



PRO.D.I.G.Y

Promoting Disability Inclusion
in emergency response
in the World of Work

2022-1-PL01-KA220-VET-000087639

Design and Development of the Workplace Emergency Preparedness Self-Assessment Tool

Result 3.2



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



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About PRO.D.I.G.Y

Action type	KA220-VET Cooperation partnerships in vocational education and training
Priority	HORIZONTAL: Addressing digital transformation through development of digital readiness, resilience and capacity VET: Increasing the flexibility of opportunities in vocational education and training

The general objective of the PRO.D.I.G.Y project is to promote the use and adoption of AR/VR solutions to assist disabled people, first responders and companies during workplace emergencies to increase the safety of people with disabilities. Acquired Emergency Preparedness Training would offer people and companies ways to prepare and be protected during unexpected workplace emergencies.

Further to the general objective, there are five strongly related specific objectives that intend to:

- Assist companies in assessing their level of disability inclusion in their emergency response plans
- Develop a methodological framework to support target group in achieving disability inclusion in their emergency response plans
- Provide companies with all necessary tools to promote disability inclusion in their emergency response plans and appropriately train employees with disabilities in emergencies situations
- Equip individuals (company employees, disabled people, first responders) with necessary knowledge on disability inclusion and training in emergencies
- Raise awareness regarding the necessity of disability inclusion and training in emergency situations.

The concrete results that will be produced and delivered by the projects' activities are the following:

- A Workplace Emergency Preparedness Methodology, a methodological step-by-step framework to promote workplace emergency planning with disability inclusion.
- A Workplace Emergency Preparedness Self-Assessment Tool, a self-assessment tool to help companies to identify gap sin their workplace emergency planning and training (including training disabled people).
- A Workplace Emergency Preparedness Training Course, an educational package with interactive material including videos, gamification, quizzes, AR/VR tools etc.
- The PRO.D.I.G.Y Online Training Platform, an online interactive platform that will host all the produced results.

The PRO.D.I.G.Y project will provide individuals and companies, a user-friendly and interactive online platform that would allow users to utilize its innovative material based on a robust methodology and supported by an online educational package. The synopsis of the PRO.D.I.G.Y project objectives is that through its results, it will leverage the ability of target group to respond effectively during emergency situations, thus reducing the probability and impact on the safety of employees, especially employees with disabilities. One of the main objectives of the project is to present to target group personnel a guided pathway to educate themselves quickly and effectively on emergency preparedness, enhancing their skills and their contribution to the welfare of their organisation and its people.

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Executive Summary

The Workplace Emergency Preparedness Self-Assessment Tool is the second output of the PRODIGY project. This tool will help companies to identify gaps in their workplace emergency planning and training (including training for people with disabilities). The current document describes the outline of the workplace emergency preparedness self-assessment tool, its visual representation, its online presence and accessibility, the establishment of the assessment methodology and finally the self-assessment questionnaires.

1 Introduction

Workplace emergencies can occur unexpectedly, posing significant risks to employees and operations. It is crucial for companies to have robust emergency preparedness plans in place to ensure the safety and well-being of all individuals, including those with disabilities. However, many organizations struggle to adequately include disabled individuals in their emergency planning and training efforts.

To address this gap, Activity 3.2 “Creation of a Workplace Emergency Preparedness Self-Assessment Tool” will have as a result a self-assessment tool to help companies to identify gaps in their workplace emergency planning and training (including training disabled people).

Through the use of this tool, organisations can assess the current level of inclusion and accessibility in their emergency preparedness plans and take steps to improve where necessary, and thus take proactive measures to create safer and more inclusive workplaces for all.

The Workplace Emergency Preparedness Self-Assessment Tool will be hosted online in the PRODIGY Online Training Platform.

2 Creation of a Self-Assessment Tool

2.1 *Benchmark analysis of comparable learning tools for the selection of quality and technical features*

Sigma and all Partners conducted a preliminary benchmark analysis of comparable self-evaluation tools to create a baseline of the Emergency Preparedness Self-Assessment Tool. Sigma collected the benchmark analysis results carried out by Partners and consolidated them in a final Benchmark Analysis Report. This report indicated what should be adopted or avoided:

Tool Features		Adopt	Avoid
1.	User-friendliness	✓ Easy and comprehensive structure ✓ Easy back and forth navigation ✓ Easy answer-result selection ✓ Step-by-step tool guide	☒ Each page contains too many sections ☒ Not clear which questions are mandatory and which not ☒ All questions are contained on one page ☒ Ambiguity between section and questions
2.	Structure and clarity	✓ Headings indicating sections and sub-sections that the user navigates in ✓ Tool guide ✓ Suitable navigation system ✓ Hierarchy of headings from the most general to the most specific	☒ Lack of headlines ☒ Too many headlines ☒ No questions
3.	Comprehensibility	✓ Simple, understandable language ✓ Instructions and explanations to further guide the user ✓ Precision and clarity of questions	☒ Quite long questions ☒ Complex and very general questions

4.	Graphic Display	✓ Diagrams and graphs related with/ explaining the data and results ✓ Compliant colours ✓ Straightforward design	☐ Plain, not appealing environment ☐ No graphics or images
5.	Rating system	✓ Results in percentages and diagrams ✓ Possibility of saving results	☐ Unclear results ☐ Lack of a report of the results
6.	Questions Type	✓ Different types of close-ended questions (Multiple-choice, drop-down, YES-NO, Matrix, Rating-scale)	☐ Open-ended questions ☐ No questions or guidance during the basic inventory/facility setup site
7.	Duration	✓ Average time of 15 to 20 minutes per assessment	☐ More than 30 minutes
8.	Type of User the tool addressed to	✓ For everyone (Project Scope) ✓ Does not require special knowledge or expertise	☐ Address only to managers
9.	Privacy related issues	✓ GDPR requirements are fully in place (privacy notices, consents, etc) ✓ User must read and provide his/ her consent or acknowledgment before proceeding	☐ No privacy notice
10.	Report Generated	✓ Spider diagrams results ✓ Provision link to pages with further information on critical issues and recommended actions ✓ Report can be extracted in pdf	☐ Too generic report ☐ No guidance or suggestions for improvement
11.	Recommended features	✓ Simplicity in the usage ✓ Good descriptions ✓ Well organized different topic ✓ Short duration ✓ User – friendly environment with images and diagrams ✓ Good usage of graphics and images ✓ Recommendation measures, actions and best practices ✓ No registration required ✓ Introductory interface/application walkthrough	☐ Lack of immediate feedback on the results ☐ Long duration, complex and open-ended questions. ☐ Cumbersome setup ☐ No headings ☐ Poor graphics

3 Workplace Emergency Preparedness Self-Assessment Tool Outline

3.1 Purpose

The purpose of the Workplace Emergency Preparedness Self-Assessment Tool (PR2) is to help SMEs and organizations of all kinds evaluate how well they are prepared for emergencies that may affect their employees, especially those with disabilities.

3.2 Target Group

As part of the training work package and in direct connection with the training course, the self-assessment tool aims to assist both stakeholders involved in decision making and personnel involved in Emergency Management (Health & Safety managers & staff, Security personnel, First Responders) in SMEs and organizations of all kinds.

In addition, the project consortium also agreed to expand the evaluation tool to assess general staff's knowledge of their understanding and awareness of the inclusion of disability in emergency preparedness to gain basic knowledge in order to apply in emergency situations.

3.3 Plan

Basically, the self-assessment tool for workplace emergency preparedness will be divided into two categories:

A. Assess your Organisation:

- A1. On the one hand, the tool will provide a set of questions and criteria that will allow Decision Makers and Emergency Managers to identify the gaps/weaknesses of their current emergency plans and training programs, as well as the level of accessibility and inclusion they offer to people with disabilities (employees, visitors and customers).
- A2. In the next stage, based on the results there will be two outputs:
 - a. A report with the results of the assessment will be produced in a downloadable format to be used in the Emergency Preparedness Framework (PR1), i.e. as introductory steps in the Methodology for creating a NEW and the Methodology for the UPDATING of an Emergency Preparedness Plan, as described in detail in the Emergency Preparedness Framework.
 - b. Guidance on which Framework Methodology (PR1) the user should follow to plan all planning activities required to update and improve emergency planning to include persons with disabilities (Methodology to develop a NEW or UPDATE Emergency Preparedness Plan).
- A3. Finally, the tool will also provide recommendations, linking the user to the training modules (PR3) for decision-makers to gain basic knowledge for application in workplace emergency planning, to enhance their preparedness in case of an emergency and to ensure the safety and well-being of all their employees and visitors/customers.

B. Assess your Knowledge:

- B1. On the other hand, the tool will provide a set of questions and criteria that will allow company staff and general public to assess their understanding and awareness of the inclusion of disability in emergency preparedness.
- B2. In the next stage, a report with the results of the assessment will be produced in a downloadable format to be used in the Emergency Preparedness Framework (PR1), i.e. as introductory steps in

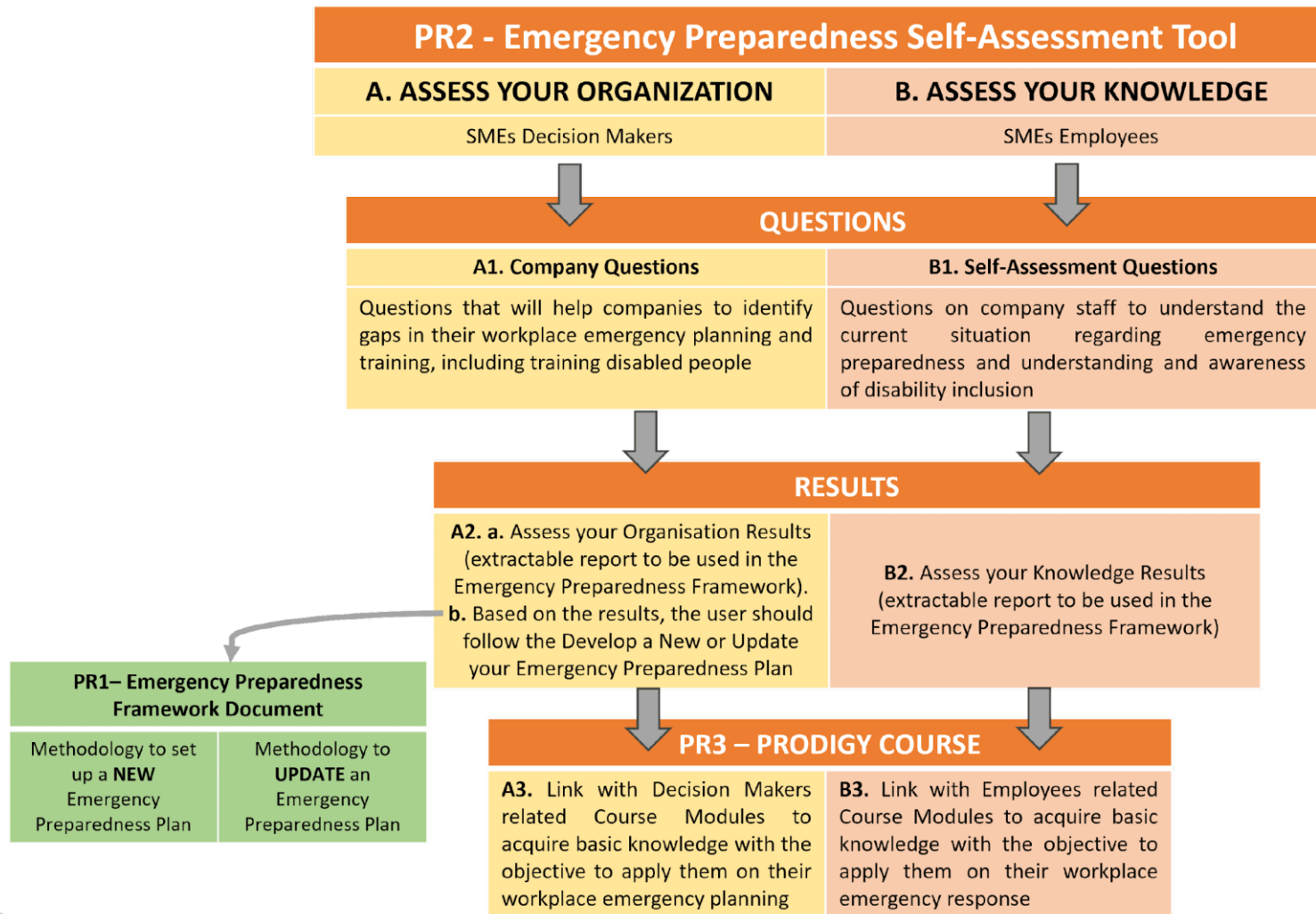


the Methodology for creating a NEW and the Methodology for the UPDATING of an Emergency Preparedness Plan, as described in detail in the Emergency Preparedness Framework.

- B3.** Finally, the tool will also provide recommendations, linking the user to the training modules (PR3) for employees to gain basic knowledge for application in workplace emergency response, to enhance their preparedness in case of an emergency and to ensure their safety and well-being-whether they are disabled or to help disabled people.

3.4 Visual representation of the Self-Assessment Tool

Workplace Emergency Preparedness Self-Assessment Tool's Structure



3.5 Online Presence and Access

The Self-Assessment Tool will be part of the PRO.D.I.G.Y online learning platform and will be the first step/action a user should implement to start the PRO.D.I.G.Y process.

- It will be directly connected with the project's website: <https://www.prodigy-project.eu/>
- It will be part of the Work Package 3 Results – Development of Self-Assessment Tool and Interactive Training Package (with use of VR/AR) which will be hosted on: <https://www.prodigy-project.eu/index.php/wp-3/>
- The user/visitor is not obligated to create a New Account, before accessing the PRO.D.I.G.Y online platform. The tool will be accessible by any visitor.
- The Tool will be implemented in 5 different instances, one for each EU language: English, Greek, Polish, Czech, and Italian.
- First, a Beta version of the tool will be released, and after the test phase, the final version of the will be released.
- During Beta version and the test phase the access to the content of the Tool will be limited.
- The results of the Self-Assessment Tool will not be stored in a personal account but will be downloadable locally.

3.6 Tool structure

The structure of the Self-Assessment Tool will be, as follows:

3.6.1 Main page

- Title: Workplace Emergency Preparedness Self-Assessment Tool
- Please select the desired tool based on your organisational position:
 - i. Assess your Organisation (For SMEs Decision Makers and Emergency Managers)
 - ii. Assess your Knowledge (For SMEs staff)

3.6.2 Introduction - Purpose and Methodology of each tool

- **“Assess your Organisation” Tool**

“Introduction to the tool

This tool is designed to aid small and medium-sized enterprises (SMEs) across various sectors in assessing their current level of emergency preparedness and identifying potential gaps in their planning and training efforts, with a particular focus on inclusivity for people with disabilities.

The tool consists of nine sections, covering a broad spectrum of emergency preparedness topics, including:

1. Plan Development and Documentation
2. Accessibility Assessment
3. Evacuation Planning & Procedures
4. Communication, Notification/Warning Systems & Feedback Mechanisms
5. Assistance and Support
6. Accessible Facilities/Sheltering Procedures
7. Information and Training
8. Personalized Plans

9. Coordination with External Resources

To complete the self-assessment, kindly answer the questions in each section truthfully and accurately. The questions are crafted to evaluate your company's current state of emergency preparedness and pinpoint any areas that may require improvement.

Upon completion of the self-assessment, you will receive a score report detailing your company's performance in each section. In addition, the report will offer recommendations on the study of relevant PRODIGY Course modules to enhance your company's emergency preparedness efforts."

- **"Assess your Knowledge" Tool**

"Introduction to the tool

Welcome to the Workplace Emergency Preparedness Self-Assessment Tool for employees of all kind of SMEs. This tool has been developed to gauge your understanding and awareness of the inclusion of individuals with disabilities in emergency preparedness efforts. Inclusive emergency preparedness is crucial for ensuring the safety and well-being of all workplace members, including those with disabilities.

Please answer the following questions thoughtfully and to the best of your ability. Your responses will help you identify areas for improvement and deepen selected educational modules to ensure that your organization's emergency preparedness efforts are truly inclusive and responsive to the needs of all individuals."

3.6.3 Self-assessment questions (main body)

Table 1 “Assess your Organisation” Questions

Category	Questions	Link with Course Modules
Plan Development and Documentation	1. Is there a designated person/team responsible for updating and maintaining emergency plans?	Module 2. Best Practices for Emergency Planning
	2. Are emergency plans compliant with all relevant disability rights laws and regulations?	Module 1. Management of Emergency Incidents: ● Submodule 1.2. Policy and Legislative Compliance
	3. Does the company collect data on the types and numbers of disabilities among employees?	Module 2. Best Practices for Emergency Planning Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.1 Understanding Different Disabilities
	4. Are the emergency plans designed to include individuals with disabilities, such as employees, visitors, and customers?	Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.2 Emergency planning with disability inclusion (employees, customers and visitors)
	5. Are there specific protocols outlined for assisting individuals with disabilities during emergencies?	Module 4. Assisting People with Disabilities in Emergency Situations: ● Submodule 4.1 Provision of assistance to people with disabilities during emergencies Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event
	6. Are emergency procedures clearly documented and easily accessible to all employees?	Module 2. Best Practices for Emergency Planning Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings

Accessibility Assessment	7. Does the workplace undergo regular accessibility assessments to identify and remove any barriers and hazards that may affect people with mobility, sensory, and cognitive impairments?	Module 1. Management of Emergency Incidents: ● Submodule 1.2. Policy and Legislative Compliance Module 2. Best Practices for Emergency Planning: ● Submodule 2.2 Emergency Response Roles and Responsibilities
	8. Are people with disabilities actively involved in the assessment and planning process to provide input on their specific needs?	Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.1 Understanding Different Disabilities ● Submodule 3.2 Emergency planning with disability inclusion (employees, customers and visitors)
	9. Are assistive technology and tools accessible for employees with disabilities during emergencies?	Module 3. Inclusion of People with Disabilities in Emergency Planning
	10. Are emergency information and documents available in accessible formats such as Braille, large print, and electronic documents compatible with screen readers for disabled employees?	Module 3. Inclusion of People with Disabilities in Emergency Planning Module 6. Technology Solutions for Emergency Management ● Submodule 6.1: Emergency Communication Systems
Evacuation Planning & Procedures	11. Did the company set clear evacuation routes with unobstructed exits and assembly points that are accessible to all in case of evacuation or relocation?	Module 1. Management of Emergency Incidents: Submodule 1.3. Preparedness, Response and Recovery in Emergency Situations Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.1 Understanding Different Disabilities ● Submodule 3.2 Emergency planning with disability inclusion (employees, customers and visitors) Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event
	12. Have specific evacuation procedures for individuals with mobility impairments or who use wheelchairs been developed and communicated?	Module 3. Inclusion of People with Disabilities in Emergency Planning

	13. Are there procedures in place to provide assistance to individuals with disabilities during evacuations?	Module 4. Assisting People with Disabilities in Emergency Situations: ● Submodule 4.1 Provision of assistance to people with disabilities during emergencies Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event
	14. Are there any accessible transportation options such as evacuation chairs, sleds, or other equipment available for safe evacuation of employees with mobility impairments?	Module 3. Inclusion of People with Disabilities in Emergency Planning Module 4. Assisting People with Disabilities in Emergency Situations: ● Submodule 4.1 Provision of assistance to people with disabilities during emergencies Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event
	15. Are people with disabilities allowed to bring their service animals or assistive devices into the emergency evacuation areas and, by extension, has a safe area (large enough or well-equipped) been prepared for the assistive devices or service animals?	Module 4. Assisting People with Disabilities in Emergency Situations ● Submodule 4.3 Employment inclusion (disabled and non-disabled personnel) to effectively respond and assist each other in emergencies
	16. Is there a clear communication protocol in place to alert all individuals in a timely manner, including those with disabilities, in case of an emergency?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems

Communication, Notification/Warning Systems & Feedback Mechanisms	17. Are evacuation instructions settled in a simple language with easy-to-understand instructions?	Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings
	18. Is it possible to do an emergency communication through various accessible channels? (social media, phone calls, etc.).	Module 6. Technology Solutions for Emergency Management ● Submodule 6.1: Emergency Communication Systems
	19. Are communication methods accessible to individuals with hearing impairments, such as visual alerts, visual strobe lights, vibrating alarms or text-based notifications?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems
	20. Are audible alarms accompanied by visual alerts?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems

	21. Are there any helping/supporting communication devices? (such as communication boards, pictograms, or tablets with communication apps for employees with speech or cognitive disabilities)	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems
	22. Is it ensured (regularly checked) that assistive technologies such as screen readers, magnification software, or hearing aids are available and functional?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems
	23. Is it ensured (regularly checked) that communication systems and devices are compatible with assistive technologies commonly used by employees?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems

	24. Is there a way for employees to report communication-related concerns, accessibility issues, or concerns about emergency plans?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols ● Submodule 2.4 Post-emergency evaluation and feedback Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems
	25. Is there a system in place for collecting feedback from individuals with disabilities on emergency procedures and accommodations (anonymously if desired)?	Module 2. Best Practices for Emergency Planning: ● Submodule 2.3 Communication and Coordination Protocols ● Submodule 2.4 Post-emergency evaluation and feedback Module 3. Inclusion of People with Disabilities in Emergency Planning: ● Submodule 3.3 Communication Strategy Planning/Accessible Emergency Information and Warnings Module 6. Technology Solutions for Emergency Management: ● Submodule 6.1 Emergency Communication Systems
	26. Is there any specific staff designated to provide assistance to people with disabilities during evacuations?	Module 3. Inclusion of People with Disabilities in Emergency Planning Module 4. Assisting People with Disabilities in Emergency Situations Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event: ● Submodule 5.3 Introduction to the application of useful methods and techniques when evacuating people with disabilities in the workplace

Assistance and Support		Submodule 5.4 Examples of the application of methods/techniques useful when assisting people with disabilities during an emergency situation in the workplace
	27. Is there a specific team responsible for providing assistance to people with disabilities during evacuations? Are they trained to handle such situations?	Module 3. Inclusion of People with Disabilities in Emergency Planning Module 4. Assisting People with Disabilities in Emergency Situations Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event
	28. Is there a system in place for work colleagues to assist individuals with disabilities during emergencies?	Module 4. Assisting People with Disabilities in Emergency Situations Submodule 4.1 Provision of assistance to people with disabilities during emergencies Submodule 4.3 Employment inclusion (disabled and non-disabled personnel) to effectively respond and assist each other in emergencies
	29. Are essential medications and medical equipment stored for employees with disabilities during emergencies?	Module 4. Assisting People with Disabilities in Emergency Situations Submodule 4.4 Emergency Preparedness Kits for people with disabilities
Accessible Facilities/Sheltering Procedures	30. Are facilities equipped with accessibility features such as ramps, elevators, and handrails to accommodate individuals with disabilities?	Module 4. Assisting People with Disabilities in Emergency Situations Submodule 4.3 Employment inclusion (disabled and non-disabled personnel) to effectively respond and assist each other in emergencies
	31. Are emergency supplies, equipment and devices, such as fire extinguishers and emergency alarms, accessible to individuals with disabilities?	Module 4. Assisting People with Disabilities in Emergency Situations Submodule 4.3 Employment inclusion (disabled and non-disabled personnel) to effectively respond and assist each other in emergency
	32. Is there consideration given to the needs of individuals with disabilities in the design and layout of emergency facilities?	Module 4. Assisting People with Disabilities in Emergency Situations Submodule 4.3 Employment inclusion (disabled and non-disabled personnel) to effectively respond and assist each other in emergency
	33. Are all employees receiving regular disability awareness trainings to ensure their safety during emergencies?	Module 7 Use of VR/AR Technologies to Simulate Emergency Situations VR Exercises (Module 1 – 7)

Information and Training	34. Are the employees trained on how to use communication aids and assistive technologies correctly?	Module 7 Use of VR/AR Technologies to Simulate Emergency Situations VR Exercises (Module 1 – 7)
	35. Are emergency drills inclusive of people with disabilities to test effectiveness?	Module 7 Use of VR/AR Technologies to Simulate Emergency Situations VR Exercises (Module 1 – 7)
Personalized Plans	36. Does the company have individualized emergency plans for employees with disabilities, taking into account their specific needs and preferences?	Module 3. Inclusion of People with Disabilities in Emergency Planning ● Submodule 3.4: Individual Plans and Training for Employees with Disabilities
	37. Do individualized emergency plans consider specific communication needs and preferences of disabled employees?	Module 3. Inclusion of People with Disabilities in Emergency Planning ● Submodule 3.4: Individual Plans and Training for Employees with Disabilities
	38. Can you confirm that GDPR regulations are being followed and that sensitive personal information is being kept secure according to the plans in place?	Module 3. Inclusion of People with Disabilities in Emergency Planning ● Submodule 3.4: Individual Plans and Training for Employees with Disabilities
Coordination with External Resources	39. Are the emergency plans integrated with the local emergency response agencies to ensure a coordinated response?	Module 1. Management of Emergency Incidents
	40. Are there established protocols for collaboration with organizations that provide assistance to people with disabilities during emergencies?	Module 1. Management of Emergency Incidents

Table 2 “Assess your Knowledge” Questions

Modules	Questions	Link with Course - Number of relevant Submodule
Module 3. Inclusion of People with Disabilities in Emergency Planning (not to be shown)	1. with the specific challenges associated with hearing impairments in emergency situations	3.1
	2. with the role of the buddy system in assisting colleagues with disabilities during an evacuation	3.4
	3. with emergency response plans and training, that include disabled individuals	3.3
	4. the specific challenges associated with physical disabilities in emergency situations	3.1
	5. with the significance of creating Personal Emergency Evacuation Plans (PEEPs) for employees with disabilities	3.4
Module 4. Assisting People with Disabilities in Emergency Situations (not to be shown)	6. how to prepare to assist disabled people during emergencies and how to communicate with them	4.1
	7. the barriers disabled individuals may face during emergencies	4.2

	8. how to prepare a safe place for a disabled person in company/office environment	4.3
	9. the special equipment for evacuation of physically disabled people	4.2
	10. the content of the emergency kit for disabled	4.4
Module 5. Improving knowledge of selected dysfunctions and degrees of disability with the promotion of the use of practical methods/techniques useful in an evacuation event (not to be shown)	11. different abilities of people with different degrees of disability	5.1
	12. the Barthel Index	5.2
	13. the SF-36 method	5.2
	14. different methods of transferring rescued persons with mobility impairments	5.3
	15. the course of evacuation of people with different degrees of disabilities	5.4

Module 7. Use of VR/AR Technologies to Simulate Emergency Situations (not to be shown)	16. key principles define Virtual Reality (VR).	7.1
	17. advantages Virtual Reality (VR) offer for emergency responders in terms of training.	7.2
	18. technologies used to simulate emergency situations in workplace training.	7.2
	19. criticism of traditional safety training methods.	7.3
	20. the practical considerations for accommodating individuals with disabilities in VR exercises for emergency preparedness.	7.4

3.6.4 Rating Methodology-Scoring System

- **"Assess your Organisation" Tool**

The scoring methodology for the "Assess your Organisation" tool uses a simple and straightforward approach, using three response options. Users of the tool will select the most appropriate response (**Yes, No or Not applicable**) for each criterion or question based on their organization's practices and circumstances. This scoring methodology facilitates an effective evaluation process, allowing organizations to accurately identify areas of strength and areas for improvement:

Yes: This response indicates that the criterion or question being assessed is being met or adhered to in the organization.

No: This response indicates that the criterion or question being assessed is not being met or adhered to in the organization.

Not applicable: This response is selected when the criterion or question being assessed is not considered relevant or applicable to the context or situation of the organization. The "Not Applicable" option allows users to focus their assessment efforts on areas that are relevant and essential to their organization's emergency preparedness and inclusiveness goals. It helps ensure that the evaluation process remains tailored to the specific needs and circumstances of each organization, leading to more accurate and actionable results.

For each of the 9 assessment categories, the gap will be calculated according to the "No" answers in each section from 0% to 100% gap. For example:

Plan Development and Documentation Section:

- Number of questions: 6
- Number of "No" responses: for example, 2 "No" responses
- Gap calculation: $(\text{Number of "No" responses} / \text{Total questions}) * 100$
 - In this example: $(2 / 6) * 100 = 33.33\%$ gap in this section

If an organization scores an average gap of **80%-100%** in the overall assessment, it means that the organization's current practices and conditions in the emergency preparedness process are inadequate. In this case, the methodology for drafting a new emergency methodology from the FRAMEWORK (PR1) and the PRODIGY Course in its entirety will be recommended.

If an organisation scores an average gap between **21%-79%**, it means that it has taken several measures, but they are not complete. In this case, the methodology for UPDATING the emergency methodology from the FRAMEWORK (PR1) and selected Modules from the PRODIGY course will be recommended.

If an organization scores an average gap of **20% or less**, this will mean that the organization needs no more actions to improve this specific emergency preparedness process. Optional modules from the PRODIGY course will be recommended.

Table 4: Analysis of organisation rates

- **“Assess your Knowledge” Tool**

A simple scale scoring system of 1 to 5 will be used, where 1 indicates "Totally Disagree" and 5 indicates "Totally Agree".

In detail, all questions have a question form or a statement form for which the user will choose the following:

1. Totally Disagree | 2. Disagree | 3. Neutral | 4. Agree | 5. Totally Agree

Each answer will correspond to a rating as follows:

1/5 =20% | 2/5= 40% | 3/5=60% | 4/5=80% | 5/5=100%

The result will be from 20% to 100%.

If a User achieves 40% or less , this will mean that their understanding and awareness is low. In this case, the PRODIGY Course in its entirety will be recommended.
If a User achieves 41%-79% , this will mean that their understanding and awareness is moderate. In this case, selected Modules from the PRODIGY course will be recommended.
If a User achieves between 80%-100% , this will mean that their understanding and awareness is adequate. In this case, selected Modules from the PRODIGY course will be recommended.

Table 3: Analysis of knowledge rates

3.6.5 Results Page - Action Plan (Additional Resources)

Upon completion of the self-assessment, users will receive a (downloadable in PDF format and/or Excel for data analysis) score report detailing performance in each section. In addition, the report will offer recommendations on the study of relevant PRODIGY Course Modules to enhance emergency preparedness efforts.

- **“Assess your Organisation” Tool**

- Introduction

"Congratulations on completing the Workplace Emergency Preparedness Self-Assessment Tool!

Your commitment to ensuring the safety and well-being of your organisation's employees, especially those with disabilities, is commendable. By investing your time and effort into this assessment, you've taken a proactive step towards identifying and addressing potential gaps in your emergency preparedness measures.

Your results are now available, providing valuable insights into your company's current state of emergency preparedness. These findings will help you prioritize areas for improvement and develop targeted strategies to enhance your readiness for various emergencies.

Remember, preparedness is an ongoing journey, and your dedication to continuous improvement is key to safeguarding your organisation's employees and business operations.

Regular evaluations are highly recommended to monitor progress and continuously improve disability inclusion efforts."

- Assessment Results

The below text will be displayed for the evaluation of the users' responses in each of 9 in total sections covering a specific emergency preparedness topic:

"Results

1. Total Gap Score: Gap_% (followed by a chart).

[The following message will be displayed, depending on its percentage]:

- If the total Gap Score is between **80%-100%**: *It seems that efforts to achieve inclusive emergency preparedness have not even started or are at an early stage. We would suggest that you follow the methodology to set up a NEW Emergency Preparedness Strategy Plan of the PRODIGY methodological framework. This methodology will support you in successfully integrating people with disabilities in emergency planning [link].*
- If the total Gap Score is between **21%-79%**: *You have taken important steps towards implementing effective emergency preparedness planning. If you wish to update your planning to be more inclusive for people with disabilities, we would suggest you follow the methodology to UPDATE an Emergency Preparedness Plan of the PRODIGY methodological framework [link].*
- If the total Gap Score is between **20%-0%**: *"You have made remarkable progress and are very close to achieving an exemplary level of inclusive emergency preparedness. Your dedication to being prepared demonstrates commendable professionalism and responsibility. Keep up the good work, and continue to be thorough and committed in your preparations for any potential emergencies!"*

2. Evaluation of each section

- [Category Name] Gap Score: _out of _ - Gap_%

[In addition, the following message will be displayed, depending on its percentage]:

- Gap Score **80%-100%**: Based on your responses, it seems that there are significant gaps in your emergency preparedness regarding the (to be replaced with the Category Description). It's crucial to take immediate action to bolster your organisation readiness and ensure employees safety. If you want to gain knowledge and develop skills in (Question Descriptions that has been answered as "no") you must follow Module (module number in the last column from Figure 4 " Assess your Organisation" Questions and link to the corresponding training module) of the PRODIGY Training Course.
- Gap Score **41%-79%**: Based on your responses, it seems that you are on the right track in your emergency preparedness regarding the (to be replaced with the Category Description), but there's room for improvement. Consider addressing the gaps to enhance your preparedness by improving your knowledge and further develop your skills in (Question Descriptions that has been answered an "no") by following Module (module number in the last column from Figure 4 " Assess your Organisation" Questions and link to the corresponding training module) of the PRODIGY Training Course.

- Gap Score **80%-100%**: You have made remarkable progress and are on the brink of achieving an exemplary level of preparedness regarding the (to be replaced with the Category Description). Your dedication to readiness reflects commendable professionalism and responsibility. To further enhance your preparedness, you are suggested to have a look at Module (number of Module in last column from Figure 4 “Assess your Knowledge” Questions and link to respective training module) of the PRODIGY Training Course.

- Documentation and Reporting

All above information (Introduction and Assessment Results) will be extractable in PDF format and/or Excel for data analysis. Since this report can be utilised in the phase 1 of the PRODIGY Methodology, it will be beneficial to include a field for filling in the details of the organisation, the date/time of submission and a S/N for documentation purposes.

● “Assess your Knowledge” Tool

- Introduction

"Congratulations on completing the 'Assess your Knowledge' Tool!"

Your responses provide valuable insights into your current level of knowledge and awareness regarding the inclusion of individuals with disabilities in emergency situations.

Your results are now available, offering you an opportunity to reflect on your understanding and identify areas for further improvement. By recognizing areas where additional education or training may be beneficial, you can contribute to creating a workplace environment that prioritizes the safety and well-being of all members, including those with disabilities.

If you wish, you can share the findings with decision-makers and emergency managers in your organisation to help them better understand the areas where they need to improve training and awareness of the inclusion of people with disabilities in workplace emergency preparedness.

Remember, the journey towards inclusive emergency preparedness is ongoing. Your dedication to learning and growth plays a crucial role in ensuring that your emergency preparedness efforts are truly inclusive and responsive to the needs of all individuals.

Regular evaluations are highly recommended to monitor progress and continuously improve disability inclusion efforts.

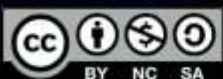
- Assessment Results

The below text will be displayed for the evaluation of the users’ responses in each Module:

- Module Description
- Results:
 - Total Rate: _% (average number of all questions in the section/module)
 - In addition, the following message will be displayed for each Module, depending on its percentage:
- Title: Module No & Description

- **Score 20%-40% (practically those who respond totally disagree or disagree):**
Based on your responses, it seems that you do not have sufficient knowledge about the (to be replaced with the Module Description). If you want to gain knowledge and develop skills in this topic you must follow Module (number of Module in last column from Figure 4 “Assess your Knowledge” Questions and link to respective training module) of the PRODIGY Training Course.
 - **Score 41%-79% (practically those who respond neither agree nor disagree):** Based on your responses, it seems that you have some basic knowledge about (to be replaced with the Module Description). If you want to improve your knowledge and further develop your skills in this topic you are advised to follow Module (number of Module in last column from Figure 4 “Assess your Knowledge” Questions and link to respective training module) of the PRODIGY Training Course.
 - **Score 80%-100% (practically those who respond agree or totally agree):** Based on your responses, it seems that you have sufficient knowledge about the (to be replaced with the Question Description). If you want to update and further improve your knowledge and skills in this topic, you are suggested to have a look at Module (number of Module in last column from Figure 4 “Assess your Knowledge” Questions and link to respective training module) of the PRODIGY Training Course.
- Documentation and Reporting

All above information (Introduction and Assessment Results) will be extractable anonymously in PDF format and/or Excel for data analysis. Since this report can be utilised in the phase 1 of the PRODIGY Methodology, it will be beneficial to include the date/time of submission and a S/N for documentation purposes.



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