

Operational tools for improving efficiency in wildfire risk reduction in EU landscapes

FIREfficient

LESSONS ON FIRE: A Participatory and Knowledge-based platform

Action 4.3

Action A4.3. Developing a participatory platform of land and fire planners for large wild fire spread risk reduction.

Action 4.4

Action A4.4. Knowledge repository platform based on lessons learned on large fires for land and fire planners.

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1. INTRODUCTION

Knowledge Management (KM) is one of the hottest topics today in both the industry world and information research world. In our daily life, we deal with huge amount of data and information. Data and information is not knowledge until we know how to dig the value out of it. This is the reason we need Knowledge Management. Unfortunately, there is no universal definition of knowledge management, just as there is no agreement as to what constitutes knowledge in the first place (UNC, 2014). Davenport (1994) defines KM as *the process of capturing, developing, sharing, and effectively using organizational knowledge*. The graph below shows the results of a study (IDC, 2002) in which corporations cited various objectives for knowledge management efforts:

Primary Reasons Companies Do Adopt a KM Initiative

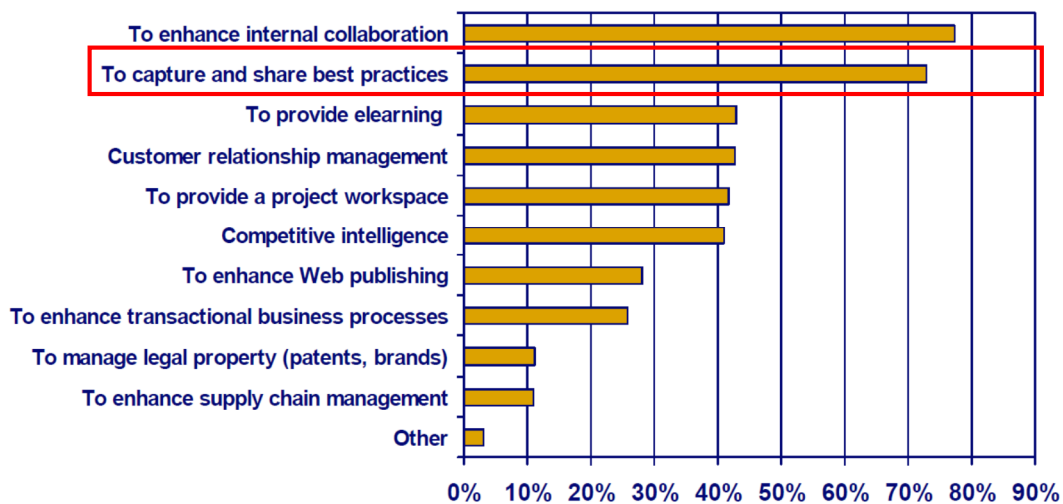


FIG 1. PRIMARY REASONS COMPANIES DO ADOPT A KM INITIATIVE (IDC, 2002)

Many recent authors suggest that the use of Virtual Communities of Practice (VCoP) based on Web 2.0 tools is a new paradigm for the KM of organizations (Kabbas Al-ghamdi et al., 2015). As described in Wenger (1998), a *Community of Practice* (CoP) is defined as groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. If a community was created under Web technologies and works through the Web, it is called *Virtual Community of Practice*. Virtual communities can be defined as ‘Groups of professionals brought together by shared goals and common concerns regarding participation, exchange, trading, organizing and management of their tacit and explicit in order to improve their professional performance, as well as the performance of their organizations as a whole’. These communities are characterized by self-regulation (Kabbas Al-ghamdi et al., 2015).

According to Kabbas Al-ghamdi et al. (2015), the most important challenges for virtual communities facing the traditional KM systems are: (1) capturing tacit knowledge, (2) Knowledge sharing and communication

and (3) Facilitating Innovation. Gimenez et al. (2015) define nine principles in order to design an effective and successful VCoP:

- **Coordination**

Building a community usually starts with finding coordinators who either have important specialized knowledge or who are well-connected and influential members of that network (McDermott, 2000). Furthermore, coordinators have an important role to create successful VCoPs by supporting the development and sustaining the activities of the members (Cox, 2005; Snyder and de Souza Briggs, 2004; Wenger et al., 2002).

- **Value development**

Participation in a VCoP is voluntary, thus, the added value that the VCoP provides is what holds members together (Wenger et al., 2002). “Rather than attempting to determine their expected value in advance, VCoPs need to create events, activities, and relationships that help their potential value emerge and enable their members to discover new ways to harvest it” (Wenger et al., 2002, pp. 60).

- **Definition of objectives**

Evidence suggests that setting clear and measurable objectives provides VCoP members with a concrete direction to follow. Actually, the existence of clear objectives enables a more targeted development and sharing of best practices between members, who know precisely what results are expected (Probst and Borzillo, 2008).

- **Involvement of a multidisciplinary group of members**

People participate in communities for different reasons, some because the community directly provides value, some for the personal connection, and others for the opportunity to improve their skills” (Wenger et al., 2002, pp.55). It is important to develop an active group of members who not only are more likely to contribute but often feel responsible to help the rest of the members by inviting or easing participation of people they know (McDermott, 2000).

- **Trust building**

The literature suggests that trust among participants and willingness to share knowledge are the two most important success factors for a community of practice (Bourhis, Dubé 2010). It is more likely that members feel more comfortable working in a VCoP, which includes a substantial number of already known to them people (Ardichvili et al., 2003).

- **Face to face meetings**

Face-to-face interaction can play a vital role in VCoPs (Hildreth, Wright and Kimble, 1999). Face-to-face interaction does not develop trust in itself, but it does facilitate a more rapid development of relationships, which in turn allows trust to be built. (Kimble, Hildreth 2005). Creating the sense of community and belonging. Could be fostered by organizing at least some initial face-to-face meetings of community members, and providing opportunities for regular live videoconferences, in which

participants could get more familiar with each other's appearance and nonverbal communication clues (Ardichvili, 2008).

- **Supporting contribution**

The tool of the VCoP should make it easy for its members to connect with each other, contribute to and use information from the community's knowledge base (McDermott, 2000). In fact, VCoPs that use tools that are based on the community's evolving needs are more successful in fulfilling requirements of their members (Tickle et al., 2011).

- **Communication channels**

With the current understanding that knowledge sharing is more of a human activity than technology, it is important that any information system should be assistive in boosting users' confidence that they are indeed sharing knowledge. Most VCoPs have many different kinds of knowledge to share such as data, documents and know-how. Thus, multiple ways to connect and share knowledge need to be provided (McDermott, 1999). In fact, successful VCoPs foster relationships among their members, offering one-to-one, and group exchanges of information (McDermott, 2000; Wenger et al., 2002).

- **Receiving external advice**

Inviting external experts to the VCoP's meetings and discussion where they are requested to share their ideas, insights, and experience in the field, has a positive impact on best practice development and sharing among members of the CoP (Probst and Borzillo, 2008).

- **Showing visible results**

Showing to the members of the VCoP reports shared by other members, in addition to providing information related to the community's results, news, and members is helpful to encourage participation (McDermott, 2000).

2. LESSONS ON FIRE PLATFORM

Some of the *Challenges around knowledge, training and tools available* defined in the *Proceedings of the International Workshop on Wildfire Risk Assessment and Land Planning* (Deliverable n°9 FIREfficient) shared the same needs on Knowledge Management:

- Existing knowledge must arrive to the academy through the coordination of joint projects between different experts.
- Faced with a fragmented view of the problem, a complementary view transcalar, multidisciplinary and transtemporal is needed.
- Technique, methodology, knowledge must be transferred to real world. Ways to transfer them must be found.
- Connexion between tool and decision-making is needed.

In order to capitalize the maximum of the expert knowledge on wildfire risk reduction in EU landscapes, the Virtual Community of Practice *LESSONS ON FIRE* has been design with the main objectives:

1. **Create a site of reference for land and fire planners**, fed most of the time by the wildfire community. The site coordinators (FIREfficient partners) are able to manage all contents, including discussions, documents and experts database contents. Only in exceptional cases, the site coordinators will delete these contents (trolls, not ethical comments, etc).
2. **Integrate a database of experts in this platform**, organized by professional profile and topics (see Deliverable 20 FIREfficient Project, and point 3.3.2. below). In addition, registered users are able to contact experts and professionals by private message. This database is automatically updated as experts are registered on the site.
3. **Stimulate discussion between European experts and exchange knowledge on wildfire risk reduction in EU landscapes**. Create a participatory platform in order to start a discussion of a concrete subject, comment, reply and share documents.
4. **Exchange of documents between European experts**. Create a repository platform organized by categories and defined by topics. Search option to find easily documents (by keywords and topics). File formats accepted are: PDF, Images, and Videos (linked to an external service).
5. **Filter participation**. Only logged people are able to generate discussions, participate and upload documents, in order to 'control' the participation, and have more information about the participants.
6. **Foster participation of targeted experts**. Create open *communities* (that any registered user can create and where any registered user can participate) in order to make experts feel in the *appropriate* group. Documents and discussions will be organized inside a community, what will make easier to find the information.

CoP are characterized by three essential components (Wenger at al., 1998):

- *The Domain*: comprehends the specific area of interest that members of a community share and are identified for. Members of a community are committed to the domain and have competences that distinguish them from people outside the community.
 - ➔ In *LESSONS ON FIRE* platform, the domain are wildfires, and concretely, wildfire risk reduction in EU landscapes.
- *The Community*: the interest that the members of a community shows for the domain, move them to collaborate, engage and join in different activities, discussions, asking for help and share information. In this process, relationships are form enabling them to feel part of a group, the community.
 - ➔ Members of *LESSONS ON FIRE* will be experts and professionals of different disciplines concerning wildfire risk reduction:
 1. Experts in integrating wildfire risk in EU landscapes: Forest Manager, Emergency Manager, Land Manager, Spatial and Urban planners, Fire Manager, Research, Forest owner, Politics, Volunteer, Trainers.

2. European wildfire community in general.
3. Journalists also may find verified and validated information inside the platform.
4. Students will find academic and non-academic information.

The scope of *LESSONS ON FIRE* platform is local, regional and national level, Europe and all over the world.

- *The Practice*: which distinguish a community of practice from others communities are that members are not only interested in the domain, but they are also practitioners. Since they become part of the community, they develop resources, experiences, tools in order to enhance their ability to perform the task related to the domain.
 - ➔ *LESSONS ON FIRE* platform has been designed to facilitate exchange of best practices and experiences through the community.

Guidelines described by Gimenez et al. (2015) have been used to identify the aspects to be taken into account for the success of the *LESSONS ON FIRE* platform:

- Coordination. The *LESSONS ON FIRE* platform will be coordinated and fostered by FIREfficient project coordinator (CTFC) and FIREfficient partners (PCF, GRAF, KCL, EFI). All this organizations are well connected with land and fire planners, and have an important specialized knowledge on wildfires.
- Value development. On-line activities as webinars will be carried out and uploaded to the *LESSONS ON FIRE* platform to be discussed by the community. Results of other 'offline' events organised by the coordinators will also be uploaded on the platform.
- Definition of objectives. Objectives and use norms are defined inside the platform in order to guarantee that members and potential members understand the functionalities and the main expected results.
- Involvement of a multidisciplinary group of members. A formal mail will be send to strategic experts and leaders to foster the platform since the beginning, and asking them to upload best practices documents and to initiate discussions.
- Trust building. Some *leaders* will be contacted to enhance the participation of experts. Moreover, participants will have to define their professional profile before starting their participation, which makes a more trusty exchange.
- Face to face meetings. During the FIREfficient projects, some face-to-face meetings and pilot sites have been organized. Thus, all FIREfficient partners organize frequently face-to-face meetings with the community: Meetings, Conferences, Journal Clubs, Seminars, Trainings, etc.
- Supporting contribution. *LESSONS ON FIRE* will have a 'Directory' where users can contact experts directly by private messages.
- Communication channels. Users will initiate or participate in a community by forums or uploading documents. A private message service has also available for contacting experts.
- Receiving external advice. An option to invite external people to participate in a discussion will be developed inside the platform in the future.

- Showing visible results. Some gadgets will be developed to gamify the system in the future: favourite buttons to vote discussions and documents, flag buttons for non-appreciated discussions, etc.

3. SITE SPECIFICATIONS

The aim of this chapter is to detail all specifications needed to develop and define the participatory and repository *LESSONS ON FIRE* platform.

3.1. General description of the site

- Title of the site: **LESSONS ON FIRE**
- Domains: www.lessonsonfire.eu, www.lessonsonfire.com, www.lessonsonfire.org

- Logo: 

3.2. Site Structure

In Figure 2, the site map of the platform shows the internal structure of *LESSONS ON FIRE*:

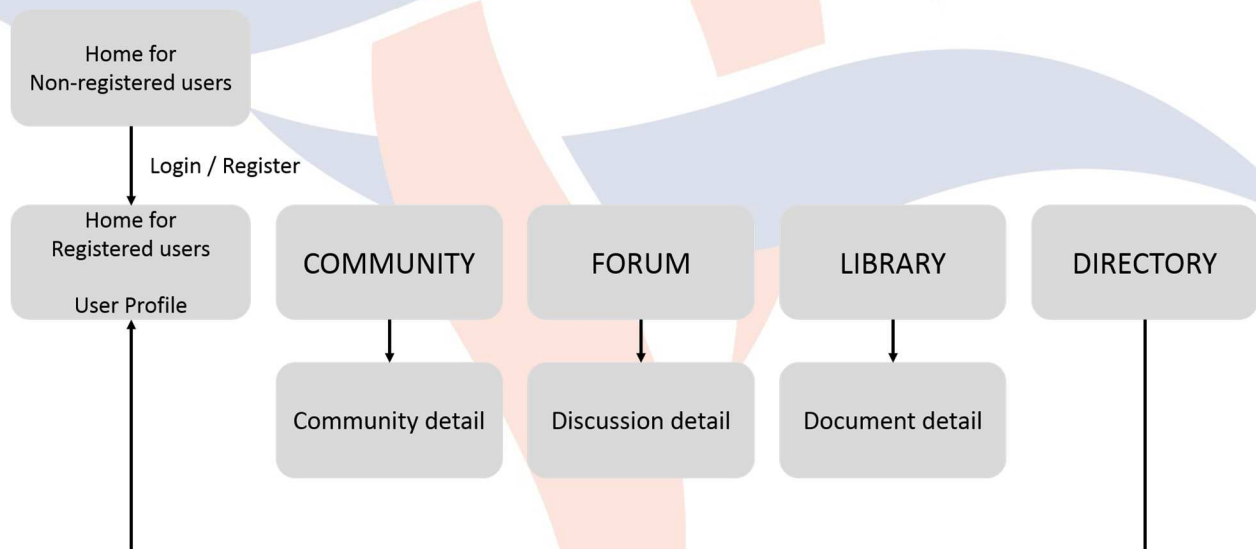


FIG. 2. SITE MAP

3.2.1. Definition of Main Menu

0. FIREfficient logo and EU logo → at the bottom of all site pages
Share in Social Media buttons (Twitter and Facebook) → in all site pages

1. The Home page must contain:

1a) Home for non-registered users:

- i. Platform definition and how to participate
- ii. Login or Registration Button
- iii. Last Discussions
- iv. Last Uploaded Documents

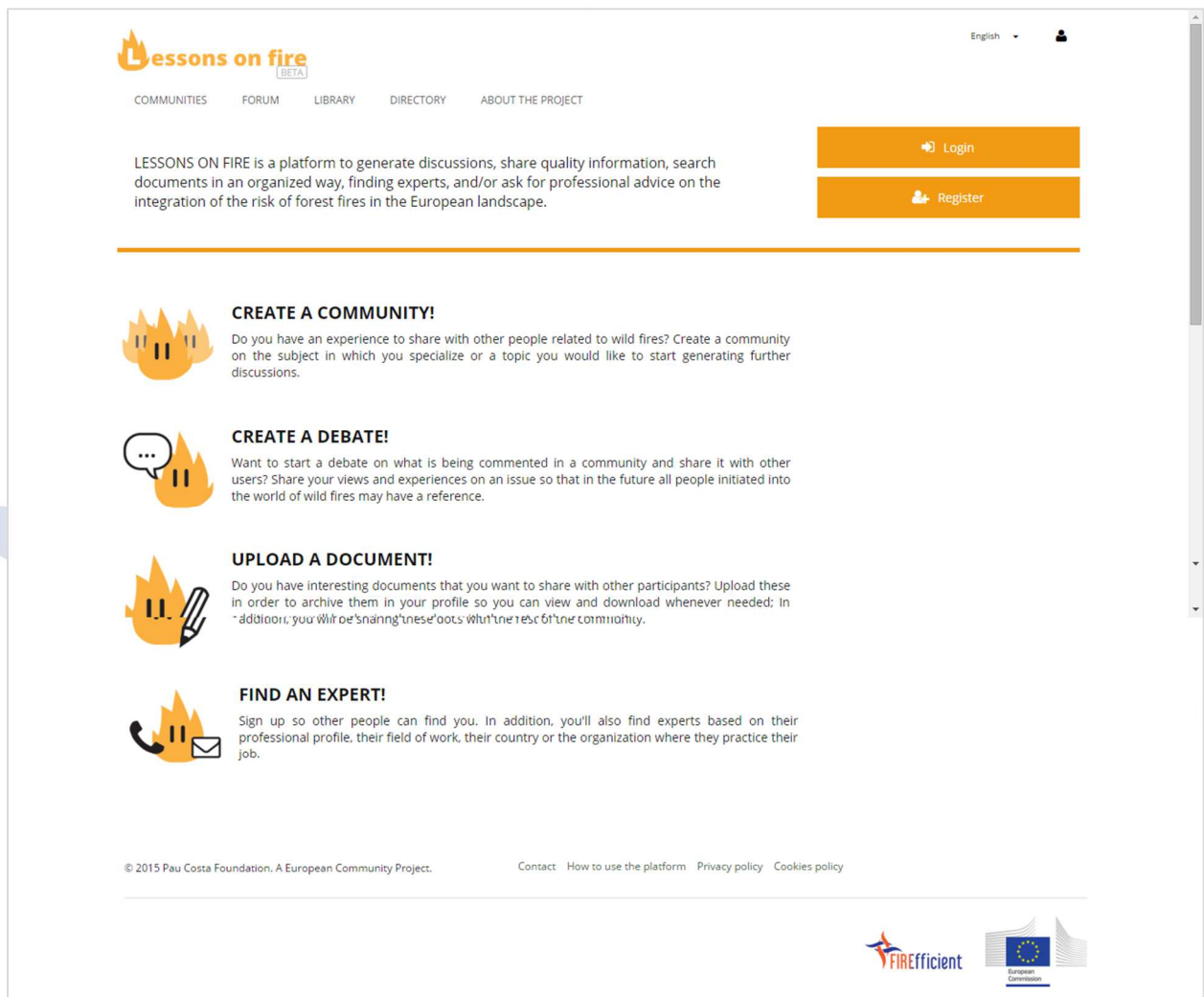
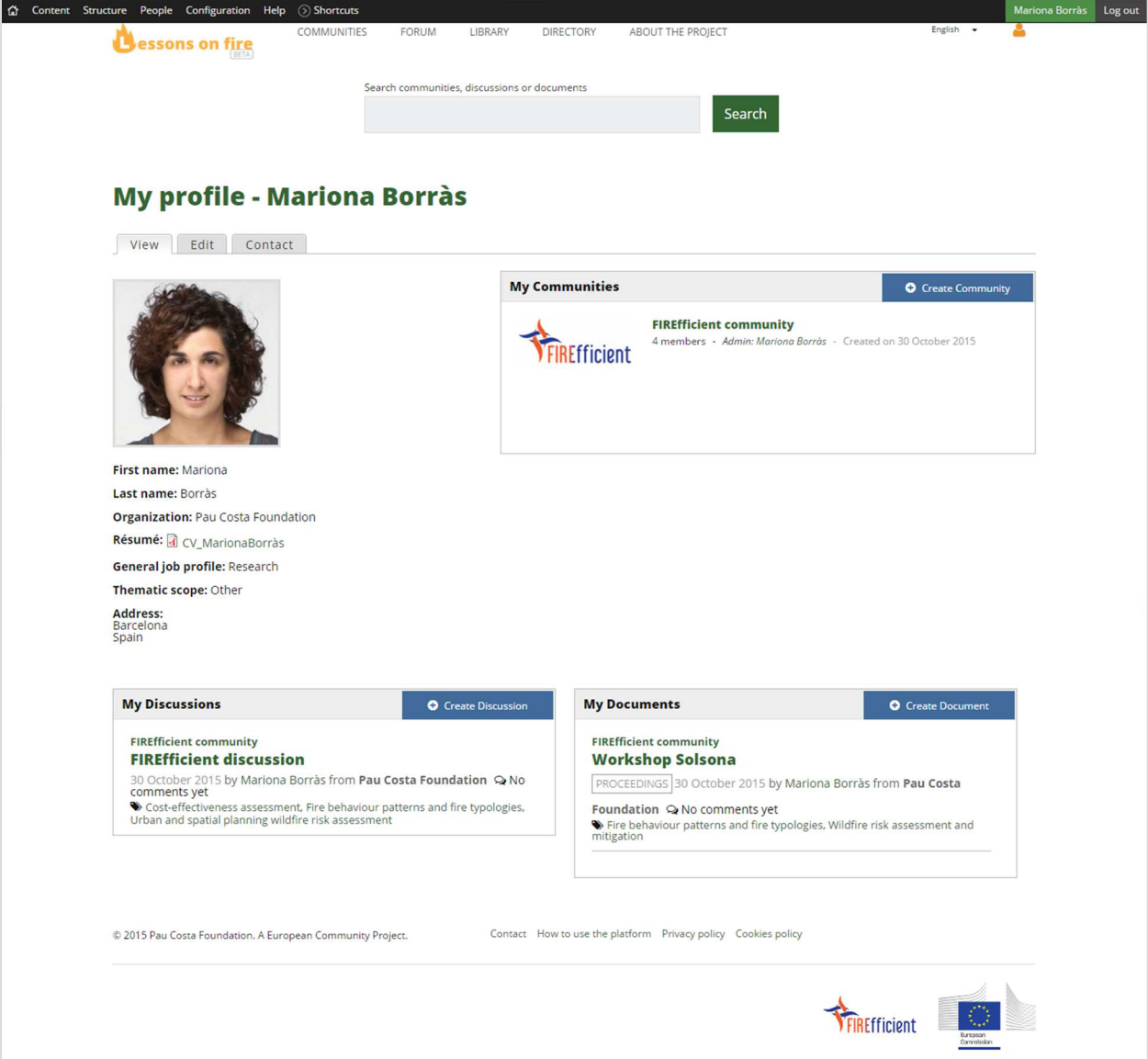


FIG. 3. HOME FOR NON-REGISTERED USERS

1b) Home for registered users

- i. Emphasized Search button*
- ii. User profile
- iii. Edit profile button*
- iv. List of 'My Communities' and 'Create a community' button*
- v. List of 'My Discussions' (discussions where I have been participating) and 'Start a Discussion' button*
- vi. List of documents and 'Upload a document' button*

(*) show only when you are visiting your profile



The screenshot shows the user profile page for Mariona Borràs. The page layout includes a navigation bar at the top with links for Content, Structure, People, Configuration, Help, and Shortcuts. The user's name, Mariona Borràs, and a Log out button are visible in the top right corner. Below the navigation bar is a search bar with the placeholder text "Search communities, discussions or documents" and a green Search button. The main content area is titled "My profile - Mariona Borràs" and features a profile picture, a "View" button, and buttons for "Edit" and "Contact". The profile information includes: First name: Mariona, Last name: Borràs, Organization: Pau Costa Foundation, Résumé: CV_MarionaBorràs, General job profile: Research, Thematic scope: Other, and Address: Barcelona, Spain. There are three main sections: "My Communities" showing the "FIREfficient community" with 4 members and a "Create Community" button; "My Discussions" showing a "FIREfficient discussion" from 30 October 2015 with "No comments yet"; and "My Documents" showing a "Workshop Solsona" document from 30 October 2015 with "No comments yet". The footer contains copyright information for Pau Costa Foundation and the European Community Project, along with links for Contact, How to use the platform, Privacy policy, and Cookies policy. Logos for FIREfficient and the European Commission are also present.

FIG 4. HOME FOR REGISTERED USERS

2. **Communities:** groups of experts of a concrete theme. One 'registered' person can create a 'Community' and accept members to that community. Communities are helpful to group discussions and document under a topic; only members of a community are able to initiate a discussion and upload documents on that community.

a) *Subhome*

- i. *Search/filters of Communities*
- ii. *List of 'All Communities'*

Each item shows: Title of Community, Logo, Name of moderator, Date of creation, Number of Members, 'Join community' or 'Leave community' button

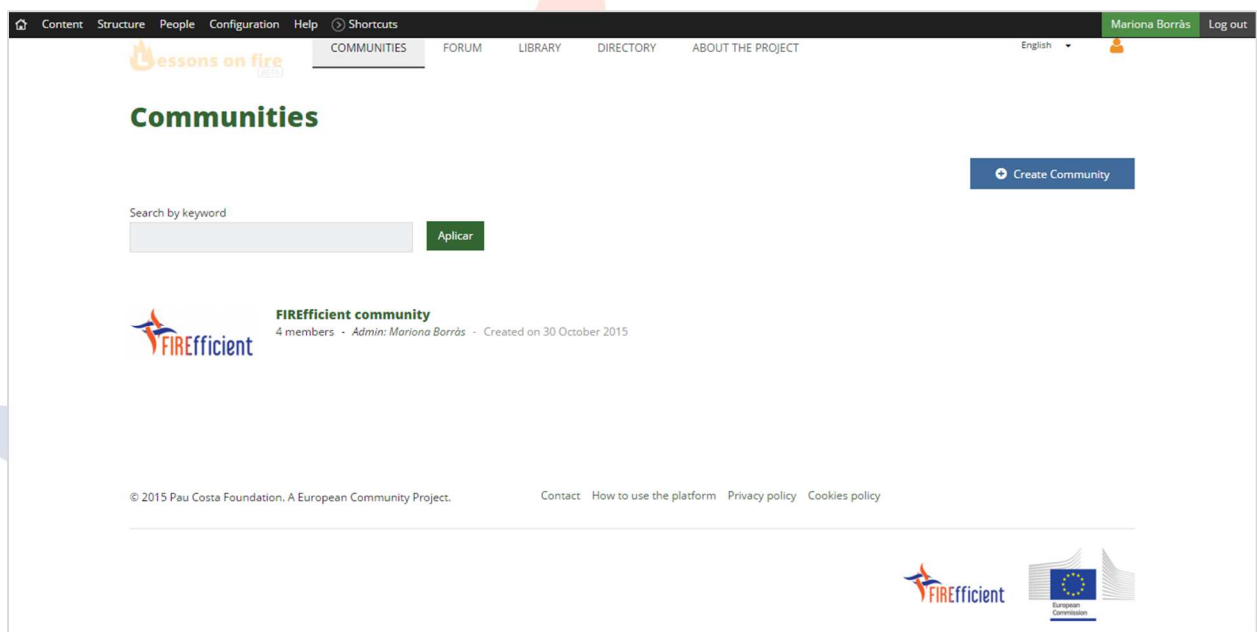
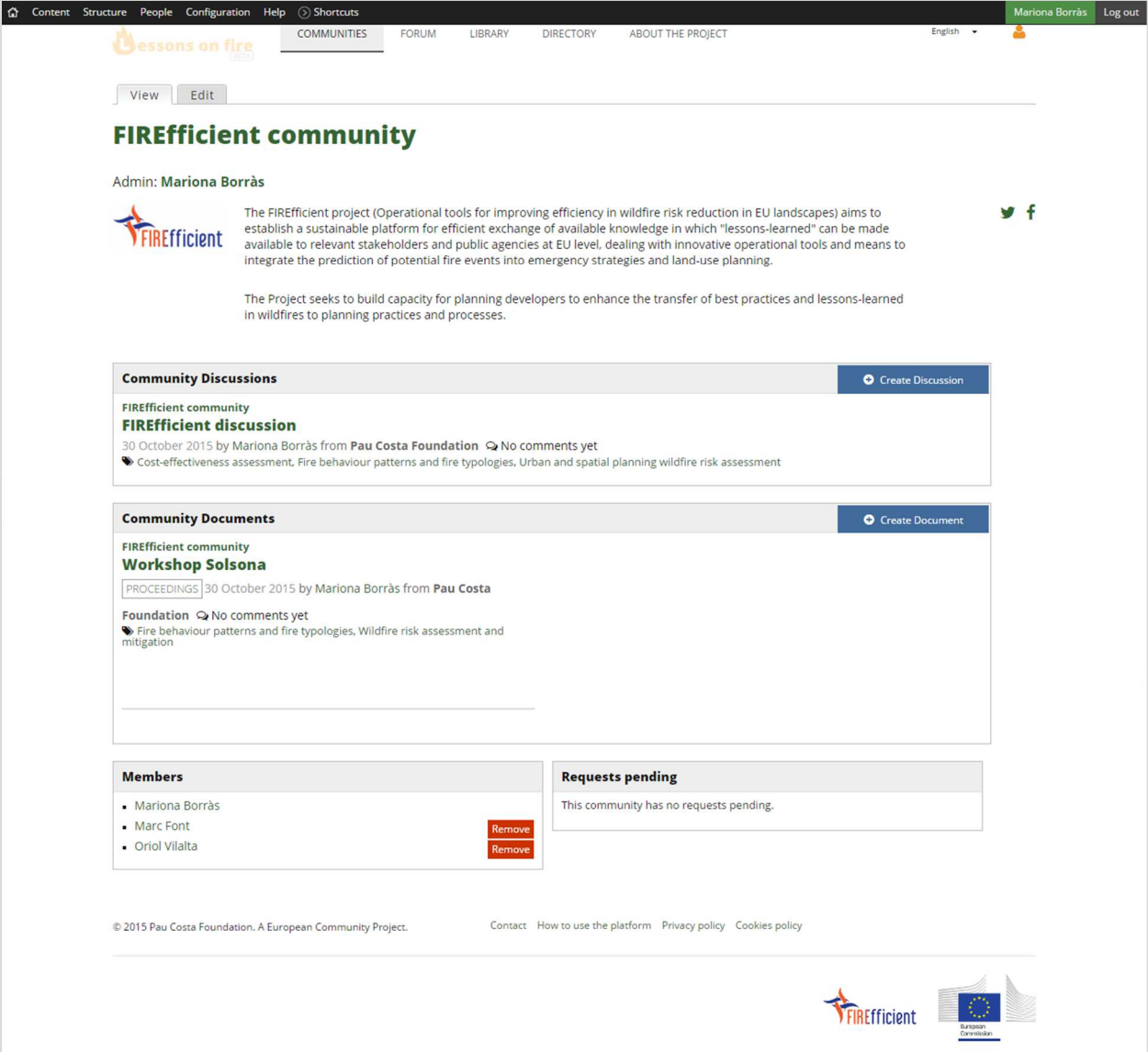


FIG 5. COMMUNITIES SUB-HOME

b) Detail of the Community Page

- i. Title of Community, Logo, Description, Name of moderator, Date of creation, Number of Members, Community Discussions, Community Documents, 'Join the Community' button
- ii. List of all Community Discussions, by most recent date
- iii. List of all Community Documents, by most recent date
- iv. List of Members



The screenshot shows the 'FIREfficient community' page on a web platform. The page header includes navigation links like 'Content', 'Structure', 'People', 'Configuration', 'Help', and 'Shortcuts'. The user 'Mariona Borràs' is logged in. The main content area features the community title, admin name, a description of the project, and social media icons. Below this are sections for 'Community Discussions' (with a 'Create Discussion' button) and 'Community Documents' (with a 'Create Document' button). The 'Community Discussions' section shows a discussion titled 'FIREfficient discussion' from 30 October 2015. The 'Community Documents' section shows a document titled 'Workshop Solsona' from the same date. A 'Members' section lists Mariona Borràs, Marc Font, and Oriol Vilalta, each with a 'Remove' button. A 'Requests pending' section states 'This community has no requests pending.' The footer contains copyright information and links for 'Contact', 'How to use the platform', 'Privacy policy', and 'Cookies policy'. Logos for FIREfficient and the European Commission are also present.

FIG 6. COMMUNITY DETAIL

3. Participatory platform (Forum): a set of discussions organized by communities and topics (see 3.3.2), that can be commented and replied. In addition, documents can be added to discussions to clarify explanations.

a) *Sub-home*

- i. *Search of 'Discussions'*
- ii. *List of 'All Discussions'*

Each item shows: Community, Title of discussion, Date of publication, User and Organization, Number of Comments and Replies, Topics (see 3.3.2), if having related files

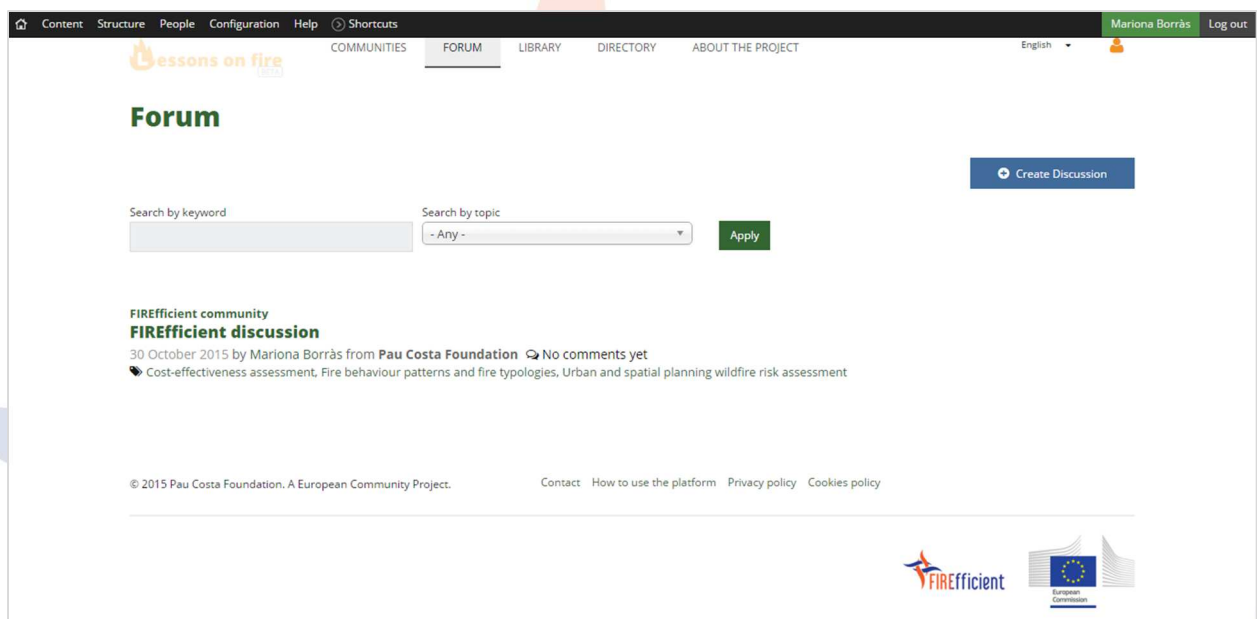
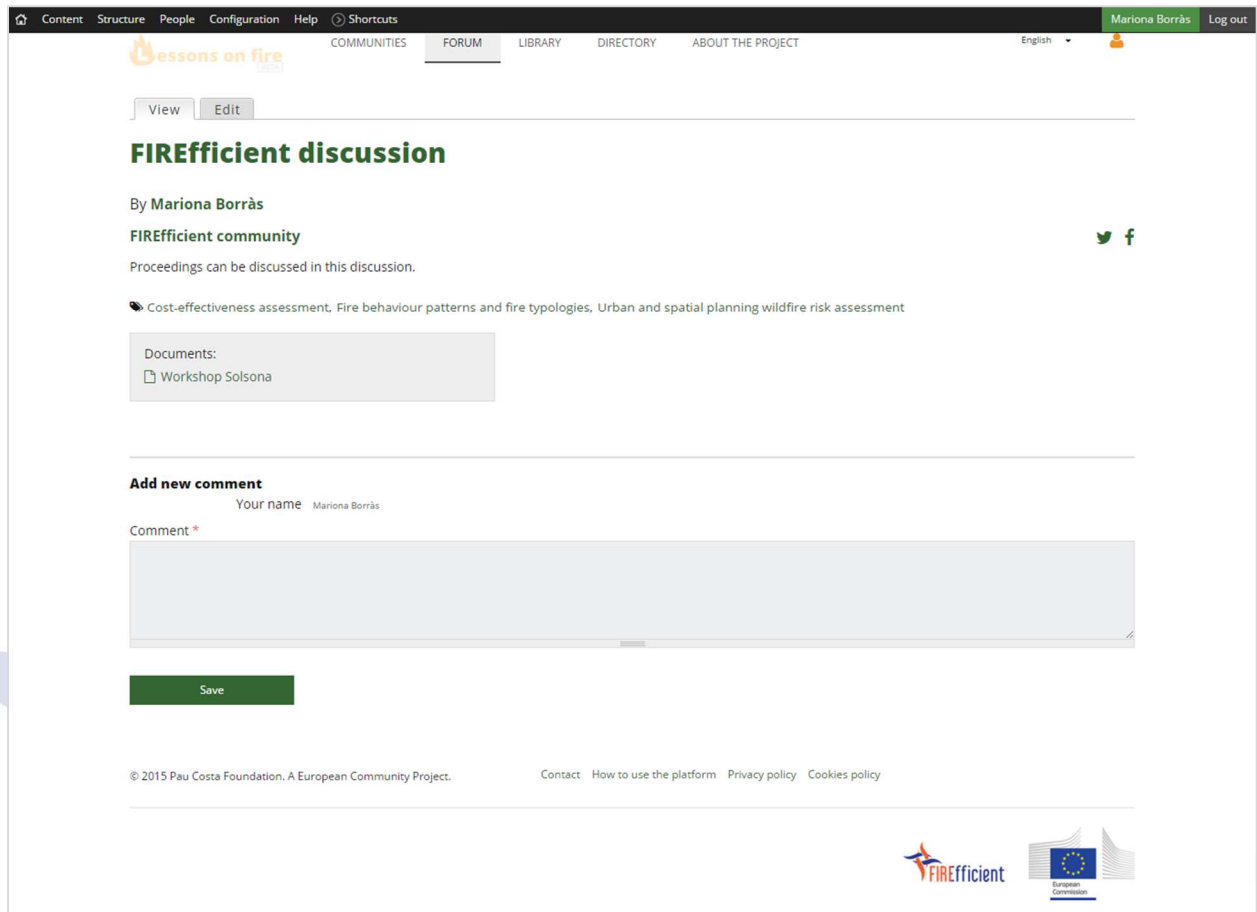


FIG 7. FORUM SUB-HOME

b) Detail of Discussion Page

- i. Community, Title of discussion, Date of publication, User and Organization, Number of Comments and Replies, Topics (see 3.3.2), if having related files
- ii. List of replies with 2 levels, each reply showing: date, user, body, reply button



The screenshot shows a web interface for a discussion page. At the top, there is a navigation bar with links for Content, Structure, People, Configuration, Help, and Shortcuts. The user is logged in as Mariona Borràs. The main content area features a discussion titled "FIREfficient discussion" by Mariona Borràs. The discussion topic is "Cost-effectiveness assessment, Fire behaviour patterns and fire typologies, Urban and spatial planning wildfire risk assessment". There is a document titled "Workshop Solsona" attached. Below the discussion, there is a form to "Add new comment" with a text area and a "Save" button. The footer contains copyright information for Pau Costa Foundation and links for Contact, How to use the platform, Privacy policy, and Cookies policy. Logos for FIREfficient and the European Commission are also present.

FIG 8. DISCUSSION DETAIL

4. **Repository platform (Library):** all uploaded files organized by communities and topics (see 3.3.2). Documents uploaded can be files (PDF), images and videos (linked to an external support). Documents can also be commented and replied.

a) *Sub-home*

- i. *Search of 'Documents'*
- ii. *List of 'All Documents'*

Each item shows: Community, Title of document, Date of publication, User and Organization, Topics (see 3.3.2), Number of Comments and Replies, Type of document

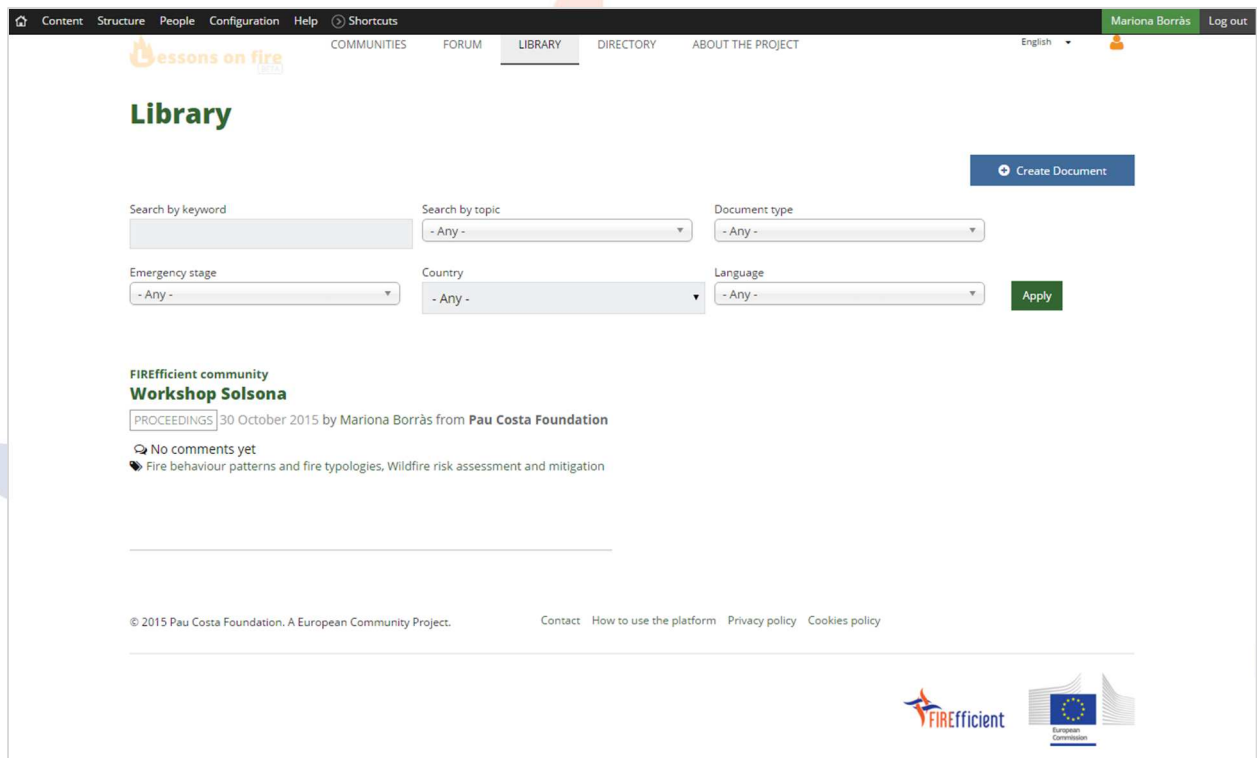
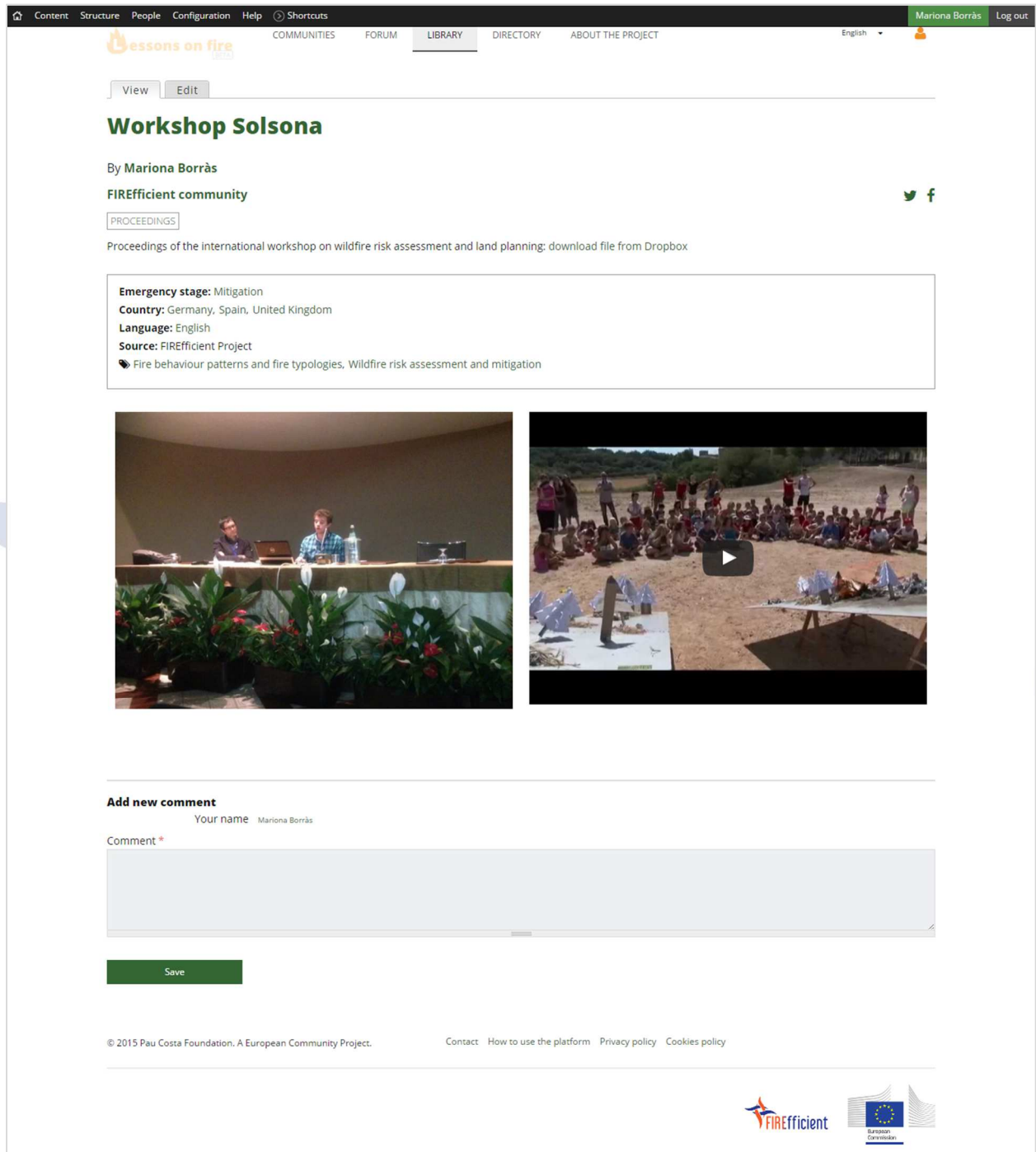


FIG 9. LIBRARY SUB-HOME

b) Detail of Document page

- i. Community, Title of the Document, Date of publication, User, Topics (3.3.2), Name of discussion (if necessary), Number of Comments and Replies, Download Button*
- ii. Comment and Reply body*
- iii. List of Comments and Replies*



The screenshot displays the 'Lessons on fire' platform interface. At the top, there is a navigation bar with options like 'Content', 'Structure', 'People', 'Configuration', 'Help', and 'Shortcuts'. The user 'Mariona Borràs' is logged in. The main content area features the document title 'Workshop Solsona' by Mariona Borràs, categorized under 'FIREfficient community'. A 'PROCEEDINGS' tag is visible. The description states: 'Proceedings of the international workshop on wildfire risk assessment and land planning; download file from Dropbox'. Below this, a metadata box lists: 'Emergency stage: Mitigation', 'Country: Germany, Spain, United Kingdom', 'Language: English', and 'Source: FIREfficient Project'. A video thumbnail shows a group of people sitting on the ground in an outdoor setting. At the bottom, there is a 'Add new comment' section with a text input field and a 'Save' button. The footer includes copyright information for the Pau Costa Foundation and the European Commission, along with links for 'Contact', 'How to use the platform', 'Privacy policy', and 'Cookies policy'.

FIG 10. DOCUMENT DETAIL

5. Expert database (Directory): professional information about registered users. Some searching options have been developed to easily find eexperts by First Name, Last Name, Organisation, Thematic scope or country (see 3.3.3. below).

a) Subhome

i. Search experts by mandatory fields when registering as a 'New user' (see 3.3.3): Last Name, First Name, Organization, Country, General Professional Profile, Thematic scope (the same as Topics, see 3.3.2).

Each item shows: Last Name and First Name (link to his/her profile page, see 1b), Organization, Photo, Country, General Professional Profile, Thematic scope

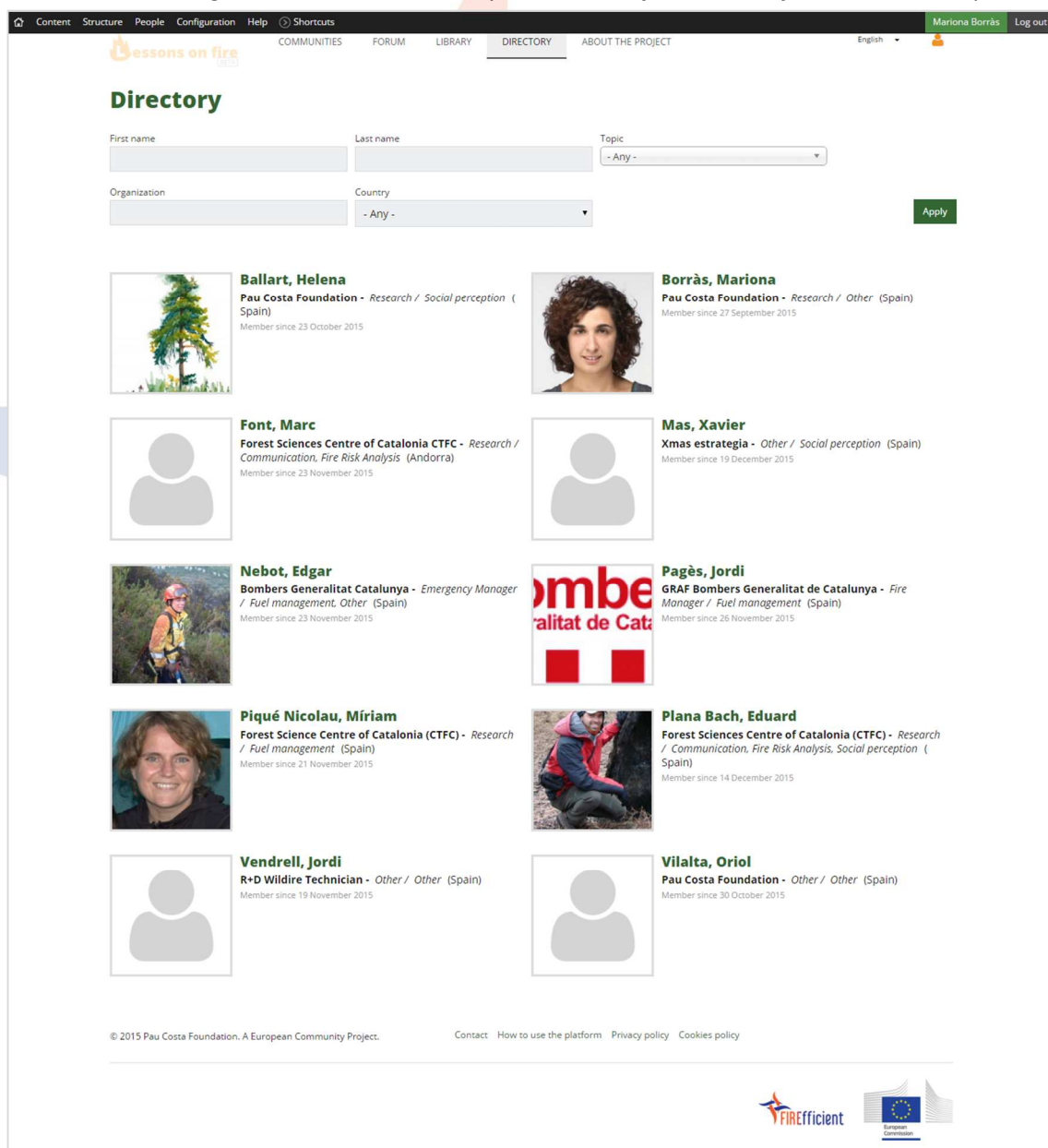


FIG 11. DIRECTORY SUB-HOME

b) Profile Detail: the same as described in 1b) Home for registered users

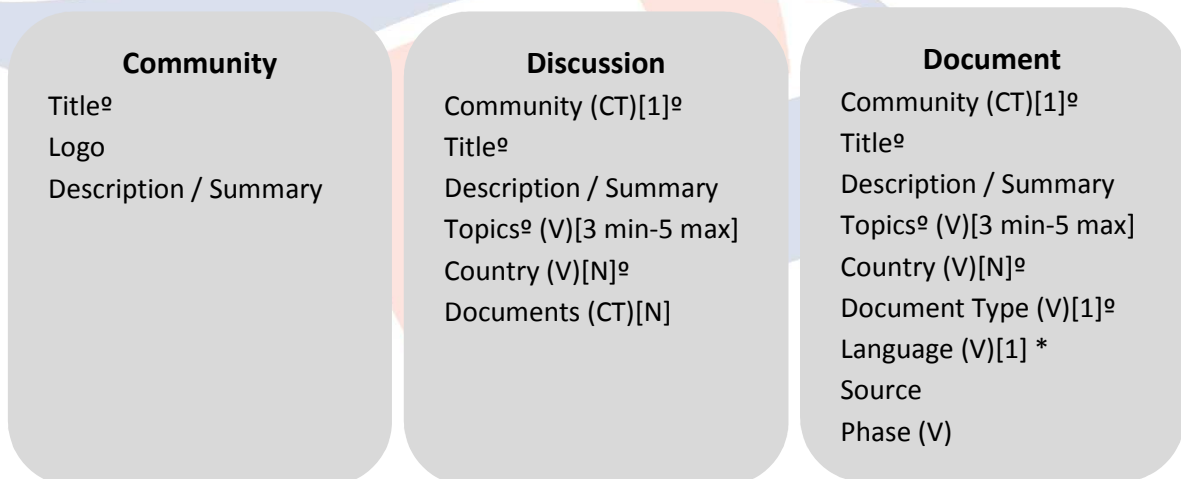
3.2.2. Second Level / Secondary Menu

1. Contact (info@paucofoundation.org)
2. How to use the platform
3. Privacy Policy
4. Cookies Policy
5. Copyright Policy

3.3. Contents of new site

3.3.1. Content types (CT)

Three **content types** are available in the *LESSONS ON FIRE* platform: Communities, Discussions and Documents. Each content type is defined by text and categories/vocabularies (see 3.3.2) in order to classify all the information uploaded by registered users, and to make easier the search of documents and discussions.



*Write a message: If your language is not within list of languages, please contact us: 'info@'

[°]Mandatory Fields

FIG 12. CONTENT TYPES IN LESSONS ON FIRE PLATFORM

3.3.2. Categories or Vocabulary (V)

These **seven categories** or **vocabularies** are useful to classify discussions and documents. Site administrators will not be able to create new categories once the site is defined; however, items inside these categories can be modified whenever during platform life.

- **Country or countries to which a document may apply:** *countries all over the world*
- **Document type:** *Best practices, Guidelines, Case study, Form, Field Reference Guide, Card, Website or portal, Poster, Paper, Media, Proceedings, Book, Video, Image*
- **Language:** *English, Spanish, French, German, Italian, Portuguese*
- **Topics:** *FIREfficient partners have defined a set of topics (Table 1) in order to classify discussions, documents and experts. The list of topics must be wide to represent all themes related to wildfires, but not so much long in order to simplify the classification and the search.*

TABLE 1. TOPICS DEFINED FOR CLASSIFY DISCUSSIONS, DOCUMENTS AND EXPERTS IN LESSONS ON FIRE PLATFORM

ENG	SP
Cost-effectiveness assessment	Evaluación de la rentabilidad
Risk assessment and mitigation	Evaluación del riesgo y mitigación
Fire behaviour patterns and fire typologies	Comportamiento del fuego, patrones de propagación e incendios tipo
Perception, culture of risk and communication	Percepción, cultura del riesgo y comunicación
Fire ignition and spread models	Modelos de ignición y propagación
Fuel management (biomass, SFM, mosaic landscape)	Gestión del combustible (biomasa, PEG, paisaje mosaico)
Climate change and wildfire risk	Cambio climático y riesgo de incendios forestales
Risk governance	Gobernanza del riesgo
Fire service needs and emergency management	Necesidades de los servicios de extinción y gestión de emergencias
Fire impacts assessment (soil, biodiversity, water supply, carbon stocks and others)	Evaluación del impacto del fuego (suelo, biodiversidad, suministro de agua, reserva de carbono y otros)
Prescribed burning	Quemas prescritas
Wildland urban interface	Interface urbano-forestal
Restoration of burnt areas	Restauración de áreas quemadas

- **General professional profile:** *FIREfficient partners have defined these six professional profiles in the Database of experts identified (see Deliverable nº 20).*

TABLE 2. PROFESSIONAL PROFILES FOR THE DATABASE OF EXPERTS

ENG	SP
Training, research and development	Formación, investigación y desarrollo
Decision-making	Toma de decisiones
Operational (public bodies and professional associations)	Operacional (administración pública y asociaciones profesionales)
Business Activity	Empresarial
Consultancy	Asesor y Consultorías
Other	Otros

- **Phase:** As described in FEMA (2006), the American National Response Plan (NRP) addresses threats and incidents by coordinating:
 - ➔ Pre-incident activities, such as information sharing, threat identification, planning, and readiness exercises.
 - ➔ Incident activities that include lifesaving missions and critical infrastructure support protections.
 - ➔ Post-incident activities that help people and communities recover and rebuild for a safer future.

Following NRP criteria, phases used to classify the spectrum of incident management actions in the LESSONS ON FIRE platform are **Prevention, Preparedness, Response, Recovery, and Mitigation (Fig. 12).**

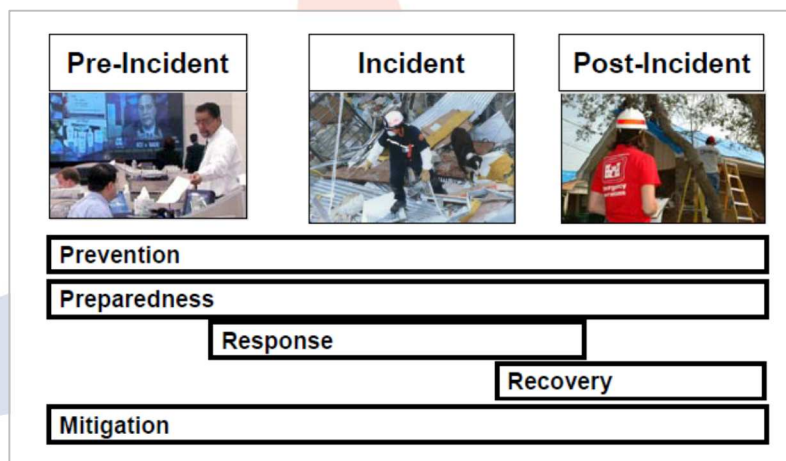


FIG 13. INTRODUCTION TO THE SPECTRUM OF INCIDENT MANAGEMENT ACTIONS (FEMA, 2006)

3.3.3. Users and roles

The next users have been created to manage the LESSONS ON FIRE PLATFORM:

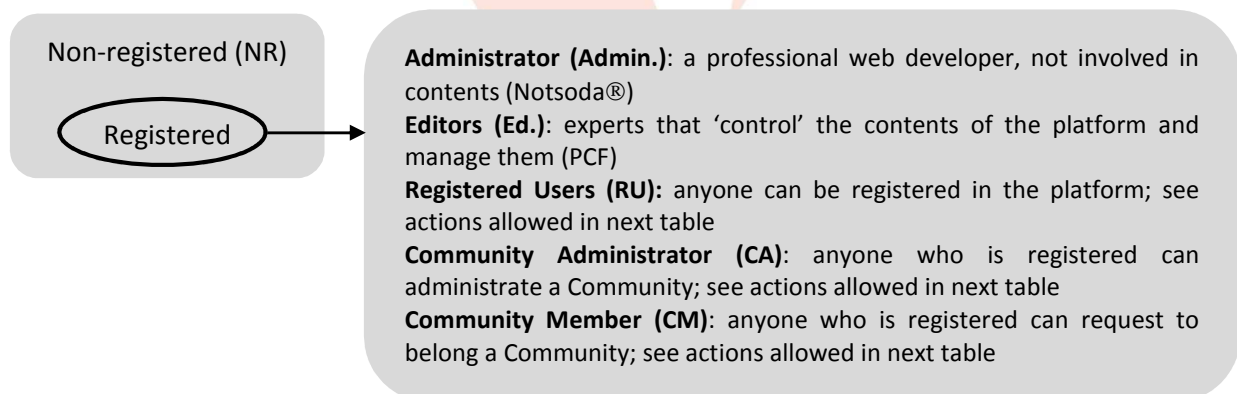


FIG 14. USERS OF LESSONS ON FIRE PLATFORM

In the next table, actions that can be done in the platform are detailed, as well as users that can realize these actions:

TABLE 3. ROLES OF USERS: NON-REGISTERED (NR), REGISTERED USERS (RU), COMMUNITY MEMBER (CM) AND COMMUNITY ADMINISTRATOR (CA)

ACTION	NR	RU	CM	CA
View Communities	X	X	X	X
View Discussions	X	X	X	X
View the summary of a Document	X	X	X	X
View the Directory	X	X	X	X
View the simple professional profiles	X	X	X	X
Search information by keywords	X	X	X	X
Search information by topics	X	X	X	X
Share links in Social Media	X	X	X	X
Create a Community		X	X	X
Belong to a Community		X	X	X
Comment and reply in discussions and documents		X	X	X
Contact an expert		X	X	X
Download a document		X	X	X
View extended professional profiles		X	X	X
Upload a document			X	X
Create a discussion			X	X
Approve / Reject a Member				X

Anyone can be registered in the *LESSONS ON FIRE* platform after fulfilling the following fields of a form:

<p>Mandatory Fields</p> <ul style="list-style-type: none"> First Name Last Name E-mail Organization Country (V) [1] General professional profile (V) [1] Topics (V) [3 min-5 max] 	<p>Optional Fields</p> <ul style="list-style-type: none"> Address Province/State Phone Bio CV (PDF Document)/Europass Format Photo
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FIG 15. FIELDS TO FULFIL THE REGISTRATION FORM

These mandatory fields are the base to extend the Database of Experts developed in Deliverable n°20.

3.4. Functionalities

- English and Spanish are the languages used for the site structure (presentation of the platform, main menus, secondary menus, name of form's fields, norms and conditions, etc). Then, each

participant or groups of participants (communities) can use their own language to create discussions.

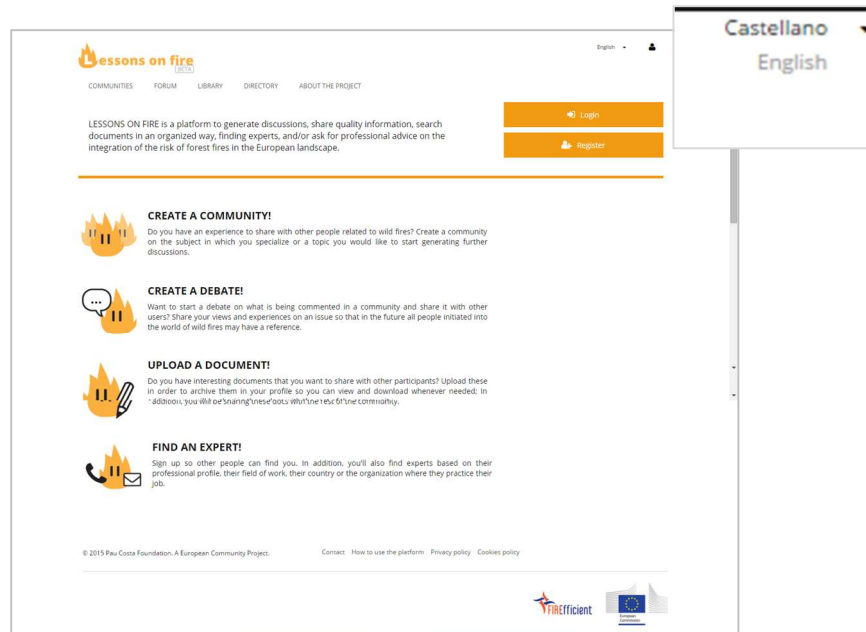


FIG 16. SPANISH AND ENGLISH OPTION IN LESSONS ON FIRE PLATFORM

- LESSONS ON FIRE platform is a responsive site for computers, mobile phones and tablets use.
- A private message system has been developed to facilitate communication between users.

3.5. State-of-the art of specialized VCoPs and platforms

In order to analyse participatory and repository platforms related to wildfires, the following state-of-the-art was carried out:

- **Wildland Fire Lessons Learned Center** [<http://www.wildfirelessons.net/home>].
[+]: a good repository and participatory platform, organized by communities; the functionality of receiving messages when the contents have been updated
[-]: too much information to get registered, a little confusion for uploading documents, site design
- **ELITE - Prototype**
[<http://www.elite-eu.org/wiki/index.php?title=Special:UserLogout&returnto=Main+Page>]
[+]: good internal structure, a good repository and participatory platform, good categories to classify documents
[-]: not finished and used yet
- **Knowledge for Wildfire** [<http://www.kfwf.org.uk/>]

[+]: design and contents, good usability

[-]: no search by topic button and no participatory platform

- **National Wildfire Coordinating Group** [<http://www.nwccg.gov/?q=publications>]

[+]: documents are organized properly

[-]: no participatory platform

- **Global Fire Monitoring Centre** [<http://www.fire.uni-freiburg.de/>]

[+]: a lot of information, carefully updated

[-]: no participatory platform

- **Societat Catalana de Geografia** [<http://scg.iec.cat/>]

[+]: a big repository platform

[-]: no participatory platform

- **Society of American Forest – The Dictionary of Forestry** [<http://www.dictionaryofforestry.org/>]

[+]: extended Glossary and Dictionary, carefully updated

[-]: no participatory platform

4. EXPLOITATION PLAN

A Formal letter (Annex I) will be sent to all identified experts (see Deliverable nº20) in order to foster them to get registered and start to use the platform. Other actions as webinars, face-to-face meetings, meetings or events will be also considered to promote the platform.

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ANNEX I / LETTER – Invitation to participate

Dear Mr./Ms.,

In order to promote and facilitate the experience and knowledge exchange among professionals in an international level, LESSONS ON FIRE platform has been developed in the European project framework *FIREfficient: Operational tools for improving efficiency in wildfire risk reduction in EU landscapes*.

We contact you to present **LESSONS ON FIRE platform** and to request your participation in it. Sharing information is the best way to help and progress, so, finding equivalent people from our profession in the area where we work or in other countries enriches us in our daily work. Especially when it is about new facts, previously unknown in some areas, such as big forest fires in northern Europe.

The platform LESSONS ON FIRE allows creating **communities** to generate **debates** among experts on specific issues, with certain confidentiality. A user registration system has been searched to allow knowing the participants' professional profile in the debates.

Besides being able to generate a huge number of discussions, documentation can be added and filed in an organised way to ensure its search in the website. In this way, LESSONS ON FIRE will end up being a searching **library** about the integration matter of forest fires risk in the landscape.

Within LESSONS ON FIRE you will also find a data base in a **directory**, which will allow you knowing, locating and contacting professionals from different disciplines in an international level. The experts search can be done depending on their work field or the area where their work is developed.

LESSONS ON FIRE has been designed to make the forest fire community work known and to be an information model proved by the professionals themselves. The functioning of the platform has been thought to be self-managing and invigorated by the users – always under conditions of use.

We would like you to participate in this collective project. We invite you to register in LESSONS ON FIRE!