experiential Learning	<ul style="list-style-type: none"> • Student participation in home and community disaster prevention (all jurisdictions) • Excursion to emergency services, follow-up <i>REDiPlan preparedness program</i>, grades 4-6 (Australia)
Action Learning	<ul style="list-style-type: none"> • Practising preparedness activities such as fire drills (Hong Kong), Drop, Cover, Hold On (USA and elsewhere), Get Low and Go (USA) • Students sharing learning and advocating at home and in the community (all jurisdictions) • Student involvement in improving school evacuation signage and routes (Peru)
Imaginative Learning	<ul style="list-style-type: none"> • On the Edge activity, follow-up <i>Science of Safety kit</i> (USA) • There's an Emergency! puppet sequence, follow-up <i>REDiPlan preparedness program</i>, grades 1-3 (Australia) • Mr. Ba Bi (Vietnam)
Somatic and Expressive Learning	<ul style="list-style-type: none"> • Pillowcase/receptacle decoration (all jurisdictions) • Weather game (United Kingdom) • Designed for Safety activity, follow-up <i>Science of Safety kit</i> (USA) • Model volcano activity, follow-up <i>REDiPlan preparedness program</i>, grades 4-6 (Australia)

Some comment. First, peer-to-peer interactions that may well arise during Project lesson(s) are not included. They may very well be happening, and happening quite often, but intentional frameworks for horizontal interaction between students are limited in presenter guidance taken as a whole. Second, items listed under one heading could, arguably, have been placed under one or more other headings. We have tried to judge where they best fit. Third, while there is interesting and sometimes very innovative coverage of all learning



Students Participate in the British Red Cross Weather Game (see Table 2)

modalities across the seven participating jurisdictions there is a shortfall if we look at coverage country-by-country.

Recommendation 13: *Participating jurisdictions should endeavor to build a varied mix of learning modalities into their programs, ensuring that, across The Pillowcase Project lesson(s) and the follow-up lessons taken as a whole all modalities are represented.*

6.5. Presenter Training

There are some notable variations in the structure and processes of presenter training across the seven jurisdictions involved in The Pillowcase Project. In the United States, where a national and regional infrastructure is in place, there are three levels of presenter training: an online *Basic Instructor Fundamentals* course of 60-90 minutes followed by an online or instructor-led *Fundamentals Module 1* again of 60-90 minutes that is capped by an instructor-led *Fundamentals Module 2* of 4 hours that, following the positive assessment of candidate presenters, leads to certification. The first teaches basic understandings of facilitation, the second consolidates participants' grasp of instructional techniques and explains The Pillowcase Project presentation, while the third gives presentation practice and offers feedback on performance. Regionally based Training Leads organize training sessions and classroom presentations. A cascade approach to training is in place covering national officer, regional officer and staff and volunteer presenter training.

Inevitably, training in the six piloting jurisdictions is not backed by an equivalent infrastructure. In Australia national Pillowcase Project staff travelled to each of the six participating states to conduct staff and volunteer training of five hours duration and covering a Project overview, classroom management, components of the presentation, a demonstration to trainees (acting as third graders) and micro teaching by participants of sections of the program, with feedback. In Hong Kong a two-tier training program was put in place: a basic training involving a briefing on local hazards, preparedness skills and the Project itself followed by an advanced training session with videos of pilot lessons providing a springboard for review and discussion of good practice and role-played presentation demonstrations. Notably, the opportunity was afforded to participants to input their ideas into the content of program during the training. The Peruvian approach involved a two-stage training of local volunteer presenters over a consecutive three days. The first one-day stage covered immersion in emergency and disaster concepts as well as facilitation techniques; the second stage gave practical and detailed training in session delivery and evaluation going over two days. In Mexico training is awaited but the team-led delivery approach will involve a training program for university teachers who are to teach the program and conference-style familiarization of the teachers who will teach alongside them. In the United Kingdom devolved teacher-led delivery called for guidance documentation for teachers but not training as such.

Recommendation 14: *Future Pillowcase Project staff/presenter training should provide more guidance to participants on negotiating for follow-up sessions, on helping teachers capitalize on curriculum links, on ensuring the Share dimension of the program is followed through on, on conducting learning using a wider range of learning modalities, and on how to achieve a more thoroughgoing child-centered dynamic in the classroom. There is a case for always leaving a gap between initial and more advanced training sessions thereby giving trainee presenters time to digest and internalize their learning so they come to the next session with questions and concerns to air.*

6.6. Monitoring and Evaluation

Monitoring and evaluation of The Pillowcase Project has, for the most part, followed a similar pattern across six of the participating jurisdictions (there was no evaluation of the Vietnam initiative).

First, a pre-test and post-test of children's level of knowledge of disaster preparedness has been applied, data from the pre-test being used as a baseline against which the results of a largely or fully identical post-test could be judged. This has taken the form of a short quiz or questionnaire (USA, Hong Kong, Peru and, still at the design stage, Mexico). In the case of Australia there was no pre-quiz for students but a post-session multiple-choice quiz was administered.



Completing Post-Session Quiz, USA

Second, post-session quizzes have incorporated one or more questions to ascertain student perceptions of whether they feel more emergency-prepared or confident as a result of the intervention (USA, Australia, Hong Kong, Peru and, again still at the design stage, Mexico). In the case of Australia, this has taken the form of a question appended to the post-session multiple course quiz. In the case of the United Kingdom *Before* and *After* questionnaires use a ten-point scale to ask about student confidence in preparing for an emergency, whether it is a good thing to prepare for an emergency and whether the respondent feels friends and family would support them in an emergency. Added to the *After* questionnaire are checking boxes to identify who the respondent intends to share

their learning with, a question about the most important thing learned from The Pillowcase Project session and space to draw a picture of the respondent's favorite part of the session.

Third, feedback on the impacts of the session has been garnered from significant adults, i.e. presenters, assistants, host teachers, parents and guardians. This has taken the shape of a presenter/assistant evaluation form (USA, Australia, Hong Kong), a host teacher session feedback/evaluation form (USA, Australia, Hong Kong), an impact feedback form for teachers (USA, Australia), a hardcopy or online survey or questionnaire on impacts for parents (USA, Australia), a teacher survey seeking details of program implementation, feedback on the level and quality of student engagement and on what worked best in the session (United Kingdom) and a feedback form for 'service users', i.e. host institutions (Hong Kong). Mexico is currently developing mechanisms of gathering parental impressions of the program.

There are some examples of data collection methods that go beyond the above-delineated pattern. In Hong Kong a sample of students were interviewed about their responses to the post-session questionnaire. Hong Kong has also regularly used post-class focus group sessions involving volunteers, teaching assistants and host teachers to review the content, tutor performance and other aspects of the lesson. Similarly, the Peruvian Pillowcase Project team has held local evaluation workshops involving volunteers, school principals, parents and others. The Hong Kong team experimented with using a revision test with students some two months after the Project lesson but deemed the sample – drawn from one school - to be too small and unrepresentative to be valid.

We said earlier (sub-section 6.3) that an effective and meaningful evaluation of The Pillowcase Project has to be set against a clear understanding of intended learning outcomes or objectives. To this point the evaluation of the Project has only been loosely based upon stated learning outcomes, in part because they have not been fully set out. In this regard, we fully endorse the US team's intention to pursue 'a more intentional focus on priority learning objectives' in subsequent evaluations, and the British intention 'to measure the learning objectives and how the educational outcomes are met'. The task is one of determining the knowledge, skills and attitudinal learning outcomes intended by the Project, and then shaping the evaluation instruments and modalities so they are fit for purpose in finely assessing achievement against those intended outcomes (while also capturing unintended or unexpected outcomes).

So far, data collection from students has particularly focused upon measuring knowledge acquisition and improved confidence in being able to prepare for and cope with emergencies. Beyond perceptions of changes in level of confidence, wider attitudinal shift has not been measured. That could be remedied by having students react to a series of statements designed to evince a wide spectrum of attitudinal positions. *Figure 5* below offers a sample pre- and post-attitudinal

questionnaire based upon the attitudinal learning outcomes proposed in *Table 1* (pp.68-70). If taken up, 'blind', i.e. off-topic, statements should be randomly inserted while a box for explanation of answers can be added after each statement as a means of garnering useful qualitative data. Likewise, skills development has not been monitored although it could be by observing, for example, how students perform in contrived pre- and post-session situations. More or less missing, too, is the use of longitudinal evaluation instruments to measure whether and to what degree new learning and attitudes resulting from Project session(s) hold over time. At the moment, most data is gathered during a session or in the fairly immediate aftermath of a session, the evaluation thus giving a snapshot of immediate session impact that may be diluted or reinforced over time.

Figure 5: Pre- and Post-Attitudinal Questionnaire

	Strongly Agree	Agree	Don't Know/Not Sure	Disagree	Strongly Disagree
As children, we don't have to think about risks and emergencies. It's up to adults to do that for us					
I feel sure I am prepared if something dangerous - a fire, a flood, a really bad storm - should happen					
I don't really need to have an emergency kit ready at all times. People will look after me if we are faced with some threat					
I feel shy about sharing with others worries that I have about risks and threats to my and my family's safety					
I get upset about the dangers that people in other parts of the world face from natural hazards					
There are fire officers, police, doctors and nurses, and soldiers whose job it is to protect us. It's not so important that my family, neighbors and local people make their own preparations for disasters					
I believe that people in my community should act together so we are ready to face any danger					
As a young person, I can play an active part in helping make others safe from dangers					

The absence of longitudinal data is particularly problematic in terms in assessing whether the Share dimension of the learning framework has been achieved. In the case of a few countries, notably the USA and Australia, a survey, available online or in hard copy, seeks information from parents on what learning students passed on at home, what they and the family have done in consequence and what further disaster preparedness plans they have. In the case of Australia, returns are analyzed in the evaluation report to the Global Disaster Preparedness Center. Such parental surveys can make a potentially valuable contribution to understanding what happens and what is being achieved under the Share dimension of The Pillowcase Project but missing is an input from the children themselves. We would suggest that The Pillowcase Project Disaster Preparedness Advocacy/Action Rainbow typology (see p.76) might be used to find out what students have actually done by having them note down what they have done under each of the six levels of agency or leadership. This might be done some six to eight weeks after the Project lesson(s), even periodically thereafter, to understand the sharing and advocacy initiatives of students. It might be accompanied, as suggested earlier (p.67) by a 'show and tell' class session in which students share and discuss what they have done and learnt. Another idea, also touched on earlier, would be to invite parents and children to attend a disaster-preparedness 'moot' where families share what steps they have taken in the wake of the Project. Either suggested event should be used not simply as a learning occasion but also to gather evaluative data on sharing.

Another useful longitudinal evaluation instrument that also provides a good learning reinforcement opportunity and that merits occasional repetition is the use of 'snap groups' to observe and assess the degree to which students have internalized disaster preparedness learning.

Snap Groups

Students form small groups of three or four and are told that there is a sudden emergency described on the card that will be handed out. Groups are informed they have two minutes to note down all the things they need to have done and to do right now to reduce the chance of that emergency seriously harming them. After calling 'Stop!' the facilitator asks each group to report back and then asks other groups to respond and critique what they have heard. A series of cards are talked through. A short report on the quality of student disaster preparedness thinking as manifested in the session might be forwarded to the respective Red Cross team as updating data on the impact of the Project lesson(s). Three examples of cards are given below.³²

³² Activity taken from: Selby, D., & Kagawa, F. (2014). *Disaster Risk Reduction Education Toolkit*. St Michael: Caribbean Disaster Emergency Management Agency. 154-5, 170.
http://www.cdema.org/joomdocs/CDEMA_DRR_Edu_Toolkit_MAY_22_2015.pdf

In the classroom

In the classroom you are sitting at your desk during the math lesson when the classroom begins to shake violently. Windows rattle and books fall off the shelves. What do you do?

At home

You and your family are having dinner when you hear on the radio a hurricane warning for your area. What do you do?

Fire next door

In the next apartment you hear someone shout 'Fire!' and you smell smoke. What do you do?

But there is a range of longer-term, repeatable evaluation interventions that could be employed, including:

- Repeat of evaluation instruments used after The Pillowcase Project lesson(s) at some six to eight weeks' distance (similar to the Hong Kong 'revision tests')
- Occasional short and random 'spot check' individual interviews reviewing the Project experience and checking disaster-preparedness knowledge levels
- Repeated focus group interviews, i.e. re-running the Hong Kong post-class focus group and Peru local evaluation workshop format several weeks after the Project lesson(s)
- Student self-assessments in which individual students write reflections on what they have learnt guided by some simple questions such as 'What I now know about disaster preparedness', 'What I feel I don't know', 'What questions and concerns I still have about being disaster-prepared'
- Disaster preparedness learning portfolios, students collecting together all their work and writing on disaster preparedness - something that can be drawn upon periodically to identify the vitality of what has been learnt and pinpoint what learning needs there still are.

Recommendation 15: *Having determined in detail The Pillowcase Project learning outcomes, monitoring and evaluation mechanisms should be determined that measure those outcomes (or, at least, those outcomes held to be of primary importance). The realization of a mix of knowledge, skills and attitudinal learning outcomes should be measured and ways found for longitudinal, not just immediate, measurement. It is particularly important to close the gap in evaluation of the learning effectiveness of the Share dimension of the Project framework.*

Generally speaking, there is a case for greater rigor in Project monitoring and

evaluation. Key areas needing attention are as follows:

- The administration of pre-test questionnaires and quizzes during the early stages of the intervention and when some introductory segments of the program have already been experienced. This decreases the reliability of the test returns because the thinking of students might already have been influenced (i.e. 'contamination')
- The administration of pre- and post-tests in the presence of the staff member, volunteer or teacher who is leading the session. The presence of a person perceived as an authority figure may skew responses, so constituting duress, this being especially the case with questions aimed at eliciting response to the quality of the session(s)
- The tendency to over-rely on quantifiable data. As an Australian Pillowcase Project document puts it, 'it's easy to capture and assess', but richer and more nuanced understanding comes from the mix and interplay of quantitative and qualitative evidence.
- It seems that qualitative data, where it is collected, is not being analyzed but simply used to 'decorate' evaluations. While data open to quantitative analysis is graphed and analyzed, verbatim quotes drawn from qualitative data tend to be displayed in occasional quotation boxes with no justification of selection of the quotation sample and no thematic organization of emerging themes and trends in the data.
- Overall, there is a strong case for greater interfacing or triangulation of different data sets to determine whether each is telling the same story or whether conflicts and inconsistencies exist between the different kinds of data (and what the explanation for that might be).

All jurisdictions, save the USA - where evaluation data has been fed into general phase reports - have published dedicated evaluation reports that are ultimately formative in purpose, i.e. to suggest future amendments and improvements to program, including the evaluation processes to be used.

Recommendation 16: *There should be greater rigor applied to evaluating the impact and outcomes of Project interventions with thoroughgoing triangulation of different data sets and with consequent reduced reliance on quantitative data. In evaluation reports evaluation methodology need to be clearly set out and the interplay of qualitative and quantitative data, and all the problems that throws up, analyzed (and seen to be analyzed). This can only strengthen the validity and hence promotion of The Pillowcase Project.*

Section 7: Scalability and Sustainability

7.1. Going to Scale

'Going to scale' or 'scaling up' refers to processes whereby a development or initiative spreads spatially and engages an increasing number of actors. Broadly speaking there are three pathways to movement to scale that are by no means mutually exclusive. One is commonly referred to as the *explosion* or *big bang* approach. It involves the sudden and thoroughgoing application of an initiative usually by means of a directive from those in high authority, particularly government. A second is the *scale by expansion* or *rollout* approach. Here a new initiative is first developed and applied on a relatively small scale, adjusted in the light of experience and evaluation, and then rolled out in a manageable number of new locations before spreading out further. A third is *scale by association*. Here scale is achieved by joining together a particular initiative with previously discrete initiatives sharing similar or overlapping characteristics.³³

The researchers were enjoined to explore scalability and sustainability strategies for The Pillowcase Project, to identify the different strategies in train for sustainable scalability, and to make recommendations.

In the United States a *rollout* approach to scalability has been followed. Spreading from Southeast Louisiana, The Pillowcase Project was taken up by several chapters and then, with Disney support, underwent full piloting by 19 chapters before spreading nationwide to all 61 chapters. Scale, and the infrastructure to support operation at scale, has been achieved through an ongoing flow of funding. As one interviewee puts it, The Pillowcase Project is 'the easiest project to take to scale that I have been involved in'. But there is something of a question mark hanging over its sustainability. As recorded earlier (pp. 21-2), there is confidence amongst the Pillowcase Project team that, in the USA, there will be continued funding available, from one source or another, to maintain the program with all its attendant materials. We are not in the position to be able to assess how justifiable that confidence in fact is but wonder whether funding reliance on its own can ensure sustainability? It is interesting to note in this regard that the American Red Cross has produced documentation of great detail concerning the alignment of The Pillowcase Project with the school curriculum. This is an example of bolstering scalability credentials through *association*, i.e. demonstrating that the Project contributes to ongoing educational achievement nationally. From this vantage point, the recommendations made earlier regarding the further embedding of the Project and its follow-up materials across the curriculum across more grade levels may be germane.

³³ Selby, D. & Kagawa, F. 2014. *Towards a Learning Culture of Safety and Resilience*. Paris/New York: UNESCO/UNICEF.101-2.

Across the piloting jurisdictions different approaches to scalability are evident. In the case of Peru and Australia the approach is one of locating the Project within larger national developments with the aim of moving to scale through *association*. The Peruvian Red Cross is actively involved in working with the Ministry of Education to solve the problem that, while disaster preparedness topics are already in the national curriculum, they are not being taught or are being taught badly by teachers who lack lesson guidance and learning materials. The aim is to achieve disaster preparedness curriculum development by having the Red Cross collaborate with educationalists in the disaster arm of the Ministry to develop a manual of learning activities and materials to cover the already existing curriculum themes while, at another level of development, making the Project lesson(s) available to all schools. This two-tier approach, if achieved, embeds Pillowcase Project learning, linked to wider disaster preparedness learning in the Peruvian curriculum but may, for the Pillowcase Project-specific tier, require corporate or other external funding for sustainability at scale. Of course, if a future Ministerial edict identifies the two tiers as essential components of the curriculum we have an example, for those previously uninvolved in the development, of movement to scale by *explosion*. This will bring new challenges. The Australian Red Cross is looking to ally itself with the wider strategic efforts of the Australian emergency management sector to have disaster preparedness and risk reduction education incorporated in the Australian national curriculum. It's non-hazard specific Pillowcase Project and other educational programs would, thus, be part of a jigsaw otherwise composed of hazard-specific elements emanating from other agencies. In both Peru and Australia a *rollout* approach to scalability may well obtain until larger ambitions are fulfilled.

Another pathway to scale is provided by the communitarian *rollout* approach that, in its incipient or early stages, is also evident in Australia and manifest in Mexico and Peru. In the Australian Project team there is the vision that, from a primary school base, secondary students, parents and communities might become involved in the Project so putting in place a solid and embedded commitment to The Pillowcase Project ethic that links school and community. A similar vision obtains in Mexico where the intention is to spread the Project to senior secondary levels and to formal and informal adult learning contexts thereby drawing in the community. Movement to scale is thus envisaged as a matter of incremental accretion and involvement of communities, with schools, children and adults connected online. Peru has the most developed localized approach with its emphasis on local coordination and the training of local volunteers, the vision again being one of promoting, school parental and community engagement, again with online back-up. It is noteworthy that both Australia and Peru aim for scalability by following two essentially symbiotic routes, i.e. association/alignment with national developments, on the one hand, while grounding The Pillowcase Project in community development, on the other. In the cases of Mexico and Peru providing online support and also connectivity for a web of participating

schools and communities holds promise as a vehicle for *rollout* movement to scale.

The British Red Cross through its teacher-led Pillowcase Project delivery offers a different approach to *rollout*. The Project was marketed to teachers via email messages and a full piloting complement quickly signed up. Lesson plans and support materials were available online and monitoring and evaluation data fed back online. The approach is held to be eminently scalable. In any subsequent round of piloting the intention is to spread the reach of the Project more widely. The long-term vision is one of setting the Project lesson within a toolkit of activities for grade 3 to 6 students, providing for age differentiation and a pick-and-mix array of activities for teachers to choose from. The toolkit would be available online as an interactive resource. It would be regularly refreshed to maintain teacher allegiance to the approach. The British strategy has been to bolster the rollout of the Project by associating what was offered with the fulfillment of National Curriculum goals. The UK approach offers an alternative, web-based and potentially very cost-effective, strategy for moving to scale, taking out the need for a presenter-training infrastructure. Clearly, different modes of web-based program availability or, as in the USA and, in future, Mexico and Peru, web-based learning support can offer much in taking The Pillowcase Project to scale.

Recommendation 17: *Different approaches to movement to scale should be set out for jurisdictions and countries wishing to take up The Pillowcase Project. Innovation in mixing and building synergies between the different approaches should be encouraged. It is worth recalling that ‘adopting an effective approach to expansion means thinking through the scaling up process at the point of initial design’.*³⁴

7.2. Alignment with the Comprehensive Safe Schools Framework

The terms of reference for this study also call for an assessment of how The Pillowcase Project aligns with the Comprehensive School Safety Framework (CSSF).

The Framework aims to provide ‘a comprehensive approach to reducing risks from all hazards to the education sector’.³⁵ Key global stakeholders in disaster risk reduction, particularly the organizations comprising the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector,³⁶ have developed a three-pillar framework for school safety. *Figure 6* lays out the three pillars that, as their juxtaposition reveals are regarded as overlapping while being

³⁴ Ibid. 102.

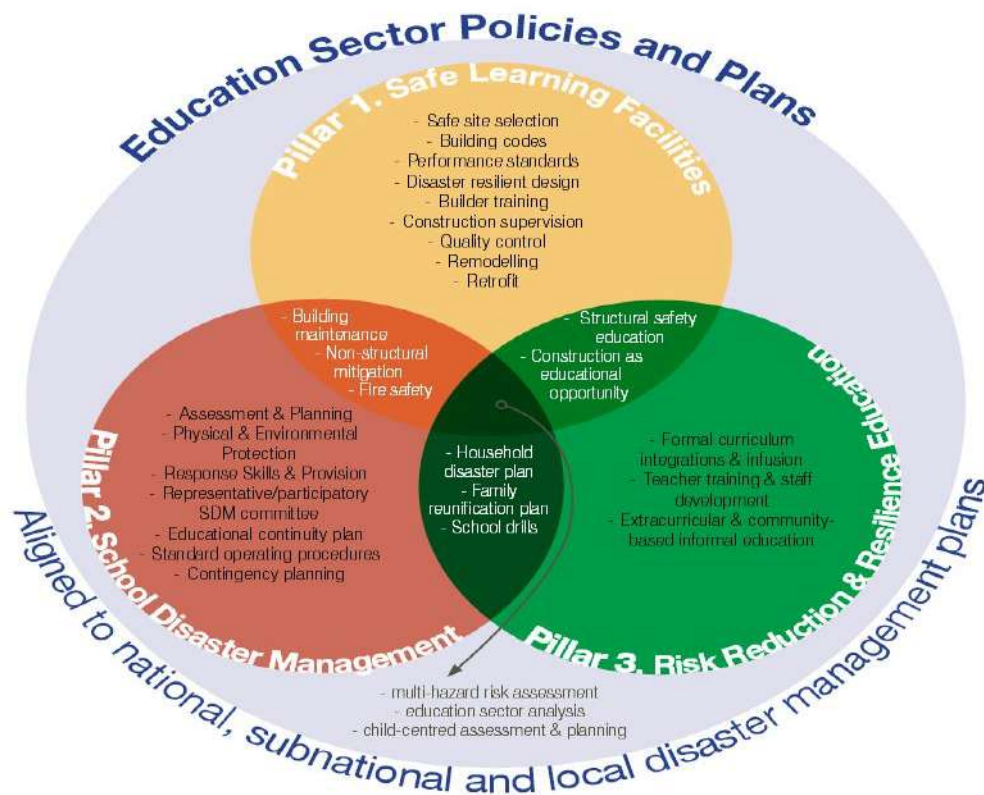
³⁵ UNISDR/GADRRRES. 2015. *Comprehensive School Safety*.

<http://gadrrres.net/uploads/files/resources/Comprehensive-School-Safety-Framework-Dec-2014.pdf>

³⁶ <http://gadrrres.net/what-we-do/current-activities>

predominantly distinctive. *Pillar 1: Safe Learning Facilities* concerns school sites, their selection, structural safety and resilience and maintenance and retrofitting to high safety standards. It is primarily the concern of engineers, builders, technicians and adult members of a community. *Pillar 2: School Disaster Management* concerns ensuring non-structural safety measures such as having an active School Disaster Management Committee, developing and implementing a consensual disaster prevention and risk reduction plan, having in place standard operating procedures in the event of an emergency and maintaining disaster awareness and readiness across the school community. It involves school management, different sections of the school community (teachers, parents and also children, community members as well as local disaster management experts). *Pillar 3: Risk Reduction and Resilience Education* concerns embedding disaster prevention and risk reduction in the formal curriculum and in extra-curricular learning, teacher education and staff development and community-based learning. It involves principals, teachers, students, parents and community members.³⁷

Figure 6: Comprehensive School Safety Framework (CSSF)



³⁷ UNISDR/GADRRRES. 2015. *Comprehensive School Safety*.

<http://gadrrres.net/uploads/files/resources/Comprehensive-School-Safety-Framework-Dec-2014.pdf>

The Pillowcase Project clearly enjoys strong alignment with Pillar 3 offering, as it does, a short but impactful learning experience in disaster preparedness. It addresses Pillar 3 key responsibilities as laid out in the Framework in a number of ways: by developing quality teaching and learning materials addressing safety and preparedness, by providing training to those who will teach the curriculum, by engaging students in household and community resilience building, by providing some means and materials for further infusion and integration of disaster preparedness into the curriculum. The potential for further alignment is there if The Pillowcase Project takes up other designated Pillar 3 key responsibilities, i.e. working to widen and deepen the infusion of disaster preparedness and risk reduction across the curriculum and into specific carrier subjects, addressing the scope and sequence of hazard learning (what we have called, earlier in the report, curriculum progression), providing ways to engage students and their teachers ‘in real-life school and community disaster management activities’, and addressing ‘climate-smart risk reduction education’. In the opinion of one senior IFRC figure the Project could be transformed and plant itself firmly at the core of educational aspects of comprehensive school safety by more fully taking on board the key messages laid out by IFRC in its 2013 publication, *Public awareness and public education for disaster risk reduction: Key messages*.³⁸ They embrace household and family disaster prevention messages and hazard-specific disaster prevention messages. ‘In my view,’ she says, ‘Pillowcase should use key messages which were developed based on experiences from many countries. The messages have been validated by subject matter experts, are evidence-based and updated. They are even influencing the work of other organizations. Pillowcase is a great opportunity to really promote those key messages. ...Pillowcase was born from successful experience in the US. At that time we did not have the key messages finalized. The key messages were finalized in the last two or three years. It is now the right time to mainstream key messages in The Pillowcase program.’³⁹

Project alignment with CSSF Pillar 2, School Disaster Management, is currently fairly tenuous. The one noteworthy example in the case studies offered here is that of Peru where, out of Project lessons, students became engaged in efforts to improve school evacuation routes and signage and to provide areas for safe congregation in times of emergency. This is a clear Pillar 3 and Pillar 2 interlinking. At the heart of the matter here is that Project lesson(s) seek to have students share their learning and advocate at home and in the community but there is little or no reference to sharing and advocacy at school. Were school to come into frame, there would be innumerable opportunities for students to be change agents and advocates under the School Disaster Management pillar. From a classroom base they could engage in raising awareness through making

³⁸ IFRC. 2013. *Public awareness and public education for disaster risk reduction: Key messages*. Geneva: IFRC.

³⁹ Interview with Marjorie Soto Franco, Senior Officer, Community Based Preparedness, IFRC, 15 April 2016.

presentations, poster campaigns and by mounting displays and exhibitions. They could also undertake vulnerability and risk assessments of the schools, as school children in many countries are now doing as part of child-centered disaster risk reduction learning, presenting their findings to the school authorities. They could fulfill a research and enquiry function to help fill out aspects of the school disaster management plan. They could be given the opportunity to voice their safety concerns to the school disaster management committee.

No evidence has come to light of The Pillowcase Project aligning with Pillar 1, Safe Learning Facilities. But this is not to suggest that alignment could not happen to some extent. As a UNISDR report notes: 'School construction and retrofit provide ideal opportunities for students and communities to learn the many principles of disaster resilient construction to be applied throughout their communities. This opportunity is typically wasted ...and the experience is not used as a learning opportunity'.⁴⁰ As the senior IFRC figure, cited above, proposes, 'Pillowcase should have one session linked to that (i.e. Pillar 1) even though it is not our priority area as our expertise is not there.'⁴¹ From a base in Pillar 3 students could, for example, connect with Pillar 1 by hearing from safety engineers, by learning basic principles of safe construction in science class, by being taken on a conducted tour of the school premises and, with advice, developing a photographic display of building strong points and risk points.

The Pillowcase Project is not there to follow through on all that is required by the Comprehensive School Safety Framework but it is well positioned to provide a springboard into the different elements offered under the three CSSF pillars. As the senior IFRC figure puts it: 'For me, Pillowcase could be one important starting point, something short in itself, that should reflect different possibilities that schools should take. It is not up to the Red Cross to solve all the problems but to connect properly, to be part of the process'. The vision then is of an intervention through which students learn and practice but also share and act not only at home and in the local community but also in the learning community to which they belong called school. 'Pillowcase should start thinking about how to develop a longer program', a longer program that 'will open up the appetite to schools to continue'.⁴² In this regard the excellent IFRC publication, full of learning activities for different age groups and covering all three pillars, the *Handbook for a School-based Risk Reduction Initiative*, might be made widely known to The Pillowcase Project global community.⁴³

Fuller alignment with the three pillars of the Comprehensive School Safety offers another dimension through which The Pillowcase Project has huge potential for

⁴⁰ UNISDR. 2012. *Assessing School Safety from Disasters – A Baseline Report*. UNISDR Thematic Platform for Knowledge and Education. Geneva: UNISDR. 33.

⁴¹ Interview with Marjorie Soto Franco, Senior Officer, Community Based Preparedness, IFRC, 15 April 2016.

⁴² Ibid.

⁴³ IFRC. 2015. *Handbook for a School-based Risk Reduction Initiative*. Geneva: IFRC.

moving to scale, one that might inform a common approach across Red Cross and Red Crescent national societies.

Recommendation 18: *The Pillowcase Project should consider incorporating an additional lesson or lessons opening doors to learning and engagement falling under Pillars 1 and 2 of the Comprehensive Safe Schools Framework, thereby providing for practical engagement with safety and hazard prevention issues in the place they come to learn. To link the Project to Pillar 1, there should be an additional lesson in which issues of school building and school premises safety are considered. To forge links with Pillar 2, a sharing and advocacy of disaster preparedness learning with peers and other members of the school community should be folded into the learning experience.*



Pillowcase Decoration Session, United Kingdom

Section 8: Consolidated List of Recommendations

The Pillowcase [see sub-section 6.1]

Recommendation 1: *In taking the Project to other cultural and national contexts, it would seem eminently sensible to flag as a positive to other national societies the option of choosing a culturally appropriate emergency receptacle, bearing in mind in their choice the socio-economic profile of the population. The legacy title, 'The Pillowcase Project' should be retained.*

Implementation and Delivery [see sub-section 6.2]

Recommendation 2: *The co-existence of alternative delivery models should be conveyed as a positive, with the potential pros and cons of different models laid out to enable national societies interested in adopting The Pillowcase Project to determine their own way forward; experimentation with hybridized delivery approaches should be especially welcomed and their scalability potential assessed.*

Recommendation 3: *There is a case for designing and making available a range of standard Pillowcase Project programs calibrated to different spans of time (say, 60, 80, 100 and 120 minutes), the longer the time the greater the width and depth of the learning experience and also the learning objectives; the range of programs to include split-sessions, to be used, wherever viable, to give space for student internalization of learning and student home/peer sharing in the interim period.*

Curriculum [see sub-section 6.3]

Recommendation 4: *The Pillowcase Project could consider expanding its canon of coping skills activities, adjusted to age and grade level, encouraging contributions from educators in different country and cultural settings, making them available to all program deliverers. This might be achieved by encouraging national society experimentation with alternative activities and/or seeking support in activity development from expert socio-affective educators.*

Recommendation 5: *There is a case for weaving consideration of how climate change exacerbates both the severity and incidence of hazards and disasters into the hazard section of The Pillowcase Project curriculum or at least into follow-up learning materials provided for teachers. This might be achieved by inserting introductory climate change material into Project information sheets and into that section of the program where a local climatological hazard is introduced.*

Recommendation 6: Curriculum space, in the shape of a follow-up ‘show and tell’ session should be made available for students to discuss and reflect upon their sharing experiences. In the case of staff/volunteer delivery, the host teacher could facilitate the follow-up session. Additional benefit would accrue from having parents join the session to discuss disaster preparedness steps taken in the home in the wake of their child’s Project experience.

Recommendation 7: Each participating national society should develop discrete curriculum linkages documentation (covering curriculum content, learning outcomes, learning approaches) for both promotional and curriculum development purposes, using it not only to achieve buy-in with schools but also to open dialogic opportunities for the further embedment of disaster preparedness learning across and through the school curriculum. The documentation should highlight the ways in which both the Project lesson(s) per se but also any follow-up learning units and materials dovetail with and help realize the goals of the (national or local) curriculum.

Recommendation 8: The Pillowcase Project teams in each participating country should include a comprehensive list of knowledge, skills and attitudinal learning outcomes in the materials they put out. This could be a useful promotional tool as well as developmental tool. It may be prudent to differentiate between primary and secondary learning outcomes under each heading to avoid any sense of overburden, the primary learning outcomes being the focus of evaluation of student learning.

Recommendation 9: Electronic communication opportunities should be availed of so that students can engage in peer-to-peer enquiry, discourse and exchange of views about hazards and disasters, respective local hazard/disaster landscapes and home and community disaster preparedness and action in their own and sister Pillowcase Project schools.

Recommendation 10: The Pillowcase Project Teams in each participating jurisdiction should consider pursuing a satellite approach to expanding the Project curriculum through the provision of a toolkit of curriculum materials for both early grade students (i.e. primary grades 1-2) and senior primary students (i.e. primary grades 6-8) thereby providing for disaster preparedness learning progression and reinforcement through the primary grades. The materials could be produced economically and made freely available to teachers in each participating jurisdiction.

Teaching and Learning [see sub-section 6.4]

Recommendation 11: The Pillowcase Project training/guidance manuals and presenter handbooks should lay out clearly processes whereby students are to be prepared and equipped for a sharing and advocacy role and how they should

go about arranging teacher-led follow-up sessions in which students share and reflect upon their advocacy experiences.

Recommendation 12: Segments of The Pillowcase Project program as it is described in the documentation should be reworked to ensure that presenters provide opportunities for children to share what they know, what they are thinking and what they are feeling. Open questions designed to trawl multiple perspectives and elicit varied responses and rejoinders should be part of a child-centered diet! Care should be taken to ensure a child-centered tenor in presenter guidance.

Recommendation 13: Participating jurisdictions should endeavor to build a varied mix of learning modalities into their programs, ensuring that, across The Pillowcase Project lesson(s) and the follow-up lessons taken as a whole all modalities are represented.

Presenter Training [see sub-section 6.5]

Recommendation 14: Future Pillowcase Project staff/presenter training should provide more guidance to participants on negotiating for follow-up sessions, on helping teachers capitalize on curriculum links, on ensuring the Share dimension of the program is followed through on, on conducting learning using a wider range of learning modalities, and on how to achieve a more thoroughgoing child-centered dynamic in the classroom. There is a case for always leaving a gap between initial and more advanced training sessions thereby giving trainee presenters time to digest and internalize their learning so they come to the next session with questions and concerns to air.

Monitoring and Evaluation [see sub-section 6.6]

Recommendation 15: Having determined in detail The Pillowcase Project learning outcomes, monitoring and evaluation mechanisms should be determined that measure those outcomes (or, at least, those outcomes held to be of primary importance). The realization of a mix of knowledge, skills and attitudinal learning outcomes should be measured and ways found for longitudinal, not just immediate, measurement. It is particularly important to close the gap in evaluation of the learning effectiveness of the Share dimension of the Project framework.

Recommendation 16: There should be greater rigor applied to evaluating the impact and outcomes of Project interventions with thoroughgoing triangulation of different data sets and with consequent reduced reliance on quantitative data. In evaluation reports evaluation methodology need to be clearly set out and the interplay of qualitative and quantitative data, and all the problems that throws up, analyzed (and seen to be analyzed). This can only strengthen the validity and hence promotion of The Pillowcase Project.

Going to Scale [see sub-section 7.1]

Recommendation 17: *Different approaches to movement to scale should be set out for jurisdictions and countries wishing to take up The Pillowcase Project. Innovation in mixing and building synergies between the different approaches should be encouraged. It is worth recalling that ‘adopting an effective approach to expansion means thinking through the scaling up process at the point of initial design’.*⁴⁴

Alignment with the Comprehensive Safe Schools Framework [see sub-section 7.2]

Recommendation 18: *The Pillowcase Project should consider incorporating an additional lesson or lessons opening doors to learning and engagement falling under Pillars 1 and 2 of the Comprehensive Safe Schools Framework, thereby providing for practical engagement with safety and hazard prevention issues in the place they come to learn. To link the Project to Pillar 1, there should be an additional lesson in which issues of school building and school premises safety are considered. To forge links with Pillar 2, a sharing and advocacy of disaster preparedness learning with peers and other members of the school community should be folded into the learning experience.*

⁴⁴ Ibid. 102.

Appendices

Appendix 1: Semi-structured Adult Interview Schedules

Semi-structured Interview Schedule for Piloting Countries/Jurisdictions

Time: 45-60 minutes. Design: focus group of national society members (audio recorded and filmed with participant permission)

- Can you explain the process whereby your national society became aware of and then bought into the pilot project? What was the motivation? What were the attractions? Were there hesitations/concerns?
- Having agreed to join the pilot, in what ways have you adapted the program to fit in with the national context (culture, structures, needs)?
- How have you implemented the pilot? In schools only? Or at other sites? How many schools? What urban/rural balance of pilot schools and sites have you achieved?
- Can you explain your school recruitment process? Any recruitment and/or selection criteria? How have you gone about coordinating project delivery? Who has delivered the program and how did you reach out to them?
- Looking at the Pillowcase curriculum (as you have adapted it), what have been its strong points and its weaker points? Where would you like to see improvements and what improvements in particular would you like to see made?
- How have students responded to the program? Any differences in boy and girl responsiveness and responses? How have children belonging to minority ethnic groups responded?
- How have hosting teachers responded to the program? Principals? Parents? Have parents supported the program by helping children at home? In what ways?
- Have you been able to link the program to the school curriculum? What subjects and topics, grade 3-5, have you been able to forge links with? Have the links identified been accepted by schools, teachers and the school system in general?
- Can you speak to the teaching and learning style and delivery process adopted by the program? What is the rationale behind the approach? What have been the benefits? What have been the challenges? What improvements would you like to see?
- Can you speak to how the efficacy and impact of the program has been monitored and evaluated? What have been the main outcomes of the evaluation process? What main issues have evaluations raised?
- There is interest in adapting or expanding the program to cover other age levels and towards achieving deeper curriculum integration. What possibilities do you see? What challenges/obstacles?

- There is also interest in taking the program to scale. What are your views and ideas on scaling up? Do you see the program spreading to other schools and to extra-curricular contexts in your country? What are the opportunities and challenges as you see them? What would be the resource implications?
- What would your strategic and practical advice be to national societies that would like to take up the Pillowcase Project?
- As you know, the Pillowcase program has been piloted in five other countries. What channels and levels of communication, exchange and mutual support has there been between the different national societies?

Semi-structured Interview Schedule for Piloting Countries/Jurisdictions: Country-specific Additional Questions

Australia

- In your materials, the curriculum links identified seem of a general nature. Can you talk about what this means in practice? Are teachers making links to their curriculum or is the program largely seen as a special off-curriculum or stand-alone event? [In the June 2015 GDPC report, it says that better alignment with the Australian curriculum is needed for the pilot to become a program.]
- The activities in your REDiPlan preparedness program specify skills being addressed. Do you actually have a fully worked-out and organized skills list for Pillowcase? What about a list of attitudinal objectives?
- There is a feel to REDiPlan that makes the activities seem more child-centered and less teacher-directed than those in the original Pillowcase hour. Are we right to have come away with that impression? Is there a shift in the activities to a more solidly child-centered approach?
- The June 2015 report to GDPC speaks about (1) focusing on disadvantage and high risk and (2) better mapping out of the interface between Pillowcase and the Australian curriculum. Can you speak to what you are doing?
- The same report (section 3) raises concerns over low staffing resources and tight project deadlines (and hesitations about joining on both counts). Can you speak to these concerns and how they are playing out now?
- The same report (section 4) relates that school choice was rushed, haphazardly targeted and perhaps not based on the most solid criteria. Can you speak to this? What are you changing?
- Can you speak to the logistical problems raised in the report regarding the acquisition and disbursement of resources?
- The same report organizes its program evaluation according to data collection tools. Why did you choose this approach? Why not an analysis of the qualitative data?

- In the same report overarching program delivery is seen as having limitations and it is said that movement to scale will need a rethink (towards decentralization). Can you speak to this?
- Data in the report refers here and there to Pillowcase timings – one hour – being too tight, but this not picked up in the recommendations and no change in timings is made in the new Presenter’s Handbook. Can you talk to this?

Hong Kong

- To our knowledge, your Pillowcase materials are the only instance where climate change is brought into the program. Can you explain your thinking here?
- You chose song sharing rather than ‘Shield of Strength’ to exemplify coping skills (alongside ‘Breathing Color’). Can you explain your choice?
- Can you show us your 4-minute puppet video and fire escape video?
- Has an evaluation report been produced on the Hong Kong pilot? If so, what are some of its key findings? [Ask for a report copy.]

United Kingdom

- Can you discuss your decision to use teachers to deliver the Pillowcase program? What are the benefits and drawbacks as you now see them?
- What was the thinking in opting for two 40-minute sessions? Does this leave time for the program to be delivered at a reasonable pace? Is there a rationale behind the gap between sessions?
- In leaving the decision to teachers to choose an emergency of local relevance and locally relevant coping skills, have teachers ran with this latitude and used their own local hazard resources? What coping skills have they chosen?
- In the national curriculum sheets only three emergencies of the five available are listed? Can you explain? [See Isobel Sloman letter.]
- We are puzzled by the choice of the *Travel Preparedness Resource* that breaks the mold of supplementary resources that are otherwise weather located and of local specificity. Can you explain why this was chosen?
- The pilot evaluation report talks of testing a different evaluation system next time, developing new learning resources combining different learning methods and furthering the reach of the project while maintaining the teacher delivery route. Can you speak to each of these intentions, what they concretely mean, and what challenges they will present?
- It also talks of broadening the age range, having a different sign-up system and using a different carrier to a pillowcase. Can you explain what you have in mind?
- Can you explain what your commitment to a ‘progressive learning pedagogy’ commits you to? Can you be self-critical about the pedagogy

developed so far through the lens of your conception of a 'progressive learning pedagogy'?

Vietnam

- Can you explain why Vietnamese participation in the pilot was discontinued?
- Can you talk us through your thinking in choosing floating backpacks rather than pillowcases? What are the cost implications?
- Your brochure for parents says that Pillowcase will build on the earlier *Introduction to Disaster Preparedness*. Has a conscious process of connecting the two curricula been undertaken? Has *Introduction* been amended to help the two programs dovetail together?
- Can you describe what the 'easel' of important illustrations actually looks like?
- Can you explain what the actual Pillowcase lesson involves?
- Has an implementation evaluation been undertaken and, if so, what are the main findings?

Semi-structured Interview Schedule for American Red Cross Personnel

Time: 45-60 minutes. Design: focus group of ARC representatives (audio recorded and filmed with participant permission)

- As other national societies were deciding whether or not to take up the piloting opportunity and as they took first steps, did you have a role to play as originating national society and, if so, can you explain that role? Are you still fulfilling some kind of support role? Do you network with the pilot national societies?
- Now that Pillowcase has gone to scale in the US what are the key challenges and issues that are being faced?
- Can you explain the placement of Pillowcase within the RC Home Fire Preparedness Campaign? Why? What are the implications?
- We would like to ask about skills. There is a heavy emphasis in the Pillowcase program on coping skills but your program is skills rich in innumerable other ways. Why has a full taxonomy of skills not been elaborated? Likewise, there is no up-front enumeration of attitudinal/values learning objectives. Has it been decided to avoid spelling out attitudinal/values gains?
- Can you speak to session timings? To us as outsiders the whole seems very tightly timed and scheduled, sometimes breathlessly organized. How can the excellent local hazard guides be dealt with in the 15 minutes allotted? Are we wrong? Would there be benefits in allowing more time or delivering the program in a more elongated, two or more session process? Would there be downsides?

- There is emphasis in much of the Pillowcase materials on the role of science in emergencies and to the 'science of safety'. Why the emphasis on science?
- Can you assess for us how deeply integrated Pillowcase is with the US school curriculum? What in concrete terms does 'meet performance expectations for Common Core Math and Language Arts Standards and next generation Science Standards' mean? Are the linkages made clear to teachers and schools or is the program perceived as stand-alone? Is deeper integration feasible/desirable? Was curriculum integration always the intention or was it an afterthought?
- The emphasis in the Pillowcase program is on interactive learning. What, within the Pillowcase framework, does that mean? How child-centered is the program, in your view? Could it be made more so? If so, how? Would that, in your view, be beneficial?
- What evidence is there of follow-through on Pillowcase activities by teachers in their classrooms? Is this documented? Can you give examples?
- There is interest in adapting or expanding the program to cover other age levels. What possibilities/opportunities do you see? What challenges/obstacles?
- Given the strong development and institutionalization of the Pillowcase program across the US, is there still room for further 'movement to scale' and what would that look like? How could the program become more widely and deeply embedded? What needs to happen to build in program sustainability?
- How do you compare the US and UK Pillowcase approaches, the former volunteer and staff member driven, the latter teacher driven? What are the pros and cons of both, as you see them? Do they carry different implications for 'going to scale'?
- What would your strategic and practical advice be to national societies that would like to take up the Pillowcase Project?

Appendix 2: Activity-based Semi-structured Interview Schedule for Children

Semi-structured Interview Schedule for Students

Warmly welcome students and say that you are going to ask them to join in a few activities and, after each, to answer a few questions.

Activity 1

Required: sheet of plain paper and black and color marker of choice per student.

Ask students to draw sketches of or write about what they felt about and learnt from the Pillowcase session [5 minutes].

Then hold a 'show and tell' session, asking each student to talk about their drawing, asking additional questions. [10 minutes]

Collect in the drawings.

Activity 2

Required: sheet of plain paper, black pen or black marker and color marker of choice per student

Ask students to write about and/or draw pictures of 'What I did afterwards at home' [5 minutes].

Then ask each to speak to their writing/drawing and ask supplementary questions [10 minutes]

Activity 3

Required: large sheet of chart paper with center circle and four concentric circles around it (in dark color) plus black marker and paste stick for each pair of students. Also, set of ten statements on squares of paper for each pair [see below].

Ask student to paste down each statement on the chart. Any statement that they absolutely agree with should be placed in the center circle. Any statement that they strongly disagree with should be placed on the outermost circle. Statements can be placed on the circles anywhere in-between – closer to the center circles signifies some measure of agreement; closer to the outer circle signifies some measure of disagreement. [5 minutes]

Ask each pair to present their statement placing and ask any questions; also tease out differences within pairs on the statements [10 minutes].

[Alternatively, have students organize the statements on a simple agree<>disagree continuum *or* take a standing position along a continuum across the classroom.

Activity 4

Ask questions of children about (a) what they most remember from the session and (b) what they learnt from the session [10 minutes].

1. We don't remember much about the Pillowcase lesson at all.	2. The Pillowcase session was one of the best lessons we have ever had.
3. When we got home we did lots about emergencies with our families.	4. After the Pillowcase lesson we feel sure what to do in emergencies.
5. The Pillowcase lesson was boring and we are not sure what it was for.	6. After the Pillowcase lesson, we did lots more about emergencies in class.
7. We would like lots more lessons on hazards and emergencies.	8. The Pillowcase activities were a lot of fun.
9. We keep our Pillowcase packed and ready at home.	10. The Pillowcase lesson frightened us.

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*The Pillowcase Project Staff, Hong Kong,
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