

Section 5: Piloting Country Case Studies

5.1. Piloting Case Study 1: Australia¹

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 persons and staff dedicated to preparedness in each state or territory amounts to one full-time person or less, many of

¹ 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*.

whom are in post for defined projects and not for general Red Cross work. A second concerned whether the Project could be delivered on the relatively small budget available giving the hefty travel costs that would be involved in implementing the project in a country the size of Australia. A third concerned 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.



Program

Pillowcase Decoration. Blue Mountains. New South Wales. 2015

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’.² ‘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 but also, for the most part, schools with which the Red Cross had pre-existing relations.

² Professor Kevin Ronan, Central Queensland University (information provided by Australian Pillowcase team during a 24 February 2016 interview).

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 TWLFF ('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 Kong³

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

³ 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.

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' answers⁴ 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.



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 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

⁴ '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.

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: Mexico⁵

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, Popocatepetl 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 emergencies and disasters

⁵ 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]*.

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.⁶ 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.

⁶ Email Federico Chavez Peon Perez to David Selby, 22 April 2016.

5.4. The Piloting Case Study 4: Peru⁷

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

⁷ 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*.

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



*Draw Bags Developed by
Peruvian and Hong Kong
National Societies*

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.⁸ 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)
- Evaluation quiz, summary, certificate distribution and closure (10-15 minutes)

Curricular Aspects

⁸ <http://www.unisdr.org/2004/campaign/pa-camp04-riskland-eng.htm>

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 Kingdom⁹

The British Red Cross Pillowcase Project: At a Glance

⁹ 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*.

- ❖ 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'.

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 Editor¹⁰. 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.

¹⁰ Email: Isabel Sloman to Fumiyo Kagawa & David Selby, 29 January 2016.

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.’¹¹ 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 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.]¹²

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.

¹¹ 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.

¹² Email: Isabel Sloman to Fumiyo Kagawa & David Selby, 29 January 2016.

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

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. '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: Vietnam¹³

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 maintaining a foothold in the Vietnam national curriculum. As the letter to parents and guardians prefacing the student take-home workbook describes

¹³ 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*;

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'.