STEAME-DRREC

"STEAME for Saving Life: Guidelines for developing and implementing Disaster Risk Reduction Education in Elementary School Curriculum"

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CONCISE EXPLOITATION AND SUSTAINABILITY PLAN

Deliverable leading partner: Cyprus Pedagogical Institute (CPI)

www.steame-life.eu

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STEAME for Saving Life (STEAME-DRREC)

CONCISE EXPLOITATION AND SUSTAINABILITY PLAN

Erasmus+ KA2 | Implementation period: 1 September 2024 - 31 August 2026

1. Purpose

This Plan sets out how the results, educational materials and expertise generated through STEAME for Saving Life will continue to be exploited after the end of the funding period. Exploitation focuses on the institutional integration of Disaster Risk Reduction Education addressing natural hazards into teachers' professional development and curricula, the maintenance of open access to the results, their transfer at European level, and the active participation of schools and local communities.

The key exploitable results are: (a) the guidelines for integrating Disaster Risk Reduction Education addressing natural hazards into the curriculum; (b) the STEAME-DRR activities for Grades 1–3 and Grades 4–6 of primary education; (c) the teacher training programme; and (d) the accompanying planning, implementation and assessment tools.

2. Key Exploitation Actions

2.1 European Erasmus+ KA1 Course

The Directorate of Primary Education of Kozani will organise a structured Erasmus+ KA1 course for teachers from European countries, based on the project's educational programme and its piloted teacher training programme. Representatives of the partner organisations will participate as trainers, in accordance with the collaborative model implemented in the project's teacher training programme. The course will combine key concepts of disaster risk reduction, curriculum integration, the practical implementation of the activities, collaborative lesson planning, and the development of a school-level implementation plan.

The Directorate will be responsible for coordination and hosting and, jointly with the partners, will contribute to updating the content and to the delivery and evaluation of the training. The course will be promoted through European teacher networks, Erasmus+ mobility channels, EPALE, and the partners' institutional networks.

2.2 Integration as Module 15 of the STEAME Academy

The STEAME for Saving Life teacher training programme will be incorporated as Module 15 of the STEAME Academy's European Certification Programme for STEAME Teacher Facilitators. The module will focus on integrating Disaster Risk Reduction Education addressing natural hazards into the curriculum and will include core scientific and pedagogical content, practical activities, supporting materials, assessment criteria, and guidance for trainers.

Completion of the module will be linked to the development or adaptation of a curriculum-aligned lesson plan, accompanied by evidence of reflection or implementation. Its integration and provision will follow the STEAME Academy's quality assurance and certification procedures.

2.3 Institutional Seminars in Cyprus and Kozani

The Cyprus Pedagogical Institute will incorporate into its programmes a professional learning seminar for teachers at all levels of education, focusing on the integration of Disaster Risk Reduction Education addressing natural hazards into the curricula of different subject areas. A corresponding seminar, based on a common core and adapted to the Greek educational context, will be offered by the Directorate of Primary Education of Kozani.

The content will address key scientific concepts, the mapping of meaningful connections between subject areas, the use of the project activities, the differentiation of teaching for students of different ages, and the assessment of knowledge, skills, and responsible action.

2.4 Institutional Exploitation by the Partners

Each partner organisation will seek, in accordance with its institutional role, to integrate the project results into existing training programmes, university courses, teacher professional development activities, educational networks, or school safety and civil protection initiatives. This exploitation will support the adaptation of the materials to national and institutional contexts without altering the project's common scientific and pedagogical core.

3. Complementary Sustainability and Dissemination Actions

3.1 Open Access, Maintenance and Enrichment of the Materials

The key results will be maintained in a stable digital environment with open access, clear attribution of authorship, appropriate licensing terms, and periodic review of the content and links. Responsibility will be assigned for technical maintenance and, where necessary, for the scientific and pedagogical updating of the resources.

The project website will be continuously enriched with new activities, lesson plans, and examples of implementation designed, implemented, and documented by teachers participating in future related training programmes. The new materials will be uploaded following a basic scientific and pedagogical review, so that the repository remains dynamic, up to date, and reliable.

3.2 Scientific Dissemination and Exchange of Good Practices

The results, methodology, evaluation data, and representative examples of implementation will be published in scientific and educational journals, conference proceedings, and professional publications. Dissemination will also continue through websites, social media, newsletters, conferences, educational events, educational networks, and events organised by relevant bodies.

In parallel, the organisation of an annual online meeting for the exchange of good practices is proposed, during which teachers and schools will present implementations, adaptations, and new activity plans. Selected examples will be documented and incorporated into the project website.

3.3 STEAME for Saving Life Festival

The organisation of open educational events or a recurring STEAME for Saving Life Festival is proposed, with the participation of students, teachers, parents, civil protection bodies, first-aid services, and the wider public. The events may include experiential workshops for children and parents, educational games, demonstrations by relevant services, and presentations of good practices by schools. During the events, students will present and carry out, together with their families, experiments, simulations, models, and constructions proposed in the project activities, such as earthquake-resistant structures, flood models, dams, volcanoes, early-warning systems, and emergency-preparedness plans. In this way, the materials

will be used in authentic learning environments, recurring access for a wider audience will be ensured, the communication of scientific knowledge will be strengthened, and a shared culture of prevention, preparedness, and resilience will be fostered.

In Cyprus, the STEAME for Saving Life activities for students, teachers, parents, and the wider public will be integrated into the established annual Cyprus STEAME Festival, organised by the Cyprus Mathematical Society and the THALES Foundation. The Cyprus STEAME Festival, which includes interactive student exhibits, workshops for teachers, and academic competitions, provides an appropriate institutional and organisational framework for the long-term promotion and exploitation of the project results.

3.4 Networks, Synergies and Multipliers

The networks of partners, associated organisations, schools, and participants will be utilised to establish a community of practice and develop project multipliers. Synergies will be pursued with other projects in STEAME education, environmental education, school safety, and civil protection, together with the submission of new European or national proposals that exploit and extend the results.

4. Organisation, Monitoring and Partner Commitment

Each partner will designate a contact person for post-project activities. The representatives will form a small Exploitation and Sustainability Group, which will meet at least once a year to coordinate training provision and joint activities, review the need to update the materials, and monitor the implementation of the Plan.

Monitoring will be based on a limited set of meaningful indicators, as follows:

- number of training courses, participants, and schools involved
- new activities or lesson plans added to the website
- approval and implementation of Module 15
- publications and presentations
- number of events or Festivals involving students, families, and relevant bodies
- new partnerships and proposals.

The consortium organisations are committed to keeping the key results accessible, safeguarding their scientific and pedagogical quality, and continuing, within their respective capacities, their training, dissemination, and institutional exploitation. The long-term objective is for the STEAME for Saving Life activities to become an established component of teachers' professional development and to contribute to strengthening Disaster Risk Reduction Education addressing natural hazards in Europe.