

ZRÍNYI MIKLÓS
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T H E S I S B O O K L E T



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**Theoretical and practical issues of
disaster management public awareness**

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“In order that everyone learn to recognize the bases of all important existing and emerging phenomena, he or she should not only be sent out into the world as a mere observer but as a vigorous actor.”

Comenius

INTRODUCTION

The accelerated technical development and social transformation mean new security challenges for the population of Hungary. Besides natural disasters, the number of man-made emergencies is also increasing. There are more and more emergencies which do not reach the disaster threshold, however, they can cause significant damages to human lives and property. The number of emergencies in this decade, necessitating the involvement of response forces, can be forecast to exceed the amount of the previous one. The basic question is whether we possess the knowledge, with the help of which we can save our own lives or the lives of others in case of hazards, until organized assistance arrives.

Do we have the skills through which we can efficiently protect our vital properties, ourselves or our children? Recent disasters have proved that the population ***is not adequately prepared*** for managing emergencies, does not know the proper rules of conduct during emergencies, and quite often does not even know how to ask for help.

Public awareness, at present, operates on a practical basis, experience and traditions. *However, a clear demand for a scientific approach of the topic is more and more on the agenda.*

RELEVANCE AND JUSTIFICATION OF SELECTING THE ABOVE TOPIC, PHRASING THE SCIENTIFIC PROBLEM

When justifying the topic selection one should go back to the period of the change in the political system in Hungary, which partially restructured the scope of tasks of the former civil defense, the focal points within the tasks, since prevention came to the fore, and within that the issue of public awareness. During the changes in the early 90s, the forms and methods of public awareness, developed and used before the change of the political system, ***significantly diminished*** without being replaced by others that would have met the new requirements. The changed and restructured social environment demands new approaches in the field of public awareness as well. Thus, the problem ascertained by me is not new – based also on the facts highlighted in the justification part of the topic selection – since the question that had quite often arisen in the previous era and well-known by public awareness experts:

how can, in the long run, the demands and necessity of the level of training provided to the ever-changing society be met and satisfied, based on a continuously changing threat.

Basically, the selection of the topic is not justified by the appearance of a new task but a new approach of a “traditional and necessary” activity, which adjusts to the necessities and possibilities arising from social, technical and economic restructuring and development.

Furthermore, it is justified by the fact that the “impartiality” of citizens in the last decades has been replaced by the desire to act for the sake of their own and their families’ self-protection, they would like to prepare themselves for it, for which a scientifically founded training system and methods are needed. During this work it was possible to draw on the practices of the previous era though, however, the representation of brand new elements is also necessary, which – based on historical and international traditions – can reach the level of a reform and the necessity of a complete revision.

Timeliness is also proved by the fact that *the problem area of public awareness has exceeded local levels, it can only be managed on a national level, comprehended in a uniform framework, backed by a legal basis, clearly defining the competences and responsibilities and stating the financing authority.* In order to comprehensively reorganize and reform public awareness there is a need for *a scientific background*, for results confirmed by experiments and for the elaboration of multivariational solutions.

RESEARCH THESES AND OBJECTIVES

In my dissertation I set up the following **theses**:

- The present disaster management training system of the Republic of Hungary, its content and methods do not fully meet the challenges of our era, therefore a new system, new methods and contents have to be identified. In this field the following factors can be regarded as authoritative: a new scope of tasks originating from the present status of the changed world, a new approach to public awareness, based on foreign and historical experience; their goals, contents, systems, applied methods and means meet the disaster management expectations and demands of individuals vulnerable to disasters from early

childhood to becoming adults and beyond, and they form organic part of safety and security of the Republic of Hungary, taken in its complexity.

- The training methods used so far cannot be wholly rejected, but new methods should be introduced besides them.
- It is necessary to involve public education in raising public awareness. For this the possibilities, requirements, content, time and methods of disaster management education have to be identified. The most suitable persons for training are the teachers, who have to be pre-trained for it.
- The training of trainers does not meet the new challenges, therefore new directions and methods have to be defined for their training.

In my work I aimed at outlining the main issues and comprehensive framework of this planned reform in a scientific and synthesizing way, not being immersed in the details of some issues. Some of my other goals were *to work with a systems approach method, to associate notions, to synthesize, to elaborate principles and methods and to integrate them into a system*. In my research activities I set the following **objectives**:

- *Explore* a new content, goals, target groups and methods of raising public awareness, the method for preparing prevention programs for training and the method for establishing a training system for voluntary trainers of the population.
- Based on my researches, *explore* the old and new methods of raising public awareness, analyze the public awareness systems of some countries of the European Union and besides, define the adaptable areas. *Analyze* the content aspects of raising public awareness, designate new contents.
- *Study* and *evaluate* the disaster sensitivity of schoolchildren, their relevant demands, analyze the possible role and importance of public education in public awareness, *elaborate* the requirements and contents of disaster management education, the theme of further training of disaster management teachers, prepare and demonstrate the new educational means.
- *Review* the status of training of trainers (the professional personnel of disaster management organs and other trainer groups), make recommendation on the new methods of training, with special regard to the possibility of disaster management further training and specialized examination. *Explore* the training-methodological training,

ascertain the advantages and frameworks of distant learning in disaster management, the necessity and methods of its introduction.

RESEARCH METHODS

During my research *I regarded as the basic aspect* the desire to be scientifically founded, a systems approach, forming conclusions based on *analyses, syntheses* and *the practical confirmation* of scientific theses.

I strove to elaborate the vertical and horizontal correlations of my dissertation, *to keep the cohesion* of the goals, methods and scientific achievements. Due to the topic and the level of its scientific elaboration I worked with the methods below, using primarily the means of *induction* and *analogy* :

- *I studied* the available Hungarian and foreign paper-based and electronic *specialized literature* in connection with the topic, books of the “Zrinyi Miklós” National Defense University (ZMNDU), the *archives* of the National Directorate General for Disaster Management (NDGDM), the public awareness documents of county disaster management directorates and civil protection branch offices and offices, the relevant *laws*, instructions.
- *I analyzed* and *evaluated* the *experience of my study tours* in Hungary and abroad, furthermore the *interviews* with public awareness experts and teachers, and the adaptation possibilities.
- *I participated* in *conferences* and *lectures* relevant to the topic, and I benefited from their experience and recommendations.
- *I analyzed* and *evaluated* the lessons learnt during *my own public awareness activity* at the Section for the Municipalities and Public Awareness (NDGDM), at specialized associations, and in teaching and educational activities.
- *I studied* and *tried* in practice as an experiment the possibilities of establishing a new public awareness system. I analyzed the status of voluntarism in Hungary, the possibilities of establishing a voluntary training system.
- *I made selection* among the public awareness methods that had been used before the formation of NDGDM, but can still meet the new challenges, and can be integrated into a new and more efficient system.
- *I made surveys* by questionnaires with several hundreds of schoolchildren on the disaster sensitivity of the youth to measure their fears, I made interviews with teachers.

- *I made experiments* on the methods of disaster management education in public education, I made tools for teaching, I tested them according to special criteria.
- *I studied the present status of training* as the basis of the activities of trainers, the possible trends of development. I made a survey on the demands among specialists of what kind of training outcome is expected from them by disaster management in practice. I studied the adaptability of distant learning in disaster management education.

DESCRIPTION OF THE STUDY

In Chapter I I scrutinized the challenges, risk factors, disaster vulnerability threatening the security of the Republic of Hungary, i. e. the problem areas to which answers should be found. I analyzed one of the possible responses to the challenges, the disaster management system and the role of public awareness in the scope of activities of disaster management. I defined the notion and goals of disaster management public awareness. I ascertained the requirements of public awareness in connection with disasters.

Studying the role and importance of public awareness I ascertained that public awareness is basically a population protection mission within disaster management; its place is amongst the tasks ensuring its operation. However, indirectly it is a scope of tasks encompassing *all the areas* and periods of disaster management.

Analyzing the risk factors in the region I ascertained that Hungary is threatened by global factors, regional challenges and internal risk factors and disasters. In my judgement, however, from a public awareness standpoint, *the main risks are the possible natural and man-made disasters*. Hungary's disaster vulnerability is characterized by natural disasters, i. a. floods, inland waters and extreme weather. Another challenge is the management of major incidents involving hazardous materials, and the storage, transportation and the use of hazardous materials. When preparing the population one has to take into account not only all the dangers Hungary *generally* has to count with, but also *local peculiarities*. The Republic of Hungary operates *its system of disaster management* as one of the responses to the challenges.

Examining the requirements of public awareness I ascertained that it is an outstanding expectation to adapt itself to the new challenges, legal background, financial constraints, the organizational structure of public awareness organs, local vulnerabilities and target groups. The principle "do not train everybody for everything" should prevail.

In Chapter II I analyzed the practice of public awareness in Hungary and abroad, in the framework of which I studied the public awareness efforts in the European Union, the public awareness systems and practices of some EU countries. I compared them with the Hungarian system, I made recommendations on the adaptable fields. Afterwards I analyzed the experience of the history of public awareness in Hungary, studied the areas and methods that can still be utilized today. I reviewed *the present status* of implementation of public awareness.

With respect of public awareness in the EU I ascertained that it is an important expectation in the EU to prepare the population for emergencies, but there are no frameworks or trends defined, there is no specific EU regulation on public awareness. There are no recommendations or methodology. As part of the Eurointegration process it is also our basic interest to achieve approximation in the field of disaster management (and within it of public awareness) to the practice in EU countries, which, however, may not mean, in any of the fields, the neglecting of national features.

Analyzing public awareness of countries studied by me in the international review I ascertained that raising public awareness is done in an informative way through the mass media, besides central State organs non-governmental organizations (NGOs) play an outstanding role in it. As far as its depth, it is carried out in a modular system. I pointed it out that they *do not regard* the population *as a uniform mass*. I ascertained that public awareness is a significant and basic issue of defense, *of safety and security in a complex context* in each country, which is an example for us to follow as well.

Studying the history of public awareness I ascertained that in the past it had been regulated on a high level, by Acts, indicating the coordinating and directing body, *it had been funded*, which, I think, is to be followed. The preparation of the population was performed on three levels: the tasks were defined at the levels of central, intermediate and local organs, training and exercises were organized at both workplaces and in living areas. The leaders of settlements *had to* participate in pre-training. After the change of the political system, however, these positive tendencies disappeared in public awareness without being replaced by other efficient solutions.

As far as its content public awareness before and during World War II was aimed at the preparation for war. In the cold war the population was prepared primarily for the protection against a nuclear attack and for the proper rules of conduct. After the change of the political system it was concentrated on natural disasters and man-made risks. Its content,

methods and instruments were *centrally decided*, which should also be followed. The population was *grouped* into adults and school children, and both groups received different training. *Schoolchildren* acquired the necessary knowledge at school during lessons, tied to the various subjects, or in student organizations. I regard the training program of the 70's and 80's as exaggerated. However, the complete "retreat" after the change of the political system is not a feasible solution either.

In Chapter III, relying on the previous facts, I outlined the necessity of the reform of public awareness, I made recommendation on new training *types* and *systems*. I analyzed the factors influencing the content of public awareness, I made recommendation on the major training *target groups and contents*, and on the *methods* that would suit them the most. I examined which of the old methods could be inserted into the new system and what kind of new methods should be introduced.

I made recommendation on the new system of public awareness, in which I regarded as important that the system be compatible with all the three levels of direction of disaster management. Also in Hungary, it would be desirable to benefit from the awakening voluntarism, the readiness of the population to protect itself and from the establishment of a so-called "*mixed*" *type of training system*. Analyzing the practice I made recommendations on three forms of training: in the periods of prevention, emergency management and recovery.

Examining the content of training I ascertained that the content is determined by the national and local vulnerability, the target groups, the lessons learnt by the response forces in emergencies and also by the psychological aspects of emergencies. ***Studying the psychological aspects*** of disasters I ascertained that public awareness should cover the panic phenomenon and the panic avoidance mechanisms, on which I made recommendations.

When defining the target groups I regarded it as important to train those who are involved in managing disasters due to their profession, performing their public duties, besides a "*wider range*" of the vulnerable *population*. Priority should be given to the *mayors* and the *workers at civil protection organizations*, on the *content* of whose training I gave recommendations. I divided the population, from the aspect of preparation, into the following categories: employees, not employed and others.

Analyzing the contents of training I ascertained that besides general disaster management knowledge specific contents of knowledge of *local emergencies, proper rules of conduct* should be included, and one has to strive to make people aware of the fact that the

citizens themselves may cause hazards. With respect to vulnerability I made up *a new disaster grouping that takes into account the aspect of public awareness*.

Studying the methods of preparation I ascertained that, among the forms of training, some of the *traditional* forms should be used in the future as well, however, *new methods* should gain more and more ground, like *prevention programs, Safety Information Centers, establishing a system of voluntary trainers* (on which I made recommendations), *distributing Internet-based materials, inviting applications*. It is an important aspect that ***not everybody has to be trained for everything***, but, in a *modular system*, the information should be conveyed in a concentric way.

In Chapter IV I examined the possibilities of preparing one of the numerous groups of the population, i. e. *schoolchildren*. I analyzed the possible role of public education in the process of public awareness. I assessed the schoolchildren's disaster sensitivity and fears. I made recommendations on the themes, methods and fields of disaster management education. I defined the minimum criteria of disaster management education, I demonstrated the instruments for teaching, made by me, I tested their feasibility. I made recommendation on the method of training of teachers for disaster management.

Examining the relationship of public education and disaster management I ascertained that the possibilities are given in public education both pedagogically and legally, both from the standpoint of demands and intentions for teaching disaster management knowledge, therefore it should be used for transferring disaster management knowledge. For this I regard teachers as the most suitable persons, therefore it would be important to include the *elementary knowledge* of disaster management in the basic curriculum of teachers in the future. In the basic training of teachers it would be advisable to launch the establishment of ***a disaster management subject***. At present, with the absence of it, teachers should be prepared in the *framework of further training*, for which I elaborated an accreditation material.

Studying the schoolchildren's disaster sensitivity and fears I ascertained that they are especially afraid of disasters, their disaster sensitivity is high. Children would like to know more about hazards, therefore it should be made possible for them. Children's disaster sensitivity depends on their sex, age, place of living, therefore these factors should be taken into account to a great extent during their preparation. Children are not adequately prepared for rescuing themselves or others.

Examining the goals of teaching emergency knowledge I ascertained that the main objective is to transfer the theoretical and practical knowledge to schoolchildren, with the help

of which they will have the chance of surviving different disasters or emergencies, they can help themselves and their companions, and mitigate the damages to property and the environment, furthermore, to be aware of the fact that they can also cause emergencies.

Studying the content of disaster management preparation of schoolchildren I ascertained that it should be adjusted to the age characteristics of this target group and to the local vulnerability. Beyond general knowledge it should cover local vulnerability and the proper rules of conduct, how to rescue themselves and their companions and the ways of asking for help. I compiled the contents and topics of disaster management education.

Examining the time, methods, areas and instruments of training I ascertained that the most suitable periods for training are the ones following disasters, because motivation is higher then. I recommended to implement the prevention training of schoolchildren in two forms: *during and after school hours*. I defined the requirements, contents and topics for in-school teaching. I planned the *Project* named “*Disaster Management for the Future Generation*”, I worked out its instruments.

In Chapter V I analyzed the system of training of implementors of public awareness, I demonstrated the necessity for changes. I made recommendations on a new training system and forms, and on the system of further training. I proved the expediency and necessity of launching disaster management distant learning in the training of public awareness experts, I outlined the major issues of the introduction.

Examining the personnel conditions of public awareness I ascertained that the target groups should include voluntary trainers, non-governmental organizations and the professional disaster management personnel. I regard as the *first step* in raising public awareness the up-to-date training and further training of the disaster management personnel, in which it is necessary to reform training.

Studying the training of trainers I ascertained that further training courses serve for a specific preparation beyond an actual basic training. This further training can be implemented in a school type or a non-school type system. At present, public awareness training is not part of any further training, i. e. there is not enough civil protection training. For the future, I recommended basic, medium and high level complex training depending on the assignment of the person. I recommended the public awareness training of professional disaster management personnel in forms of *introductory preparation, training and further training*. In the series of further training the system of a “crystal clear” *disaster management specialized examination* should be included, whose cornerstone should be public awareness training. ***Studying the***

forms of teaching I suggested the decentralized, the centralized and the mixed forms of teaching. I regard the introduction of *distant learning* in disaster management as timely, expedient and necessary.

Examining the necessity of introducing disaster management distant learning I ascertained that it is worth while to get acquainted with it, develop and apply it in disaster management and within that in civil protection, which is used worldwide. Studying the components of disaster management distant learning I regard *planning* as of utmost importance, therefore I defined its professionwise components.

Examining the issues of introducing disaster management distant learning I ascertained that its framework should be created “starting off scratch”. After surveying the situation the areas should be defined in which it can be applied in this form. For them the most suitable *criteria* and the *tasks* arising from them should be found. Afterwards, its support system *should be elaborated*, a programmed subject package should be prepared, the material and personnel conditions of the institution should be made available, organization, implementation, control and evaluation should be prepared. The tutors *should be trained*, topic experts should be found. The strategy, the internal regulations, the implementation schedule, the responsible persons, the deadlines and the funding for the entire process **should be developed or created**.

SUMMARIZED CONCLUSIONS

The research methods chosen made it possible to get acquainted comprehensively with the research areas, to explore the correlations and to achieve the goals. As a result of all this I set up the *summarized conclusions*, which helped me to demonstrate the theoretical and practical aspects of disaster management public awareness and to make recommendations on *utilizable new solutions* for the practice. There is a new trend appearing, whose scientific formulation has just taken place. **My summarized ascertainments and conclusions are formulated below:**

Analyzing the challenges threatening the safety and security of the Republic of Hungary and responses thereto I ascertained the following:

- Hungary is threatened by global factors, regional challenges and internal risk factors and disasters as well. In my judgement, however, from a public awareness standpoint, the main risks are the possible natural and man-made disasters.

- The Republic of Hungary operates *its system of disaster management*, and within that emergency public awareness as one of the responses to the challenges.
- Public awareness forms an organic part of the security policy of the Republic of Hungary, taken in its complexity. Within disaster management public awareness is one of the processes implementing population protection, but it also pervades the entire disaster management activity.
- It is an outstanding expectation from public awareness to adapt itself to the new challenges, legal background, financial constraints, the organizational structure of public awareness organs, local vulnerabilities and target groups. The principle “do not train everybody for everything” should prevail.

Analyzing the EU and international practice of public awareness I ascertained the following:

- It is an important expectation in the EU to prepare the population for emergencies, but there are no framework or trends defined, there is no specific EU regulation on public awareness. There are no recommendations or methodology.
- Raising public awareness in the countries studied by me is performed in an informative way through the mass media, besides central State organs NGOs play an outstanding role in it. As far as its depth, it is carried out in a modular system. I pointed it out that they do not regard the population as a uniform mass.

Examining the necessity to reform public awareness and looking for recommendations to it I ascertained the following:

- At present the system of public awareness does not fully meet the new challenges, its legal background is incomplete, therefore it is necessary to be reformed.
- The new system of public awareness should comprehend the entirety of professional disaster management organs, voluntary and non-governmental organizations in order to train a wider range of the population.
- It is necessary to elaborate a system, methods, recommendations and instruments suitable for the target groups as part of the central training, and to establish uniform regulatory principles, on which I made recommendations.
- When elaborating new contents, goals, and instruments the practice in EU countries, the historical experience of public awareness in Hungary have to be taken into account, the

present practice should be mixed with the adaptable elements. I made recommendations on it.

- As part of the Eurointegration process the present Hungarian society should have a so-called “mixed” type of public awareness system, in which well-trained “non-experts” also take part besides professional disaster management personnel, and which is compatible with the three-level system of disaster management. I made recommendations on it.
- I regarded it as well-founded to involve voluntary persons, to place training on a voluntary basis, which increases the social basis of public awareness.
- The previous training methods should not be entirely neglected, but up-to-date means and methods, the ones that attract a person’s attention should be used to a greater extent, which are suitable for the new public awareness tasks as well. I made recommendations on it.
- In disaster management public awareness the principle “do not train everybody for everything” should prevail, and it should be modular.

Examining the possible connection between public education and disaster management public awareness I ascertained the following:

- In public education the conditions are given for conveying disaster management knowledge.
- In public awareness the training of teachers of public education should be prioritized partly because of quantitative indexes, partly as the basis of adult training later.
- The disaster sensitivity of schoolchildren is high, it should be made possible for them to get acquainted with disasters, the proper rules of conduct in emergencies, disaster management training should have a more distinct role in the National Basic Curriculum, in general curricula and local pedagogical programs.
- Teachers should be made key actors in the disaster management training of schoolchildren. The possibility of being (re)trained should be made available to them during basic training and disaster management further training. I made recommendations on its themes. The training of high school teachers of disaster management should be launched.

Analyzing the status of training of trainers I made the following conclusions:

- Trainers include voluntary persons, NGOs and the professional personnel of disaster management.
- The training of trainers should be placed on a new basis. Besides the basic and main training of disaster management professionals the system of further training should be reformed, in which the main emphasis should be placed on the formation of basic skills aimed at raising public awareness, the system of a “crystal clear” disaster management specialized examination should be introduced, whose cornerstone should be the acquisition of public awareness knowledge.
- The training of trainers is ought to be done in a centralized, decentralized and mixed teaching form.
- In training ground should be given to distant learning, for the introduction of which a strategy should be elaborated, goals and requirements should be defined. Tasks, methods, instruments, the internal regulations of its implementation should be defined, the responsible persons and deadlines should be designated and marked, funding should be made available for it.

RECOMMENDATIONS

- The present disaster management training system of the Republic of Hungary, its content and methods do not fully meet the challenges of our era, therefore a **new** system, new methods, contents and target groups have to be identified. In this field the following factors should be regarded as authoritative: new challenges and the lessons learnt from training done in Hungary and abroad.
- Historical experience and the methods of public awareness in other countries can serve as good examples to be followed in Hungary as well. The training methods used so far cannot be wholly rejected, but new methods should be introduced besides them, some elements of the system can still be utilized, though these should be adjusted to the new challenges and the pedagogical and technical processes of our era.
- It is necessary to involve public education in raising public awareness. For this one has to identify the possibilities, requirements, content, time and methods of disaster management education. The most suitable persons for training are teachers, who have to be pre-trained for it. Since the conveyors of knowledge are teachers, therefore disaster management training and education should be introduced, it should be made accepted in the basic and further training of teachers in Hungary.

- The training of trainers for this activity is inadequate, therefore new trends should be marked for their training, further training, in which priority should be given to the system of specialized exams and the credit point type of further training, and also to distant learning. In its content civil protection knowledge and training methodology should be given more emphasis.

NEW SCIENTIFIC ACHIEVEMENTS

Based on the above-mentioned I regard the following as **new scientific achievements** of my researches:

- 1. Based on my researches I defined the adaptation possibilities of the practice of public awareness in Hungary and abroad, I elaborated its new system, content, methods, and identified its target groups.**
- 2. I justified the fact that the involvement of public education in conveying emergency knowledge is necessary, I elaborated the framework, requirements, contents of primary school disaster management education, for the sake of practical implementation I prepared a teaching package for the age group of 6 to 14 years.**
- 3. I proved that disaster management knowledge should be integrated into the basic and further training of teachers. I was the first to make recommendation on the system and themes of further training of disaster management teachers.**
- 4. Justifying the necessity of a reform I elaborated a recommendation on a new system, methods of training the professional disaster management personnel, with special regard to the credit point type of further training, specialized examination system and on disaster management distant learning.**

PRACTICAL APPLICATION OF THE SCIENTIFIC ACHIEVEMENTS

The analyses and conclusions in my dissertation form a uniform system. Based on the facts ascertained *I recommend to use the dissertation* in the following processes:

- elaborating and further developing the public awareness concept of NDGDM;
- activity of the Governmental Coordination Committee in defining public awareness principles;
- establishing and preparing a public awareness mentor's network, creating county public awareness systems;
- establishing a nationwide "mixed" type of public awareness system;
- training voluntary public awareness specialists;
- establishing Emergency Information Centers;
- further developing the relationship between disaster management and public education, defining the requirement system of disaster management education on a ministerial level, further training of Hungarian disaster management teachers;
- operating the nuclear public information system and the Public Information Groups;
- public awareness activity of heads of civil protection branch offices and offices;
- training and further training own disaster management personnel, establishing a distant learning system.

Recommendation on continuing the research

The dissertation attracted the attention to the cornerstones of public awareness, however, many areas were only either *partially* elaborated or *not at all*, which would demand further research. Amongst others:

- elaboration of instruments, the system and methods of public awareness in classified periods;
- study of public awareness aspects of nuclear emergency management;
- elaboration of the criteria, system and instruments of disaster management education in high schools and universities;
- elaboration of issues, conditions and tasks of integrating disaster management knowledge into the basic training of teachers;
- elaboration of the specific criteria, content, methods and instruments of disaster management distant learning;
- elaboration of a system grounding the training-methodological knowledge of trainers.

I am convinced that my research activity directed the attention to several issues, which can provide a suitable basis for the further research of disaster management public awareness,

it will help its implementation in practice. *It launched thoughts, whose rethinking and partial or complete implementation can bring qualitative changes in the public awareness practice in Hungary.* My goal is, continuing the research, to make further studies and analyses for the sake and development of public awareness.

I would like to thank those who shared their many years of training experience with me, who gave excellent and inevitable ideas and suggestions for drafting the dissertation, the professors of ZMNDU and my scientific study director, helping me in my research, all those who monitored and directed my work. Gratitude also goes to my colleagues, the schoolchildren, heads of civil protection branch offices and to the teachers, who helped me in surveying and assessing the disaster sensitivity of children, in teaching emergency knowledge, and participated in testing the teaching aids, methods and system produced by me, furthermore to Mr. Iván Zsoldos, Mr. László Kertész and Mr. Gábor Faragó, who helped me in forming my dissertation.

“...nothing is more liberating than to fight for a cause larger than yourself, something that encompasses you, but is not defined by your existence alone...”

John McCain

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PROFESSIONAL CURRICULUM VITAE

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Schooling:

📖 1979: Kállai Éva Specialized Medical High School, Budapest

📖 1984: Ho Si Minh Teacher Trainer College, Eger, majoring in Hungarian and history

📖 1995: Budapest University of Economic Science, Faculty of Social Science, graduating as German language teacher

📖 1998: Ministry of Education, Budapest, public education expert in the specialized branch of adult education methodology

📖 1999: Budapest Polytechnic University, Faculty of Natural and Social Sciences, public education leader branch

📖 1999: Senior civil protection specialized course, Pécel, National Headquarters of Civil Protection (NHCP), Ministry of the Interior (MoI), Education and Training Center

📖 Canadian Emergency Preparedness College, Basic Training Course for Emergencies

📖 2000: Cranfield University (UK), Disaster Management Centre, Disaster Management Course

📖 2003: Graduation from the School of Doctorandi of Military Science, ZMNDU

Knowledge of foreign languages:

German – superior degree, C

English – basic degree, C, military specialization

Scientific activity:

- Student circle activity at Ho Si Minh Teacher Trainer College. Topic: educating children to life. (1984)
- Participation in formulating local pedagogical programs in schools. (from 1995 up to date)
- Participation in the work of the Law Enforcement Section of the Military Science Association, I am the secretary of its Civil Protection Section; I am a member of the Law Enforcement Science Association and the Board of Ph.D. Doctorandi of the Ministry of the Interior.
- 1979-1999: pedagogical activity.
- From 1995 up to date: specialized interpreter, public awareness activity in Hungary and Germany.
- 1998-1999: senior desk officer for methodology of education, General Directorate for Training and Planning, NHCP, MoI
- Since 2000: public awareness senior desk officer at the Section for the Municipalities and Public Awareness, Department for the Municipalities and Rehabilitation, NDGDM. I participated in several research seminars and had 26 publications, I delivered lectures in public awareness.
- I regularly participate in the relevant lectures and conferences of the Hungarian Academy of Sciences, I utilize their recommendations.

Budapest, 4 August 2005

Captain Júlia Hornyacsek-Veres