

*Emergency Management
by Communities' Interaction Through Youth*

EMERGENCY MAP OF LOCAL AREA

Project Result 1
ID KA220-YOU-000029084





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1. PROJECT BACKGROUND

The EM-CITY Project is designed to promote social cohesion among diverse groups within local communities during emergencies. Recognizing that effective communication and inclusion are critical challenges in emergency situations, the project focuses on empowering young people to play a pivotal role in bridging these gaps. Properly sensitized and involved, young individuals can facilitate relations among different community groups, including young and elderly people, families, Culturally and Linguistically Diverse (CALD) communities, and long-time residents.

One of the main obstacles during emergency activities is the limited communication among these various groups living together in the local area. Ensuring that all groups are included in emergency plans at the same level is not always straightforward. The EM-CITY Project addresses this issue by fostering interactions and understanding among community members.

The aim of this research was to explore **group dynamics and interactions in local areas during emergencies**, providing insights that can enhance community resilience and cohesion.





2. METHODOLOGY

This section outlines the step-by-step implementation of the research methodology within the framework of the EM-CITY Project, leveraging anthropological and educational action research to understand group dynamics and interactions in local areas during emergencies.

Anthropological and educational action research were conducted to understand group dynamics and interactions in the local area during emergencies. Group dynamics change due to many variables, such as background, culture, and the language of different groups living in the same area. It is crucial to understand and study these dynamics to promote efficient interaction between these different groups in case of an emergency.

Anthropological Research

Generally, anthropological research adopts a comparative, historical, or ethnographic approach to the study of society and culture (Diah, N. M. 2014). Typically, an anthropological approach uses multiple qualitative methods to collect data. These methods, which include participant observation, individual interviews, focus groups, and textual analysis, are useful on their own and complementary to quantitative data in a mixed-methods study (Bergin, T. 2018).

Educational Action Research

Educational Action research is a disciplined process of inquiry conducted by and for those taking action. Cultural action research can be engaged in by a single person, a group of people from the same group, or a heterogeneous group who share an interest in a common problem. Action research always involves a seven-step cycle (Clark, J.S. et. al., 2020):

1. *Selecting a focus*: Identifying the specific area of interest within the local communities.
2. *Clarifying theories*: Establishing theoretical frameworks to guide the research.
3. *Identifying research questions*: Formulating precise research questions to direct the inquiry.
4. *Collecting data*: Gathering data through various qualitative methods.
5. *Analyzing data*: Interpreting the collected data to extract meaningful insights.



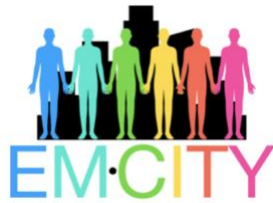


6. *Reporting results*: Documenting and presenting the findings.
7. *Taking informed action*: Implementing actions based on the research outcomes.

Below is a detailed, step-by-step description of the implementation of the aforementioned research methodology within the framework of the EM-CITY Project:

1. Each project partner engaged with a specific local area: Vicenza for Italy, Erzurum for Turkey, Heraklion for Greece, and Metropolitan Nicosia for Cyprus. The engagement in these local areas was facilitated by project researchers who collaborated with local authorities, NGOs, and institutions through the associated partners of the EM-CITY project.
2. The first project activity involved collecting information on local communities. To achieve this, three focus groups were designed and organized in each specific local area throughout the project. Each focus group is designed to involve at least 8-10 participants, representing young people from both non-CALD (Culturally and Linguistically Diverse) and CALD communities, as well as representatives from civil protection operators, local authorities, and other community members. The focus group questions were defined collaboratively by project partners. Each focus group was facilitated by at least one researcher or trainer from the project team.
3. The initial focus groups were held between June and September 2022, with the aim of understanding and mapping the needs of the local areas and the positions of young people within these communities.
4. Then, the project team collaboratively designed a semi-structured questionnaire to integrate the data collected from the focus groups. This questionnaire provided additional insights to aid in the design of training modules aimed at preparing young people to serve as "interactive bridges/junctions" between local communities, civil protection (CP) operators, and local authorities during emergencies.
5. In parallel, in each project country, the partners conducted research on best practices in civil protection and emergency response, focusing on the inclusion of diverse communities in





local emergency protocols. This research provided a global institutional perspective on managing mixed-group communities in emergency situations.

6. Based on the results of the research conducted during the first project period, the draft content and context for each title of the EM-CITY Training Module for Young Volunteers (Result 2) were developed between January and April 2023.
7. A draft research report and the draft content and context of the EM-CITY Training Module for Young Volunteers were shared with the target group before the second round of focus groups, which was conducted in all project areas in May 2023. The aim of the second focus group was to understand the impact of the EM-CITY activities up to that point and assess the current needs of each community, as these needs had begun to evolve due to the communication and networks established by the focus groups and the project's dissemination activities in the local areas. This feedback provided valuable data to refine and improve the EM-CITY Training Module for Young Volunteers.
8. The third round of focus groups was held after the implementation of the local pilot training sessions. The aim was to understand the impact of the project activities on the local communities and to improve the training modules based on lessons learned during their implementation, consistent with the action research method's continuous cycle.
9. Based on the feedback received during the pilot training sessions and the final focus groups, EM-CITY Training Module for Young Volunteers , Result 2, has been finalized.
10. And in parallel, the Emergency Map of the Local Areas (Result 1) was finalized by adding the conclusion section after all the research steps were completed and analyzed.





3. RESEARCH ACTIVITIES

This section outlines the comprehensive research activities conducted as part of the EM-CITY Project, aimed at understanding community dynamics and interactions during emergencies. The project engaged local areas in Vicenza (Italy), Heraklion (Greece), the Metropolitan Nicosia area (Cyprus), and Erzurum (Türkiye), establishing contacts with local authorities, NGOs, and institutions. Initial mapping of these communities identified key stakeholders and characteristics. Focus groups conducted between June and September 2022 involved representatives from civil protection operators, local authorities, young people from CALD and non-CALD communities, and other local stakeholders to understand and map local needs. A semi-structured questionnaire gathered additional insights from young people regarding their roles in emergencies and training needs. From September 2022 to January 2023, a collection of best practices provided institutional perspectives on managing mixed-group communities in emergencies. Pilot training sessions held from November 2023 to March 2024 tested and refined the training content. The final focus groups evaluated the training program's impact and gathered feedback for further refinement, ensuring the project remains relevant and impactful in fostering a culture of preparedness and cooperation across diverse communities.

3.1 Collection of Information on Local Communities

The initial activity aimed at achieving Result 1 involved gathering comprehensive information on local communities, which served as the foundation for the project's subsequent steps. This process focused on collecting detailed insights about the local communities engaged throughout the project.

To achieve this, a combination of desk research and informal interviews was employed. Information was collected via emails, phone calls, and virtual meetings, ensuring a broad and inclusive data collection approach. The collection process adhered to a standardized template and instructions prepared by the Result 1 Leader, EPC Srl, ensuring consistency and comparability across different sources.

The findings were compiled into a research report, which was constructed based on the national reports submitted by partner organizations. This method ensured that the report reflects diverse





perspectives and comprehensive data, providing a robust foundation for the project's future activities.

The local communities involved in the project were:

- The Municipality of Sovizzo and other nearby municipalities, situated in the Veneto region in the province of Vicenza, Italy.
- The Municipality of Malevizi, located west of the Heraklion Urban Complex in Greece.
- The Cyprus Nicosia Metropolitan area, the largest municipality of Cyprus in terms of population, consists of five official municipalities: Nicosia, Strovolos, Agios Dometios, Engomi, and Aglantzia.
- The Eastern Anatolia Region in Turkey, with Erzurum as the center of the project activities, along with a few provinces adjacent to Erzurum.

Thus, the acreage and the population of the communities varied in each country. The template used to collect the data is provided in Annex 1.

The characteristics of the local communities involved in the project are summarized in Table 1.

Table 1. Characteristics of the local communities involved in the project

Country	Local Community	Population	Young Population (18-30)	CALD Community Population	CALD Youth Population	CALD Communities
Italy	Municipality of Sovizzo, Altavilla, Creazzo	30.633	3.145	2582	342	Chinese, Serbian, Romanian, American, Burkina Faso
Greece	Gazi Region of Municipality of Malevizi	19.221		217 recorded in total,	n/a	Albania, Ukraine, Afghanistan, Syria





Cyprus	Nicosia Metropolitan	180.000	41.400	34.600	n/a	Syria, Cameroondear
Türkiye	Erzurum Province	756.052	135.000	5454	1024	Afghan, Iranian and Meskhetian

The backgrounds of the CALD communities involved in the project in each local area varied, as shown in Table 1. This diversity allowed the project consortium to assess the effectiveness of the EM-CITY methodology across different backgrounds. It also provided partner organizations with the opportunity to understand, manage, and utilize various group dynamics in the emergency management process. Furthermore, the populations in each country were significantly different, offering an opportunity to observe how the number of people in local areas impacts the emergency management process.

This diverse involvement was further bolstered by the vital roles played by stakeholders in each country. These stakeholders, including municipalities, universities, civil protection organizations, youth centers, and various NGOs, provided crucial support in engaging local communities. They facilitated the recruitment of participants from both CALD and non-CALD communities, as well as young people, for the project's activities. These activities included research (mapping, focus groups, questionnaires, best practice collection), pilot training, learning teaching training activities, and multiplier events. Their involvement ranged from providing expert opinions and training to sharing experiences in emergency and disaster management.

Additionally, these stakeholders contributed to the development and dissemination of project materials and training modules. By leveraging their local knowledge and networks, they helped tailor the EM-CITY methodology to suit different cultural and linguistic backgrounds, enhancing the project's overall effectiveness and impact on emergency management practices within their respective regions. Furthermore, stakeholders were involved in advisory boards in each partner country, providing strategic guidance and ensuring the alignment of project goals with local needs and contexts. This comprehensive approach ensured that the EM-CITY project could adapt and be effective across a wide range of community dynamics and sizes.





The list of the EM-CITY project stakeholders from each partner country is provided in Table 2.

Table 2. The stakeholders of the EM-CITY Project



Country	Stakeholder
Italy	Municipality of Sovizzo
	CARITAS
	Gruppo Accoglienza-Church of Sovizzo
	Scout Group of Sovizzo
	Civil Protection Group of Sovizzo
	ENGIM Veneto-High School
Greece	Municipality of Malevizi Region of Crete
	Greek Rescue Team
	Red Cross
	Armed Forces Reserve Club
	British Vice Consulate in Crete
Cyprus	Community Police
	ETEA (Voluntary Organisation)
	EMAK (Part of the Fire Service)
	CARITAS

	Municipalities of Nicosia Metropolitan area (Nicosia, Strovolos, etc.)
	Cyprus Red Cross
	Cyprus Refugee Council
	Generation for Change
	KISA
	Home for Cooperation
	Cyprus Civil Defence
Türkiye	Erzurum Metropolitan Municipality Youth Center
	Erzurum Technical University
	Ataturk University
	AFAD (Disaster and Emergency Management Presidency)
	The Turkish Red Crescent
	Erzurum Provincial Directorate of Migration Management
	Erzurum Provincial Directorate of Civil Society

The collaboration with diverse stakeholders, who are experts in their respective areas, significantly contributed to the project's success.

To further contextualize the implementation of the EM-CITY methodology, the geographical characteristics and emergency situations of the project local areas are detailed in Table 3.

Table 3. Geographical characteristics and emergency situations of the project local areas

Country	Local Area	Geographical Characteristics	Common Emergency Situations
Italy	Sovizzo, Veneto Region	Hilly terrain, moderate climate	Forest fires, flooding, landslides, and earthquakes
Greece	Malevizi, Heraklion	Coastal area, Mediterranean climate	Earthquakes, wildfires, and coastal flooding
Cyprus	Nicosia Metropolitan Area	Urban area, semi-arid climate	Earthquakes, urban fires, and flooding
Türkiye	Erzurum, Eastern Anatolia Region	Mountainous area, continental climate	Earthquakes, severe snowstorms, and landslides

The most frequently identified emergency situation across all local areas is flooding. However, it is important to note that earthquakes and forest fires are also significant risks that can occur in all partner countries. This diverse range of potential emergencies highlights the necessity for a robust and adaptable emergency management framework to address various natural disasters effectively.

The following are the key emergency management actors responsible for handling these emergency situations in the local areas where the project activities were implemented:

In Sovizzo, the Civil Protection (CP) group has been part of the Union of Municipalities “Terre del Retrone” since January 1, 2016. This collaborative structure ensures that the municipalities of Sovizzo, Creazzo, and Altavilla Vicentina share a common plan for Civil Protection operations, promoting coordinated responses to emergencies. Key actors in this system include the local Fire



Service, municipal authorities, and regional entities. Additionally, NGOs play a significant role, with numerous national NGOs registered as civil protection volunteers, such as the National Volunteer Fire Brigade Association, Italian Caritas, Red Cross, Auxiliary Coast Guard, and Scout associations. At the local level in the Veneto Region, there are officially recognized Civil Protection Volunteer Groups, including many in the province of Vicenza, the EM-CITY pilot area.

In Heraklion, the emergency management system is supported by a comprehensive network of key actors. The Fire Service, Municipality, Region of Crete, and the Decentralized Administration of Crete play crucial roles. Additionally, the Greece Armed Forces, Police, and voluntary civil protection groups operate under the guidance of competent bodies to ensure effective emergency responses. Notable NGO institutions include the Red Cross, the Greek Rescue Team, and the Armed Forces Reserve Club.

In the Nicosia Metropolitan Area, emergency management relies on several key actors. The Fire Service, Police, Red Cross of Nicosia, and Civil Defense are central to the response efforts. Voluntary civil protection organizations, such as ETEA (The Pancyprian Association of Reserve Paratroopers' Voluntary Emergency Department), also play a significant role in managing emergencies and disasters. NGOs like the United Nations Youth and Student Association of Cyprus provide additional support, enhancing the region's emergency response capabilities.

In Erzurum, emergency and disaster management is coordinated by AFAD (Disaster and Emergency Management Presidency) and the Turkish Red Crescent. The Turkish Armed Forces, Police, and Gendarmerie forces have dedicated disaster preparedness units. The involvement of NGOs is extensive, with numerous registered organizations as of September 2021. Key NGOs include the Turkish Red Crescent, the Search and Rescue Association (AKUT), the Disaster and Emergency Management Authority (AFAD), and the Humanitarian Relief Foundation (IHH). These NGOs and civil society organizations provide crucial assistance during emergency situations, though they must operate under the permission, approval, and guidance of AFAD.



3.2 1st Focus Groups

The first focus groups for the EM-CITY project were conducted between June and September 2022 across all four project local areas. A total of 52 participants attended these sessions, distributed as follows:

- 13 participants in the Municipality of Sovizzo, Italy
- 13 participants in Heraklion, Greece
- 12 participants in Erzurum, Turkey
- 14 participants in Nicosia, Cyprus

The profiles of the participants from each country group are detailed in Table 4.

Table 4. The participant’s profile per country groups

Local Area	Participant Profile	Number of Participants
Sovizzo, Italy	Civil Protection Volunteers, non-CALD	4
	Representatives of Local NGOs, non-CALD	4
	Young People, CALD	2
	Representatives of Local NGOs, CALD	1
	Representatives of Municipality, non-CALD	1
Heraklion, Greece	Stakeholders from CALD Community	4
	Representatives of the Municipality	1
	Representatives of the Region in Crete	1

	Volunteers in Emergency Management	4
	Young Person non-CALD	1
	Civil Protection Authorities	3
Nicosia, Cyprus	Stakeholder from Fire Department	1
	Young person non-CALD	3
	Young person CALD	2
	Volunteer department on emergencies	4
	Stakeholder from Civil Protection Authority	3
	Stakeholder from Police Authority	1
Erzurum, Türkiye	Stakeholder from non CALD Community	1
	Representative of Erzurum Provincial Immigration Administration	1
	Academic from Erzurum Technical University	1
	Young people from non-CALD community	2
	Representative of a CALD community NGO	1
	Young people from CALD community	7



The aim of the 1st focus group was to gain a comprehensive understanding of the group dynamics in local areas during emergency situations. This involved exploring how different community members interact and respond in times of crisis. Additionally, the focus group sought to collect detailed information on the specific needs of local stakeholders, with particular emphasis on the CALD (Culturally and Linguistically Diverse) groups, to ensure their concerns and challenges are adequately addressed during emergencies. Furthermore, the focus group aimed to understand the needs and positioning of young people in the local area concerning emergency situations, identifying their roles, perspectives, and potential contributions to enhancing community resilience and preparedness.

Based on the aim of the first focus group, four different themes were defined to cluster the questions as a consortium:

- 1. Involvement of Local Stakeholders in Civil Protection Dynamics:** How different stakeholders interact with each other within the local community on the civil protection framework.
- 2. Involvement of CALD/Non-CALD Groups in Civil Protection:** How civil protection volunteers engage CALD and non-CALD groups in emergency management situations.
- 3. Participation of Young People in Civil Protection and Community Management:** The extent and manner of young people's involvement in civil protection and local community management situations.
- 4. Feedback on the Project:** Gather input and suggestions regarding the project.

The questions discussed during the focus group included those provided in the guideline, along with additional questions incorporated to facilitate participants' understanding. While it was not obligatory for participants to answer every question, it was crucial to obtain responses under each theme. The template of the questions is provided in Annex 2.

Theme 1. How Local Stakeholder are Involved in Civil Protection Dynamics

In all the focus groups across the countries, it was observed that most stakeholders, including organizations, associations, and public and private institutions that work with young people and/or





CALD people, are not aware of the civil protection (CP) system in their local community. This lack of awareness extends to local people from both CALD and non-CALD communities, as well as other stakeholders, except those involved in Civil Protection Institutes and/or NGOs. Although some participants have a general idea of what civil protection entails and the situations in which they operate, they lack knowledge on how to act or react, who to contact, and how to assist effectively in emergency situations.

The population does not actively participate in exercises, trainings, and information events on civil protection. This lack of engagement is primarily due to the ineffective distribution of information by civil protection professionals. Additionally, there is a general lack of interest in these activities, as people often perceive emergencies as remote and unlikely to affect them directly. Furthermore, there is insufficient information on how to involve the community in civil protection events. Scheduling practices and exercises at inconvenient times also contributes to low participation. Moreover, these exercises are predominantly organized for voluntary groups rather than the general public, further limiting broader community involvement.

To enhance civil protection efforts, voluntary groups and public organizations need to know each other and collaborate effectively. Organizing events can facilitate this collaboration. To make civil protection actions more appealing to the local population and encourage active involvement, information should be communicated in attractive, interactive, and practical ways. Instead of lengthy instruction documents and time-consuming training sessions, simple and concise instructions should be disseminated. Digital tools, such as short instructional videos with demonstrations, can be particularly effective. These can be shared via social media and other digital platforms popular with young people.

Moreover, information from academics, authorities, and relevant civil protection stakeholders can be more impactful, as people tend to trust and take information seriously from experts. Public sector-organized events, trainings, and practices also garner more trust and participation from the community. Additionally, informal and non-formal organizations, such as "Civil Protection Summer Camps" for young people, can effectively attract and engage the youth. Activities conducted in schools can also be very effective in fostering a culture of preparedness and involvement in civil protection.





Based on the participants' answers, the following topics are essential for educating citizens on civil protection:

- **Understanding Local Emergency Risks:** Awareness of specific emergency risks associated with the local area.
- **Evacuation Planning:** Knowledge of how to develop and implement an effective evacuation plan.
- **Efficient Water Usage:** Strategies for conserving and utilizing water resources efficiently.
- **Waste Management:** Proper disposal and management of waste to prevent hazards.
- **Active Citizenship:** Encouraging civic responsibility and engagement in community safety.
- **Property Protection:** Measures to safeguard personal and public property during emergencies.
- **Following Instructions:** Developing soft skills to understand and follow directions from authorities.
- **Cooperating with Authorities:** Enhancing soft skills for effective collaboration with responsible officials.
- **Familiarity with Escape Areas:** Knowing the locations of escape areas, maps, and designated safe points.
- **Using Basic Equipment:** Proficiency in operating essential safety and emergency equipment.
- **Recognizing Civil Protection Teams:** Identifying and understanding the role of civil protection volunteers.
- **Locating Emergency Shelters:** Knowledge of shelter locations and access to information via links, websites, and platforms.
- **Prioritizing Self-Care:** Understanding the importance of taking care of oneself first to effectively assist others in an emergency.
- **Avoiding Inappropriate Involvement:** Recognizing when not to intervene to avoid obstructing emergency responders and putting oneself in danger.
- **Understanding Emergency Hierarchy:** Knowledge of the responsibilities of various stakeholders and volunteer organizations, including the roles of first, secondary, and tertiary responders, and the obligations of each.
- **Respect for Nature:** Developing sensitivity to the impact of disasters on the environment and engaging in practical training for responsiveness.





- **First Aid Training:** Regular, mandatory training sessions on basic first aid.
- **Emergency Prevention:** Strategies to prevent emergencies.
- **Essential Safety Equipment:** Knowledge of necessary safety equipment for households and offices.
- **Safety Protocols:** Understanding protocols for different types of emergencies, such as floods, fires, and earthquakes.
- **Risk Reduction and Prevention:** Techniques to minimize risks before they turn into emergencies.
- **Recovery Actions:** Steps to take after an emergency, such as post-earthquake recovery.
- **Post-Event Organization:** Procedures for community gathering and reporting missing persons.
- **Psychological Support:** Managing panic and providing psychological aid during emergencies.
- **Sociological Education:** Understanding the social dynamics during emergencies.
- **Situation Assessment:** Competence in providing accurate and effective information to authorities to enable stronger rescue plans.
- **Inherent Dangers of Unqualified Assistance:** Educating on the risks of unqualified assistance during emergencies and understanding what actions not to take.
- **Fire Evacuation Procedures:** Specific protocols for evacuating during a fire.
- **Human Rights Awareness:** Ensuring respect for human rights during emergency responses.
- **Promoting Tolerance and Diversity:** Encouraging acceptance and tolerance of diverse populations.
- **Emergency Sign Language:** Learning the International Emergency Sign Language for effective communication during emergencies.

Most participants stated that they do not know the main authorities of civil protection and emergency management in their country. Those not involved in the civil protection profession generally lack experience with emergency situations, except for minor incidents such as small fires. However, all CALD participants from Türkiye reported having experienced war and the earthquakes that occurred in Türkiye in 2020.

During emergencies, collaboration with civil protection institutions, organizations, and NGOs is reported to be very effective. This includes the collaboration of Fire Services, Civil Protection, Police





Authority, Ministry of Defense, and Civil Protection NGOs. However, there is a noted absence of collaboration with other stakeholders.

Despite the excellent collaboration highlighted, participants made three key suggestions for further improvement:

1. Developing clearer rescue plans for First Responders.
2. Enhancing collaboration between the Police Authority and Civil Defense at the operational management level, particularly for the protection and rescue of women and children in need during emergencies.
3. Improving legislation and operational planning to address major forest fires more effectively.

During the focus groups, participants were also asked if they knew of any good practices or new technologies/platforms in the realm of civil protection. The responses provided valuable examples of effective measures and highlighted areas needing improvement, particularly in terms of language accessibility and innovation.

In Italy, participants mentioned a telephone service that was provided for elderly people during the pandemic, offering them necessary support and information. However, no further innovative practices or technologies were recalled by the participants during the focus groups. This indicates a potential area for improvement and knowledge-sharing regarding advanced civil protection tools and practices.

In Greece, participants highlighted the citizen line managed by the Municipality of Malevizi. Citizens who register in this application receive phone messages with important information. Currently, 1,500 out of 25,570 residents are registered. Additionally, there is an application called I-SAVELIVES, which shows the locations of nearby defibrillators and provides first aid instructions, as well as information on nearby gathering points. However, this application is available only in Greek, highlighting the need for multi-language support to be more inclusive.

Participants in Cyprus referred to a disaster protocol from Taiwan, where after an earthquake, all residents received an immediate message with instructions on what to do. While the idea was





praised for its effectiveness, the message was only in Chinese, underscoring the necessity for multi-language options in emergency communications.

In Türkiye, the AFAD Emergency mobile application, developed by the Ministry of Interior, was highlighted. This domestic and national software aims to save more lives and reach more citizens during disaster situations. However, similar to other examples, the lack of a multi-language option indicates a need for further development to cater to diverse linguistic groups.

These examples demonstrate that while emergency numbers, applications, and practices exist, they need to consider the languages in which they are written and/or translated. Information must be presented in the simplest wording possible to ensure clarity and accessibility. Beyond the use of social media and the creation of groups on platforms like WhatsApp and Viber, no other innovative practices were mentioned, suggesting a gap in the adoption and awareness of advanced civil protection technologies and strategies.

Theme 2: Involvement of CALD/Non-CALD Groups in Emergency Management Situations

There are specific issues that need to be considered when approaching individuals during emergency situations, particularly based on cultural, linguistic, and religious differences. Communicating with people from various linguistic backgrounds can be challenging, as it is almost impossible to accommodate all spoken languages, especially when some individuals may not speak or read English. Additionally, people from migrant backgrounds often prefer to communicate in their native languages and may show little interest in learning English or the local language. Participants from Türkiye highlighted that religious considerations also play a role; for example, some Muslim women prefer to communicate only with other women and are not allowed to be touched by anyone. Similarly, some Muslim men may exhibit aggressive behavior toward those trying to assist their women.

Participants indicated that there is no specific strategy for managing emergency communication and the inclusion of groups speaking foreign languages and having different cultures in emergency management. Participants from Greece noted that in the private sector, certain hotel groups (e.g., CRETA MARIS, CANDIA MARIS) conduct emergency exercises and training in multiple languages every year. In Italy, some NGOs and municipalities have communicated with CALD communities





during the distribution of food and clothes, but faced obstacles such as lack of trust and embarrassment.

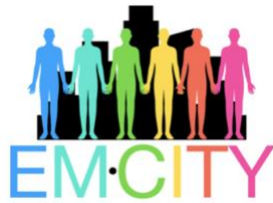
The suggestions from participants for effectively interacting with individuals who speak foreign languages during emergencies include:

1. **Finding Interpreters:** The most useful approach is to find a person who speaks the same language to act as an interpreter, although this is not always feasible.
2. **Flexibility and Improvisation:** Being flexible and acting based on the needs of the person in the emergency, even if there is a language barrier.
3. **Sign Language and Technology:** Utilizing sign language and employing translation gadgets for communication.
4. **Direct Translation Tools:** Acquiring equipment and applications for direct translations.
5. **Respect and Patience:** Respecting the privacy of individuals with different backgrounds, being patient, open, and ready to listen and share.
6. **Value Recognition:** Recognizing that the values of the person in need are as important as one's own.
7. **Focus on Immediate Needs:** Concentrating on the immediate needs and priorities of the person.
8. **Addressing Stereotypes:** Working on any stereotypes held towards people from different backgrounds.

The good practices mentioned by participants that can help the local community to organize a civil protection system that can be inclusive for all the different groups include several initiatives from Greece and Cyprus. In Greece, Heraklion participated as a pilot city in the AMARE EU-project, which aimed to manage its cultural diversity and fully coordinate the non-speaking population in the city's resilience plans. This included the "Xenocratis" project for anti-seismic shielding and population protection. Preventive and informative measures were implemented, such as printing general protection measures in multiple native languages to ensure accessibility during emergencies.

The key point is to involve all relevant authorities as part of their municipality. Municipalities play a significant role in Cypriot society, and many major ones have full-time employees responsible for





the security of their population, as well as standby personnel for emergency situations. These key individuals should receive regular training and be equipped to train municipal citizens on how to respond in emergency situations, acting as interactive bridges.

Additionally, scouts can play a significant role if trained in all aspects of emergency management situations. For areas where public transportation is not very advanced, it is important to consider young people from CALD backgrounds who may not own personal transportation when inviting them to training. Proximity and accessibility should be prioritized when planning training events to ensure inclusivity.

Theme 3: Young People Participation in Civil Protection and Local Community Management Situations

Not many young people participate in civil protection activities. Generally, they lack knowledge and show limited interest in the topic. Even those who are interested often do not engage deeply. When young people do get involved, they require continuous education from relevant authorities. Without proper training, their ability to help in emergency situations is limited.

Involving young people can be beneficial because they share a common language and technological understanding that transcends nationality. Young people are adept at using technology, mobile devices, and social media, which can be advantageous for civil protection operations. They can provide prompt information as eyewitnesses, but only if they are trained and understand how to communicate effectively with the appropriate authorities. Creative use of technology and innovative thinking can enhance their contributions. Additionally, young people can promote peace, tolerance, coexistence, and a non-extremist environment.

In Greece, some young volunteers in municipalities are activated in case of an emergency, although they are uncertified. Representatives from each community in the local area are also involved during emergencies, despite lacking formal training. One significant obstacle is the individual cost associated with being a civil protection volunteer, as volunteers must pay for their equipment and clothes. While there is interest from individuals to participate, the state does not adequately involve these volunteers.





Theme 4: Feedforward on the Project

The fourth and final theme focused on general questions aimed at guiding the next steps of the project. It provided participants with the opportunity to discuss any topics they felt were not adequately covered by the previous questions.

Participants from Cyprus reached a consensus that the project results would be beneficial for the community. However, they emphasized that these actions should not only target youth but also start from younger ages. They strongly believe that education on emergencies should begin in primary school, teaching children about what emergencies involve and their potential consequences on humanity, nature, flora, and fauna. Early sensitization can create a culture of responsible, knowledgeable individuals who understand their roles in emergency situations.

It is crucial to approach CALD individuals as soon as they enter a country, providing them with basic information about relevant authorities and how to approach them, the responsibilities of each authority, and specific instructions on how to react in emergencies. Including CALD communities in emergency procedures and listening to their needs is vital. Appointing 'ambassadors' from these communities can help train and inform their peers. Integrating CALD individuals as members of the host country helps them adhere to the country's regulations and practices. Understanding their rights and obligations is essential for their integration.

Key elements highlighted include:

1. **Empathy:** Fostering understanding and support.
2. **Awareness Campaigns:** Raising awareness about emergency preparedness and management.
3. **Intercultural Spirit:** Promoting a spirit of cooperation and understanding across different cultures.

Civil Protection Authorities in Cyprus acknowledged the need for more frequent training exercises for volunteers. They noted that beyond the initial training, periodic reminders and exercises are crucial as information and knowledge can fade over time.





Participants from Greece suggested that the project should pay attention to emergency situations caused by forest fires, particularly emphasizing the need to protect the Keri forest in Malevizi.

Participants from Italy and Türkiye expressed their appreciation for the project goals and activities. They conveyed their interest, support, and best wishes for the project's success. They also emphasized the need for more tools to build trust between citizens and the authorities, enhancing the effectiveness of the interventions.

Final additions and comments:

Young people expressed a desire for greater emphasis on prevention, especially concerning fires. They believed that there are preventative measures everyone can take to help avoid major outbreaks. Additionally, they wanted educational materials such as short videos or microlearning modules that were easily accessible and free online. These resources would help refresh the memories of those who had been trained without requiring them to undergo the entire training again. Such materials could also aid in emergency management responses, ensuring that correct procedures were followed. These resources could be useful for remembering specific details, such as the coding for a chemical element.

Key individuals who had influence within various communities were identified as important targets. For example, in the city of Nicosia, which hosts the three major universities in Cyprus, influential figures from these university communities were involved to inform others, creating a snowball effect. Similarly, relevant authorities in the five municipalities composing the metropolitan area of Nicosia involved their colleagues and citizens. Key people for CALD communities included imams for Muslim people or representatives from their formal embassies in Cyprus.

It was also suggested that, along with the automatic messages received upon arriving in a new country that provided information on mobile services and fees, important details about major hospitals, police authorities, fire department emergency contacts, etc., should be included. Alternatively, a link could be provided that referred to key information on First Responders' contact details and responsibilities, along with basic emergency management measures.





This information was recommended to be available in at least 3-5 major languages to ensure accessibility for tourists and permanent residents from other countries.

A comprehensive plan for civil protection was proposed to involve all local actors, and it was emphasized that the local community needed to be more active in these efforts. Addressing understaffing issues where they were identified was deemed crucial to ensure the effectiveness of the civil protection plan.

3.3 Semi Structured Questionnaire

After the finalization of the first focus groups, a questionnaire was prepared based on three themes which were defined based on the focus group results. The likert scale and open questions were used for the questionnaire. The aim of the questionnaire was to provide the input information for the design of the EM-CITY training module. Each partner organization proposed a minimum five questions for each theme; then each partner organization voted the questions proposed and the ones with the major votes were used in the questionnaire. The questions under each theme are given at Annex 3. The analysis of the likert questions is given at Annex 4.

3.3.1 Summary of the Results of Semi Structured Questionnaire

The semi-structured questionnaire was responded to by 87 young people from Greece, 34 from Cyprus, 36 from Italy, and 77 from Türkiye, totaling 234 respondents.

The research utilized SPSS 20 for data analysis. Descriptive statistics were first examined to determine the extent to which respondents agreed with each question. Subsequently, factor analysis was conducted to remove statements that disrupted the scale's structure. The questionnaire consisted of three sub-dimensions: Youth Role, Training Module, and Cultural and Linguistic Diversity. On average, participation in these dimensions was around 4 out of 5, indicating general agreement with the survey statements.

Correlation analysis was performed to understand the relationships between the dimensions. All three dimensions were significantly related to each other, indicating that a change in one dimension is associated with changes in the others. One-way ANOVA was applied to analyze whether the sub-





dimensions differed according to the respondents' countries, revealing which country prioritized which dimension.

The results were generally positive and meaningful, indicating that participants engaged thoughtfully with the survey.

The averages and standard deviations of the responses from the 233 participants are provided in Annex 4. The scales used in the study comprised three sub-dimensions: Youth Role, Training Module, and Cultural and Linguistic Diversity in Case of Emergency. The table of means and standard deviations is also given in Annex 4.

Correlation analysis indicated a significant and positive relationship between the sub-dimensions. There was a highly positive and significant relationship between the Youth Role and Training Module sub-dimensions. There was a moderately positive and significant relationship between Youth Role and Cultural and Linguistic Diversity, as well as between Training Module and Cultural and Linguistic Diversity. Thus, the Youth Role dimension is more likely to interact with and affect the Training Module.

One-way ANOVA analysis revealed differences in the sub-dimensions across countries. Specifically:

- Greece's Youth Role dimension score was 0.26 higher than Italy's and 0.98 higher than Türkiye's. Italy's score was 0.71 higher than Türkiye's. Cyprus's score was 0.90 higher than Türkiye's. Thus, Greece, Italy, and Cyprus all placed more importance on the Youth Role dimension compared to Türkiye.
- For the Training Module dimension, Greece's average score was 0.23 points higher than Italy's and 0.85 points higher than Türkiye's. Italy's score was 0.62 points higher than Türkiye's, and Cyprus's score was 0.78 points higher than Türkiye's. Hence, Greece, Italy, and Cyprus valued the Training Module more than Türkiye.
- In terms of Cultural and Linguistic Diversity, Greece's score was 0.66 points higher than Türkiye's, Italy's was 0.53 points higher, and Cyprus's was 0.49 points higher. There were no significant differences between Greece, Italy, and Cyprus, indicating that these countries placed similar importance on diversity.





These findings suggest that Greece, Italy, and Cyprus all placed significant importance on the Youth Role, Training Module, and Cultural and Linguistic Diversity dimensions, more so than Türkiye

For each theme, both open-ended and other types of questions were asked to the young people who participated in the questionnaire. Here are the key findings for each theme:

Theme 1: Youth Role

Question: "What would make young people more active in the field of civil protection and emergency management?"

The most significant answers from each country are given below:

Young people from Italy emphasized promoting a sense of belonging to the community and the importance of being responsible and active within the local community. They suggested promoting Civil Protection activities in schools and involving youngsters in practical activities.

Young people from Cyprus highlighted the importance of informal education and training to incentivize young people to become interested and participate initially. This implies a lack of intrinsic motivation or curiosity about the subject. They emphasized that educational training should be up-to-date, interactive, and systematic rather than one-off. Furthermore, they stressed the need to start educational actions from a very young age (primary school), even for parts of Emergency Management such as preparedness and prevention.

Young people from Greece identified education and training as key factors that would make young people more active in civil protection and emergency management. They particularly emphasized field training. Additionally, they highlighted the need for awareness, information, and guidance from civil protection authorities and active information campaigns from the state on civil protection themes.

Young people from Türkiye noted that the youth role averages in Türkiye were lower than in other partner countries. They indicated that policies should be developed to encourage more young people to play an active role in emergency and disaster situations. The role of young people is crucial





for both strengthening social ties and being a ready social force in times of need. This awareness needs to be disseminated.

Theme 2: Training Module

First Question: "Please choose the training models/methods that you think would be effective to implement (you can choose more than one)."

Options:

- Non-formal learning methods
- Informal learning methods
- Formal training methods
- Practice-based training programs
- Workshops
- Face-to-Face
- Online
- Hybrid (Face-to-Face and online together)

Key Findings:

Young people from Italy showed a preference for practice-based training programs and workshops. They emphasized the effectiveness of face-to-face learning but also recognized the benefits of hybrid models that combine face-to-face and online methods.

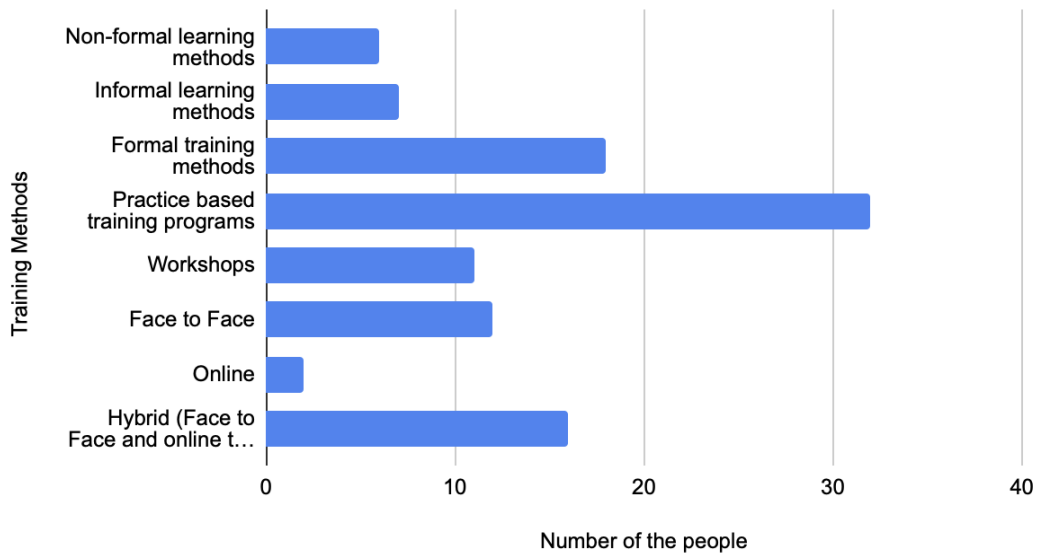
Young people from Greece similarly preferred practice-based training programs and workshops. They stressed the importance of face-to-face interaction for effective learning. Hybrid models were also seen as beneficial to accommodate different learning preferences.

Young people from Cyprus favored informal and non-formal learning methods, highlighting the need for these to be engaging and interactive. They also supported practice-based training and workshops, with a strong preference for face-to-face learning environments.

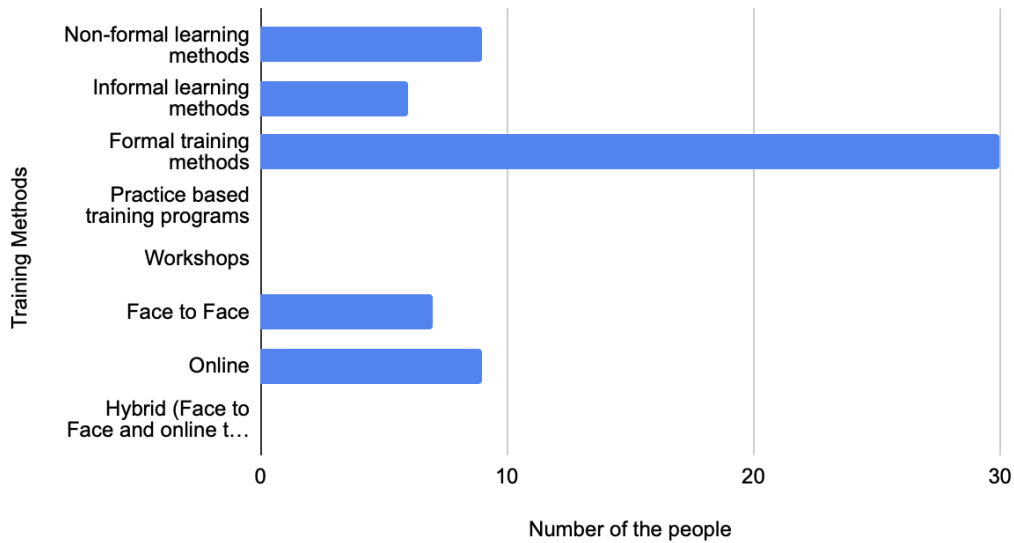


Young people from Türkiye highlighted the need for practice-based training and workshops. They also recognized the potential of hybrid training methods to combine the benefits of face-to-face and online learning, catering to various needs and preferences.

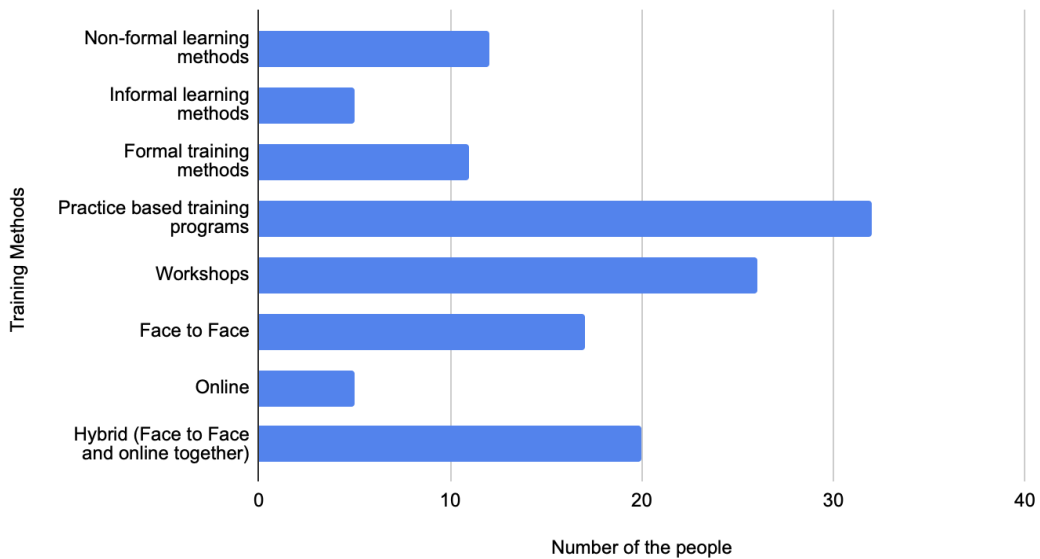
The training models/methods chosen by the majority of participants from each country are shown in Graphics 1 through 4.



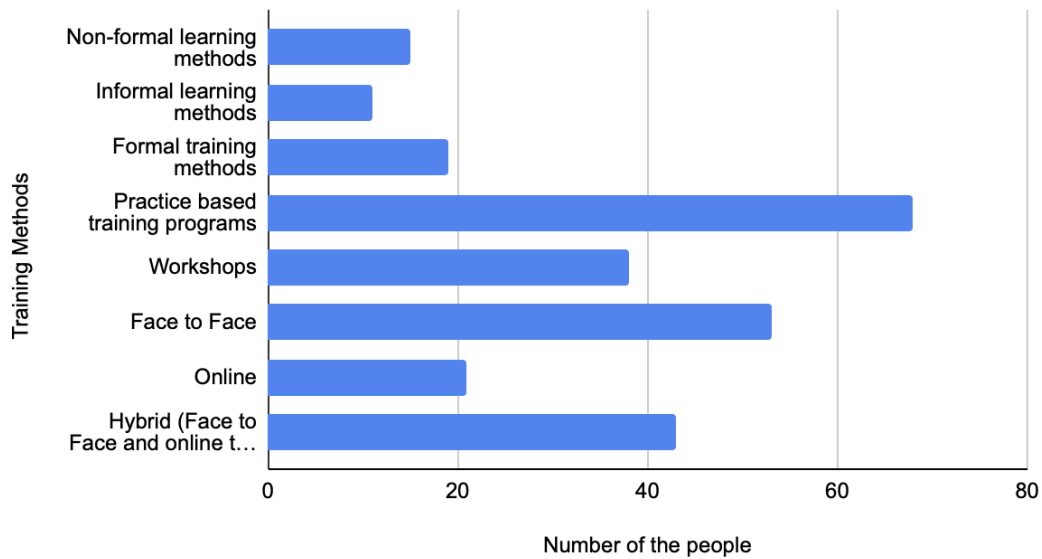
Graphic 1. The training models/methods which were chosen by the participants from Italy



Graphic 2. The training models/methods which were chosen by the participants from Greece.



Graphic 3. The training models/methods which were chosen by the participants from Cyprus



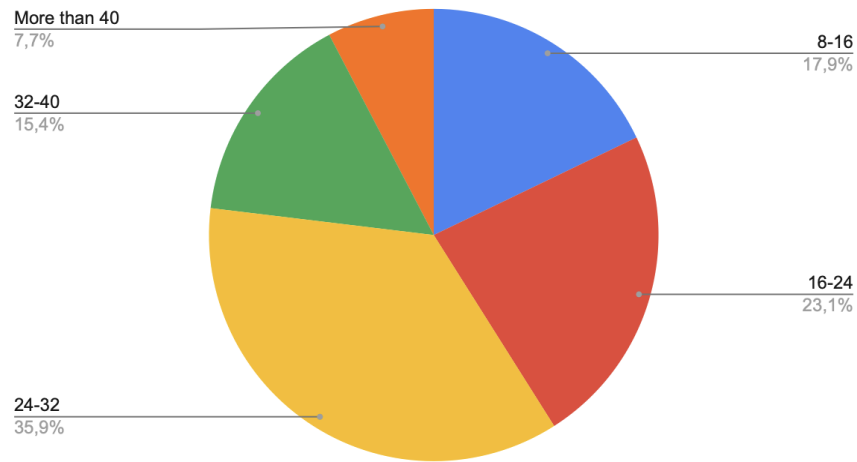
Graphic 4. The training models/methods which were chosen by the participants from Türkiye

The second question of this theme was: “In order to make the training program as useful as possible with better chances of young people enjoying and participating in it, how many hours do you think is sufficient?”

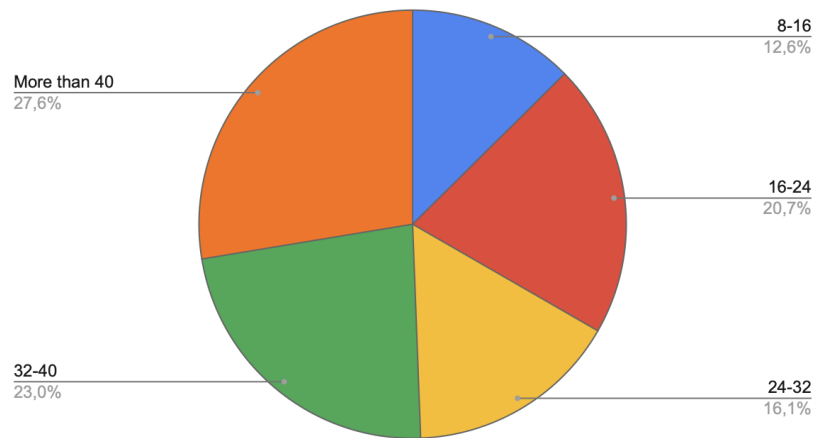
The options provided were:

- 8-16 hours
- 16-24 hours
- 24-32 hours
- 32-40 hours
- More than 40 hours

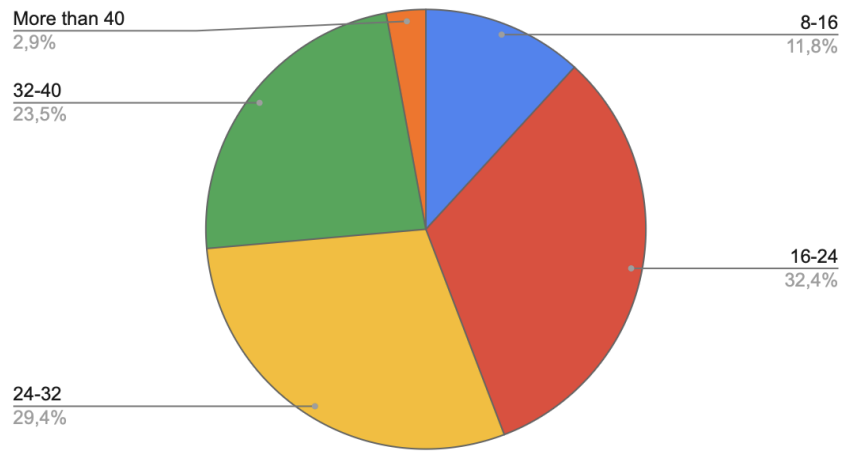
The hours chosen by the majority of participants are shown in Graphics 5 through 8.



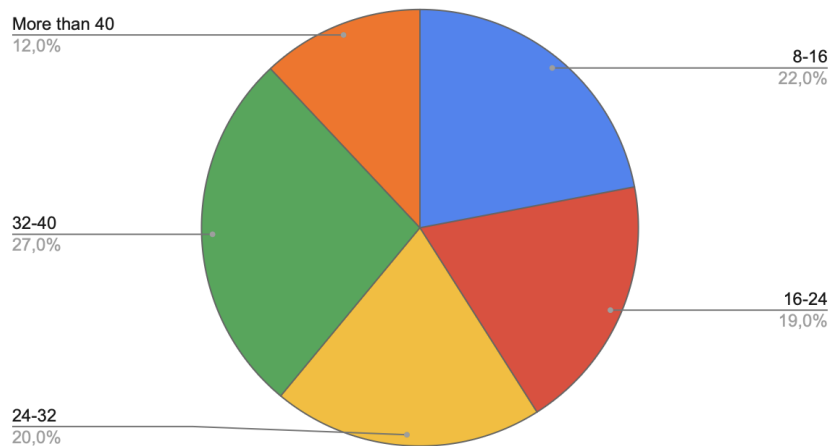
Graphic 5. The hours chosen by the majority of participants from Italy



Graphic 6. The hours chosen by the majority of participants from Greece



Graphic 7. The hours chosen by the majority of participants from Cyprus.



Graphic 8. The hours chosen by the majority of participants from Turkiye

Theme 3. Cultural and Linguistic Diversity

In the third theme, Cultural and Linguistic Diversity, there were two questions posed to the participants.



First Question: "According to your experience, how can CALD communities be facilitated by young people?"

Participants from Italy highlighted the importance of empathy and language skills in engaging with CALD communities. They stressed that training young people in these areas would significantly enhance their ability to interact effectively.

Participants from Greece focused on the importance of communication, information, and active involvement. They emphasized that effective facilitation of CALD communities would stem from proper communication between young people and these communities. They suggested that showing respect and providing confidence through appropriate training and information campaigns could bridge gaps. One participant noted, "Young people communicate better with each other regardless of nationality."

Participants from Cyprus believed that integrating CALD individuals into broader societal actions and training was crucial. They stressed involving young CALD people who are proficient with digital media to reach a wider audience. One insightful suggestion was to map out communication channels with CALD communities on various issues to enhance communication on civil protection matters.

Participants from Türkiye viewed young people as pivotal in supporting CALD communities during emergencies. They suggested connecting with community leaders and organizations to understand specific needs and challenges. Leveraging social media and other communication channels to spread awareness and volunteering with relevant organizations were also recommended. Additionally, young people could assist with translation and interpretation, making crucial information accessible in multiple languages.

Second Question: "Can you suggest any best practices and examples of situations when dealing with CALD people? e.g., specific platforms, applications?"





Participants from Italy mostly struggled to answer this question, except for recalling best practices from the 2021 Emilia Romagna earthquake, documented in the AMARE project.¹

Participants from Greece, while many did not have specific examples, suggested general tools like the internet and mobile applications. Some specific recommendations included the European Emergency Number (112) and the OASP (Earthquake Design & Protection Organization) earthquake guide available in different languages. A notable idea was the development of an advanced platform where a "button" could provide live satellite images and information to guide citizens and volunteers during emergencies.

Participants from Cyprus recommended using the latest applications and crowdsourcing tools. To overcome language barriers, they proposed mobile applications that could translate spoken language instantly.

Participants from Türkiye emphasized using multi-lingual messaging platforms and visual aids like infographics and videos to communicate important information. These tools would help ensure that CALD communities receive clear and understandable instructions during emergencies.

3.4 Best Practices Collection

The consortium conducted the best practices collection between September 2022 and January 2023. The aim of this collection was to provide an institutional point of view on the management of mixed group communities in emergency situations.

In scientific and business environments, the identification of a best practice follows a strict, comparative approach based on the quantitative and measurable outputs of a certain practice. In the field of youth, CALD communities, and emergency management, however, the outcomes of a project are more difficult to identify in a quantitative way, at least in the short term. For this reason, the term "best practice" within the frame of the EM-CITY project simply becomes a good example from which to draw inspiration. Another feature of a scientific best practice is its transferability, meaning that it should be possible to take the model given by the best practice, apply it anywhere,

¹ www.amareproject.eu





and achieve the same “best” results. In this context, this is not always possible: each local community has its own peculiarities, and best practices need to be adapted and contextualized. Some practices identified as “best” might not even work in the local situation. For these reasons, best practice research in the field of emergency management, youth, and CALD communities does not have a strict and objective structure, but rather a more adaptable one. The steps followed in this part of the research are specific to the field of emergency management, youth, and CALD communities. So, the "field research" and "desk research" methods were used to collect good practice information.

For the field research, formal and informal data collection methods were used, such as face-to-face and online meetings, phone calls, emails, and visits. For the desk research, relevant web sources were identified, listed, and deeper information was sought for those chosen.

During regular partnership meetings, the consortium decided not only to search for best practices within partner countries, given the limited number of good/best practices per country, but also to look for worldwide good practices. These examples were presented and evaluated for their potential applicability in the context of the partner countries. The template used to collect the good/best practices data is provided in Annex 5.

In total, 19 good practices were collected, with each partner organization contributing 4-5 good practices. Table 5 shows the summary of the best practices collected by the consortium. The details of the best practices chosen are provided in Annex 6.

Table 5. Summary of Best Practices Collected by EM-CITY Consortium

Initiative	Objectives	Key Activities	Outcomes
AVPA Croce Blu Modena ODV Initiative	Promote civil protection culture, enhance social cohesion, create community interaction for asylum seekers	Training asylum seekers, community activities	Social cohesion, cultural integration, development of local relationships



Civil Protection Summer Camp for Kids	Promote civil protection among youth, enhance skills for environmental and community protection	School camps, interaction with civil protection professionals	Over 70,000 youths trained, increased awareness and active community roles for young participants
CP4ALL International Training and Small Scale Exercises	Develop specialized operators for civil protection, train volunteers for international emergency response	International training courses, small-scale exercises	Enhanced emergency response capabilities, improved interaction with vulnerable populations
Support for Ukrainian Refugees by CSV Vicenza	Provide support and safe place for Ukrainian war refugees	Transportation, hospitality services, bureaucratic support, language classes	440 refugees rescued, effective humanitarian operation, strengthened NGO networks
Electronic Mapping for Refuge Points	Improve access to emergency refuge points for CALD communities	Creation of electronic maps, information sessions	Enhanced accessibility and awareness of emergency gathering points
AMARE-EU Project by the Municipality of Heraklion	Evaluate city capacity for risk reduction in multicultural societies, raise awareness, involve non-native citizens	Self-assessment tool, awareness campaigns, local action plans	Developed low-cost solutions, validated innovative approaches, improved multicultural disaster preparedness
Special Lists for Emergency Situations	Compile lists for emergency response, include diverse community representatives	Creation of special lists, training representatives	Improved community support during emergencies, enhanced civil protection plans
Annual Crisis Management Exercise	Train hotel staff and emergency services for natural disaster response	Crisis management exercises,	High level of preparedness, effective response strategies, trained staff

		coordinated response drills	
4Plus Project	Improve disaster preparedness for vulnerable groups, ensure inclusivity	Development of civil protection plans, training	Enhanced preparedness and non-discriminatory practices, safer environments for vulnerable groups
AFAD Emergency Mobile Application	Provide efficient disaster response and information access	One-touch emergency calls, locating assembly areas, disaster education videos	Significant contribution to rescue efforts, improved public safety
FamilyMart's Disaster Management Role	Ensure logistics support and emergency relief, maintain operational stores during disasters	Coordinated transport capabilities, power supply to stores, participation in SEMA	Continuous operation during disasters, effective relief supply, strong support to affected communities
Emergency Medical Teams (EMTs) Initiative	Improve quality and coordination of emergency medical teams	Creation of EMTs registry, alignment with EU Medical Corps	Faster, efficient health crisis response, improved professionalism of deployed teams
Civil Protection Directorate Project by Croatia's Ministry	Develop project documentation for ESIF funding, train staff	Project pipeline development, training	Enhanced readiness for civil protection initiatives, effective use of ESIF funding
The BALTPREP Project	Enhance regional preparedness and response	Regional preparedness	Improved response capacities, increased cooperation and

	capacities in the Baltic Sea region	activities, table-top exercises	interoperability among civil protection authorities
World Vision BiH: Safe Spaces for Children During Floods	Provide safe play areas, meals, and psychosocial support for children affected by floods	Creation of safe spaces, organization of activities	Immediate relief and long-term support for children's well-being and mental health during and after the flood
Bulgarian Red Cross Youth (BRCY)	Assist Syrian refugees with humanitarian support, focus on integration and education	Distribution of relief items, improvement of living conditions, education activities	Comprehensive support for refugees, enhanced integration and educational opportunities
Real-Time Incident Response at Thassos Island	Ensure timely evacuation, assess emergency response tools and equipment	Coordinated evacuation, use of urban buses	Successful containment of fire, effective response showcased
Centre for Social Work (Tolmin)	Provide psychosocial and material aid post-earthquake	Psychosocial assistance, material aid provision	Personalized support for affected citizens, improved community resilience
INSTITUT ANGELETA FERRER ISENSAT: Integration Support	Facilitate integration of newly arrived students, promote language acquisition and cultural understanding	Assignment of reference students, continuous support	Successful integration of new students, enhanced educational experience and social belonging

3.5 2nd Focus Groups

The second focus groups for the EM-CITY project were conducted in May, 2023 in Vicenza, Italy; Heraklion, Greece; Erzurum, Türkiye; and Nicosia, Cyprus. A total of 64 participants attended these sessions, distributed as follows:

- 10 participants in the Municipality of Sovizzo, Italy

- 22 participants in Heraklion, Greece
- 10 participants in Nicosia, Cyprus
- 22 participants in Erzurum, Turkey

The participant’s profile per country group is given in Table 6.

Table 6. The participant’s profile per country groups

Local Area	Participant Profile	Number of Participants
Sovizzo, Italy	Civil Protection Volunteer, Non-CALD	1
	Representative of Local NGO, Non-CALD	4
	Young Person, Non-CALD, Civil Protection Volunteer	1
	Young Person, Non-CALD	2
	Representatives of Municipality, non-CALD	2
Heraklion, Greece	Stakeholders from CALD Community	4
	Representatives of the Municipality	4
	Representatives of the Region in Crete	4
	Volunteers in Emergency Management	4
	Young Person non-CALD	3
	Civil Protection Authorities	3

Nicosia, Cyprus	Stakeholder from Fire Department	2
	Young person non-CALD	4
	Young person CALD	2
	Volunteer department on emergencies	0
	Stakeholder from Civil Protection Authority	2
	Stakeholder from Police Authority	0
Erzurum, Türkiye	Disaster Response Agency Representative	2
	Representative of Erzurum Provincial Immigration Administration	2
	Academic from Erzurum Technical University	1
	Representative of Local NGO, CALD	1
	Young people from non-CALD community	5
	Young people from CALD community	11

The aim of the second focus group, conducted in May 2023, was to understand the impact of the research and dissemination activities and assess the current needs of each community. These needs had begun to evolve due to the communication and networks established by the focus groups and the project's dissemination activities in the local areas. This feedback provided valuable data to refine and improve the EM-CITY Training Module for Young Volunteers. By gathering insights from



diverse community members, the focus group aimed to ensure that the training module would be relevant, effective, and responsive to the specific needs of each local context.

Based on the aim of the second focus group, two different themes were defined to cluster the questions as a consortium:

- 1. Impact of the EM-CITY Project:** Evaluating the outcomes and influence of the project's activities on the local communities.
- 2. Finalizing the EM-CITY Training Modules:** Gathering feedback to refine and finalize the training modules to ensure they meet the evolving needs of the communities.

As in the first focus group, the questions discussed during the second focus group included those provided in the guideline, along with additional questions incorporated to facilitate participants' understanding. While it was not obligatory for participants to answer every question, it was crucial to obtain responses under each theme. The template of the questions is provided in Annex 7.

Theme 1: Impact of the EM-CITY Project

Participants across all locations shared their experiences with culturally and linguistically diverse (CALD) communities and youth interaction in emergency settings. There was a general consensus that certain CALD groups, such as Russian-speaking and Albanian-speaking individuals, have assimilated well and understand the local culture. However, challenges remain, particularly with Muslim communities, where cultural practices influence the response to emergencies, such as the need for female doctors to attend to women.

Another significant issue highlighted was the access to Roma camps during emergencies, where firefighters often face resistance and need police assistance due to security concerns. Participants emphasized the need for emergency agencies to consider cultural and religious practices, such as Ramadan, to provide appropriate support.

Representatives from various sectors, including the fire department and civil protection, noted the importance of organized volunteer groups. The collaboration between volunteers and official





authorities, as seen during recent forest fires in Cyprus, was highlighted as a successful example of youth engagement and effective emergency response.

Participants primarily followed EM-CITY activities through Facebook pages (EMCITY and partner pages). However, there was a notable lack of awareness and engagement with the project's social media and website. Participants suggested improving the dissemination strategy by creating WhatsApp groups for better communication and proposing more extensive use of popular social media platforms like Facebook and Instagram to engage young people.

Participants emphasized the importance of raising awareness, educating, and motivating young people to participate in civil protection activities. Suggestions included:

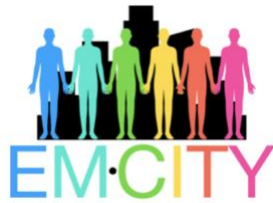
- Using social media effectively.
- Organizing briefings and trainings in schools to cultivate a culture of security early on.
- Including civil protection topics in school workshops and creating summer camps focused on civil protection.

Participants also stressed the need for youth leadership, suggesting that young people should be the main drivers of these initiatives, with adults providing support and tools. The creation of interactive platforms and intercultural exchange programs was seen as a way to promote cross-cultural understanding and empower youth.

Theme 2: Finalizing the EM-CITY Training Modules

Participants generally found the designated training modules comprehensive and valuable for fostering intercultural understanding and promoting social cohesion. They appreciated the modules' focus on cultural competency, communication skills, and leadership development. However, they emphasized the need for the training to be engaging, participative, and balanced between theory and practice. They recommended several strategies for effective training implementation:





- Send informative material in advance to activate participation.
- Avoid scheduling training during high seasons and weekends.
- Ensure the training is experiential, incorporating role-playing and practical scenarios to make it more impactful.

Organizations expressed a strong willingness to be involved in the EM-CITY training. They proposed various ways to contribute, such as:

- Sending trainees and participating as observers.
- Providing additional training and logistical support.
- Running training sessions or workshops and offering facilities for residential training.

Participants suggested integrating the developed training modules into existing training programs and educational curricula. They also saw the potential for using these modules to train staff and volunteers, ensuring they are well-prepared to support young people in emergency situations. Disseminating the training modules to other organizations and community groups was seen as a way to maximize their impact and reach.

Final additions and comments:

The second focus group sessions provided valuable insights into the EM-CITY project's impact and the necessary steps to finalize and implement the training modules effectively. Analyzed across all partner countries together, most of the responses were similar, with any noted differences being highlighted. Since the focus was on assessing the impact and improving existing drafts rather than collecting new data, the analysis was streamlined accordingly.

Key recommendations from the second focus group include enhancing communication and dissemination strategies, tailoring training modules to be culturally sensitive and practical, promoting youth engagement and leadership, and strengthening collaboration with local stakeholders. These efforts aim to ensure the project's success in fostering community resilience and empowering youth in civil protection and emergency management.



3.6 3rd Focus Groups

The third focus groups of the project were conducted between February and April, 2024 in Vicenza, Italy; Heraklion, Greece; Erzurum, Türkiye; and Nicosia, Cyprus. In total 62 participants attended these sessions, distributed as follows:

- 8 participants in the Municipality of Sovizzo, Italy
- 9 participants in Heraklion, Greece
- 5 participants in Nicosia, Cyprus
- 19 participants in Erzurum, Turkey

It was prioritized to involve the same participants who took part in the 1st and 2nd focus groups. This approach was chosen to measure the impact of the project as accurately as possible and to ensure continuity and deeper insights from those already familiar with the project's progress. In Italy, the focus group was conducted online. The participant's profile per country group is given in Table 7.

Table 7. The participant's profile per country groups in third focus group

Local Area	Participant Profile	Number of Participants
Sovizzo, Italy	Civil Protection Volunteer, Non-CALD	1
	Representative of Local NGO, Non-CALD	3
	Young Person, CALD	1
	Young Person, Non-CALD	2
	Representatives of Municipality, non-CALD	1
Heraklion,	Stakeholders from CALD Community	0

Greece	Representatives of the Municipality	1
	Representatives of the Region in Crete	1
	Volunteers in Emergency Management	1
	Young Person non-CALD	3
	Civil Protection Authorities	3
Nicosia, Cyprus	Stakeholder from Fire Department	0
	Young person non-CALD	1
	Young person CALD	2
	Volunteer department on emergencies	0
	Stakeholder from Civil Protection Authority	2
	Stakeholder from Police Authority	0
Erzurum, Türkiye	Disaster Response Agency Representative	2
	Representative of Erzurum Provincial Immigration Administration	2
	Academic from Erzurum Technical University	1
	Representative of Local NGO, CALD	1



	Young people from non-CALD community	8
	Young people from CALD community	5

The aim of the third focus group was to comprehensively assess the overall impact of the EM-CITY training program, aligning with the initial objectives of the project.

Based on this aim, two themes were defined to cluster the questions:

1. **Overall Impact of the Training Program:** Evaluating how well the training program has met its intended goals and the effects it has had on the participants and communities.
2. **Evaluation and Improvement of the Training Program:** Gathering feedback on the training program's strengths and weaknesses to make necessary adjustments and improvements.

The third focus group sessions provided valuable insights and feedback, essential for refining the EM-CITY training modules. The questions discussed during these sessions included those provided in the guideline, along with additional questions to facilitate participants' understanding. While it was not obligatory for participants to answer every question, it was crucial to obtain responses under each theme. The template, instructions, suggestions, and questions for the third focus group are provided in Annex 8.

Theme 1: Overall Impact of the Training Program

Participants shared insights into the changes observed in the young participants and their communities as a result of the training, highlighting shifts in behavior and community engagement.

The EM CITY training program has had a notable positive impact on young participants across the various focus groups, significantly enhancing their understanding and engagement in civil protection activities. The training material was universally praised for its detail, organization, and comprehensive nature, providing an excellent foundation for developing further training materials





and presentations. For instance, young volunteers in Greece and Italy reported newfound confidence in assisting with emergency drills and organizing community awareness campaigns.

This training empowered young people to assume leadership roles within their communities. Examples include organizing workshops in schools to educate peers on emergency response, as seen in Italy, and facilitating joint training sessions between local schools and civil protection units in Türkiye. Such proactive behavior indicates a significant shift in the attitudes and actions of young participants post-training.

However, the focus groups identified several challenges. Initial engagement proved difficult, with young people hesitant to participate at first. Language barriers, particularly with CALD (Culturally and Linguistically Diverse) communities, posed additional challenges. Despite these obstacles, innovative solutions were found. For example, a young volunteer in Türkiye created bilingual materials to bridge language gaps, and in Cyprus, engaging local schools helped integrate emergency preparedness into the curriculum.

The sustainability of these changes seems promising, as the enthusiasm and proactive behavior of young participants suggest a lasting positive influence. Participants expressed a strong desire to continue their involvement in civil protection activities, acting as interactive bridges within their communities to foster better understanding and cooperation among different groups.

Theme 2: Evaluation and Improvement of the Training Program

In the second segment, the focus was shifted to evaluating the implementation of the training program in local areas. This phase aims to gather detailed feedback and analysis from participants, enabling the refinement and finalization of the training modules. By incorporating participants' experiences and suggestions, the process ensures that the training materials are continually improved and updated, adhering to the principles of the action research method for ongoing relevance and effectiveness.

The evaluation of the EM CITY training program revealed several strengths and areas for improvement. The training modules' content was praised for being comprehensive, easy to





understand, and adaptable to various contexts beyond emergency management. Modules on intercultural communication and team building were particularly highlighted for their usefulness. However, participants across all focus groups agreed that the presentation of the training platform could be more engaging and interactive. Suggestions included incorporating more videos, pictures, and other visual materials to make the platform more appealing.

The non-formal training methods and tools used in the program were highly effective in engaging participants. These methods, which differed from traditional theoretical approaches, maintained participants' interest through interactive and practical activities. In Italy, for example, young asylum seekers found the practical activities and games particularly engaging.

Participants provided several recommendations for improving the training program's effectiveness and reach. These included increasing dissemination efforts, particularly targeting CALD communities through flyers, posters in public transportation, and outreach to local schools. Conducting practical training sessions in rural areas where many CALD and vulnerable communities reside was also suggested. Additionally, offering incentives such as extracurricular credits, elective courses, or certificates could attract more young people to participate.

Another key recommendation was to integrate ready-made presentations and materials into the training platform. This would save trainers time and make it easier to adapt the material to different contexts. Trainers in Cyprus and Türkiye noted that having ready-made materials would facilitate integrating the training into their existing activities, such as community outreach programs and school workshops.

The focus groups emphasized the importance of continuous support and engagement to ensure the sustainability of the training program's positive impacts. By addressing the identified challenges and implementing the suggested improvements, the EM CITY training program can further enhance its effectiveness and reach, fostering greater community resilience and preparedness.





Final additions and comments:

The third focus groups of the EM-CITY project highlighted the significant positive influence of the training on young participants, who demonstrated increased engagement and leadership in civil protection activities within their communities. The evaluation also revealed areas for improvement, particularly in the presentation and dissemination of training materials, and emphasized the importance of practical training and incentives to enhance participation.

By incorporating the feedback and recommendations from the focus groups, the EM-CITY training program evolved and was prepared as an intellectual output of the EM-CITY Project. The second focus group results were analyzed collectively across all partner countries, ensuring a comprehensive understanding of the project's impact and areas for enhancement.

As the EM-CITY team, we strongly recommend tailoring the modules to meet the specific needs and goals of the participants. This involves implementing questionnaires, focus groups, and non-formal or informal data collection systems to create these dynamic modules, ensuring their relevance and effectiveness in building resilient communities. The commitment to continuous improvement and engagement will help sustain the positive impacts of the training, fostering a culture of preparedness and cooperation across diverse communities.

4. CONCLUSION

The EM-CITY project, through its mapping and focus group activities under the action research framework, has initiated an interactive process among young people, civil protection authorities, youth and civil protection organizations, municipalities, and CALD (Culturally and Linguistically Diverse) communities. The project was conducted in Vicenza (Italy), Erzurum (Türkiye), Heraklion (Greece), and Nicosia (Cyprus).

A semi-structured questionnaire was administered to young people, focusing on three themes derived from the focus group results:

1. Young people's role in the local community during emergencies.
2. EM-CITY Training Module for Young Volunteers as Interactive Bridges.





3. Cultural Differences in the Local Community.

Based on the action research findings, the consortium defined the EM-CITY Training Module's titles as follows:

- **INTRODUCTION OF THE EM-CITY METHODOLOGY:** Introduction to the EM-CITY project, theoretical background, stereotypes, and negotiation.
- **CIVIL PROTECTION:** Hierarchy and chain of command (local and national), glossary of emergency and civil protection terms, potential hazards in the local area, the disaster cycle, guidelines and contacts, and appropriate behavior during emergency situations.
- **ROLE OF THE INTERACTIVE BRIDGES:** Principles of volunteering, limits, mandates, expectations, community organization and dynamics, initiative-taking, psychological impacts of emergencies (PTSD, emergency psychology), and the role of interactive bridges within the community.
- **CROSS-CULTURAL COMMUNICATION:** Culture and language, community identity, intra- and inter-cultural communication, stereotypes, and negotiation.

The action research process continued with a second focus group where the first draft of the report was presented for feedback. This draft was then updated based on the insights gained. Following this, the third focus group was conducted after implementing the EM-CITY Training Module.

The training program had a significant positive impact, enhancing young participants' understanding and engagement in civil protection activities. Young volunteers demonstrated increased confidence and proactive behavior, assuming leadership roles within their communities. This shift was observed across all participating countries, with young participants organizing community awareness campaigns and workshops.

Initial engagement, particularly with CALD communities, was challenging due to language barriers and hesitance. Innovative solutions, such as bilingual materials and school engagements, were implemented to address these challenges. The sustainability of the positive changes appears promising, with participants showing a strong desire to continue their involvement in civil protection activities.





The training modules were praised for their comprehensive and adaptable content. However, there were recommendations to make the training platform more engaging by incorporating videos, pictures, and other visual aids. Non-formal training methods were found to be highly effective in maintaining participants' interest through interactive activities.

Recommendations for Improvement

To further enhance the implementation of the EM-CITY Methodology, the following recommendations are proposed for organizations, experts, CP operators, trainers, and others involved:

- Increase dissemination efforts, particularly targeting CALD communities through flyers, posters, and outreach to local schools.
- Conduct practical training sessions in rural areas where many CALD and vulnerable communities reside.
- Offer incentives such as extracurricular credits, elective courses, or certificates to attract more young people to participate.
- Integrate ready-made presentations and materials into the training platform to save trainers' time and facilitate easier adaptation.

By implementing these recommendations, the EM-CITY project may continue to foster community resilience and empower youth in civil protection and emergency management activities.





Glossary

Action Research

A participatory research method involving collaboration between researchers and participants to address practical issues and improve practices.

Annexes

Supplementary materials or documents attached at the end of a report or document.

Anthropological Research

A qualitative research method that involves studying people, cultures, and communities to understand their customs, beliefs, and behaviors in a holistic manner.

Best Practice

A method or technique that has been generally accepted as superior to any alternatives because it produces optimal results.

CALD (Culturally and Linguistically Diverse)

Refers to individuals and communities who come from different cultural and language backgrounds.

Civil Protection (CP)

Systems and measures established to protect citizens from natural and man-made disasters.

Consortium

A group of organizations or institutions that collaborate on a joint project or initiative.

Desk Research

Research method involving the collection of existing data from secondary sources.





EM-CITY Project

Emergency Management by Communities' Interaction Through Youth is an Erasmus+ project aimed at promoting social cohesion and enhancing emergency management capabilities among diverse local communities.

Emergency Management

The organization and management of resources and responsibilities for dealing with all aspects of emergencies, particularly preparedness, response, and recovery.

Field Research

A research method involving the collection of primary data directly from sources or subjects in their natural environment.

Focus Group

A qualitative research method involving guided discussions with selected participants to gain insights on specific topics.

Good Practice

A technique or methodology that, through experience and research, has proven to reliably lead to a desired result.

Interactive Bridge

A role or function designed to facilitate communication and cooperation between different groups, especially in the context of emergency management

Local Community

A group of people living in the same area and sharing common interests, values, and practices.

Multicultural Society

A society characterized by a diversity of cultures, languages, and ethnicities coexisting and interacting.





NGO (Non-Governmental Organization)

A non-profit organization that operates independently of any government, typically one whose purpose is to address a social or political issue.

Non-Formal Training

Structured training that takes place outside the formal education system, often focused on practical skills and competencies.

Pilot Training

Initial implementation of a training program to test and refine its effectiveness before broader application.

Risk Reduction

Strategies and actions aimed at minimizing vulnerabilities and disaster risks to prevent or mitigate the adverse impacts of hazards

Semi-Structured Questionnaire

A research tool that combines predefined questions with the opportunity for open-ended responses to gather in-depth insights.

Stakeholder

Any individual, group, or organization that can affect or be affected by the outcomes of a project or initiative.





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ANNEX IV

LIKERT ANALYSIS OF SEMI STRUCTURED QUESTIONNAIRES

SPSS 20 program was used in the research. In the survey analysis, descriptive statistics were examined to determine to what extent the respondents agreed with which question. Then, by performing factor analysis, some statements that disrupt the structure of the scale were extracted. The questionnaire has three sub-dimensions (Youth Role, Training Module, CL Diversity). Participation in the dimensions is also around 4 out of 5. So, on average, the participants declare that they agree with the statements asked in the survey.

Correlation analysis was performed to understand the level of relationship between dimensions. All three dimensions are significantly related to each other. In other words, whether a unit change in one dimension is related to a change in another dimension can be decided from this point of view. One-way ANOVA analysis was applied to analyze whether the sub-dimensions used in the study differ according to the countries. In other words, it relatively reveals which country attaches more importance to which dimension.

The results are generally positive, meaningful and natural. In other words, the people who filled it out read the survey in general, which is a good situation. We will complete the report within a week.

Descriptive statistics

In the table below, the averages and standard deviations of the answers given to each question by the 233 participants who participated in the study are given.

	Country	N	Mean	Std. Deviation
Young people's role in local community during emergency management process (Youth Role)				
As an organization/ stakeholder we would be interested in using the material/ modules and platforms created via EM-CITY project for our future trainings with young people.	Greece	87	4,7586	,62813
	Italy	36	3,9444	1,01262
	Cyprus	32	4,6875	,59229
	Türkiye	78	3,4103	1,30370
	Total*	233	4,1717	1,13170
I believe that the trained young people from this project can act as interactive bridges and	Greece	87	4,7241	,49859
	Italy	36	4,3611	,63932

trainers of other Young People CALD and non-CALD.	Cyprus	32	4,5313	,67127
	Türkiye	78	3,2308	1,34766
	Total	233	4,1416	1,11866
I think that young people can take responsibility in emergencies.	Greece	87	4,2759	,93622
	Italy	36	4,3611	,48714
	Cyprus	32	4,5938	,83702
	Türkiye	78	3,6667	1,20245
	Total	233	4,1288	1,02582
I think that young people can act as disseminators of knowledge to peers.	Greece	87	4,7471	,51078
	Italy	36	4,7222	,45426
	Cyprus	32	4,8438	,36890
	Türkiye	78	3,7564	1,07130
	Total	233	4,4249	,86835
I think that young people from different cultural backgrounds are in more interaction with the local community/society than older people from culturally diverse backgrounds.	Greece	87	4,2069	,85096
	Italy	36	4,2778	,70147
	Cyprus	32	3,7500	,84242
	Türkiye	78	4,0769	1,11389
	Total	233	4,1116	,93564
I think that young people are more aware and sensitive about inclusion and diversity than older people.	Greece	87	4,4713	,83303
	Italy	36	4,1111	,70823
	Cyprus	32	3,7500	,87988
	Türkiye	78	3,8974	1,12342
	Total	233	4,1245	,96800
I think that young people are more aware of the possible future emergency situations.	Greece	87	3,9425	1,01565
	Italy	36	4,1111	,78478
	Cyprus	32	3,3125	,99798
	Türkiye	78	4,0769	,99046
	Total	233	3,9270	,99948
I think that digital knowledge, and skills of young people can be effective before, during and after an emergency situation.	Greece	87	4,6322	,63089
	Italy	36	4,5278	,50631
	Cyprus	32	4,7500	,50800
	Türkiye	78	3,7564	1,15304
	Total	233	4,3391	,91495
EM-CITY Training Module for Young Volunteers as Interactive Bridges (Training Module)				
The training should include the information about the hierarchy/pyramid/stakeholders involved in the several emergency cases.	Greece	87	4,8046	,47835
	Italy	36	4,3333	,58554
	Cyprus	32	4,6250	,70711
	Türkiye	78	4,0385	,98617
	Total	233	4,4506	,79785

The training should include the effects of a disaster for human and the environment.	Greece	87	4,8506	,38966
	Italy	36	4,6944	,52478
	Cyprus	32	4,9688	,17678
	Türkiye	78	4,0897	,94231
	Total	233	4,5880	,72649
The training should include how to prevent a specific emergency situation.	Greece	87	4,8736	,39780
	Italy	36	4,6111	,68776
	Cyprus	32	5,0000	,00000
	Türkiye	78	4,0000	1,01929
	Total	233	4,5579	,80266
The training should include the relevant equipment needed in a household e.g for fire and flood.	Greece	87	4,9310	,29700
	Italy	36	4,7222	,56625
	Cyprus	32	4,7188	,68318
	Türkiye	78	3,2692	1,38332
	Total	233	4,3133	1,15618
The training should include the post event organization (report missing people, where to gather etc).	Greece	87	4,9195	,31321
	Italy	36	4,8056	,40139
	Cyprus	32	4,8750	,55358
	Türkiye	78	3,7179	1,03067
	Total	233	4,4936	,87158
The training should include the management of panic.	Greece	87	4,9655	,23861
	Italy	36	4,7500	,73193
	Cyprus	32	4,9063	,29614
	Türkiye	78	4,1667	,91760
	Total	233	4,6567	,72079
The training should include the fire/earthquake and flood evacuation procedures.	Greece	87	4,9425	,44083
	Italy	36	4,8056	,46718
	Cyprus	32	4,8438	,57414
	Türkiye	78	4,1410	,86376
	Total	233	4,6395	,72432
I think the training should include the 'Principles of Voluntary work'.	Greece	87	4,6322	,74887
	Italy	36	4,6389	,54263
	Cyprus	32	4,5000	,56796
	Türkiye	78	4,0641	,91651
	Total	233	4,4249	,80123
I think that the training should include how to map the residential areas in terms of emergency management.	Greece	87	4,7356	,59961
	Italy	36	4,3333	,82808
	Cyprus	32	4,4688	,71772
	Türkiye	78	4,1154	,91141
	Total	233	4,4292	,80698
I think that creating and communicating through an 'Internal Sign Language' with	Greece	87	4,3908	,82626
	Italy	36	3,8889	1,00791
	Cyprus	32	4,2813	,77186



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CALD communities would be useful in case of an emergency.	Türkiye	78	3,8077	1,23853
	Total	233	4,1030	1,03292
It is important for the young people to be competent to give prompt, effective, correct information to the relevant authorities to be able in their turn to have a stronger rescue plan.	Greece	87	4,8736	,33427
	Italy	36	4,7500	,43916
	Cyprus	32	4,9375	,24593
	Türkiye	78	4,0769	,86444
	Total	233	4,5966	,68253
Cultural And Linguistic Diversity In The Local Community In Case Of An Emergency (CL Diversity)				
There is no need for the extra effort to cooperate with people from different nationalities (during the training program) in emergencies: each emergency develops its own language.	Greece	87	2,8391	1,55424
	Italy	36	2,6944	1,32707
	Cyprus	32	2,3750	1,47561
	Türkiye	78	4,1795	,81772
	Total	233	3,2017	1,47613
It is important to develop a common understanding in order to act jointly with people of different nationalities (CALD) in emergency situations?	Greece	87	4,7241	,54324
	Italy	36	4,3611	,59295
	Cyprus	32	4,5625	,80071
	Türkiye	78	4,2308	,71936
	Total	233	4,4807	,68280
In case of an emergency CALD Community management is important.	Greece	87	4,6897	,53506
	Italy	36	4,3889	,54917
	Cyprus	32	4,5625	,66901
	Türkiye	78	3,6538	1,20418
	Total	233	4,2790	,94884
It is important to know the basic principles of intercultural communication for the stakeholders involves in emergency management.	Greece	87	4,6782	,60028
	Italy	36	4,5833	,55420
	Cyprus	32	4,4688	,98323
	Türkiye	78	3,4487	1,29582
	Total	233	4,2232	1,08357
It is important to know/map the groups of CALD people in the local community is important in case of emergency.	Greece	87	4,6552	,66170
	Italy	36	4,2500	,60356
	Cyprus	32	4,4063	1,01153
	Türkiye	78	3,6282	1,17450
	Total	233	4,2146	1,00273
The emergency communication should be done in different languages.	Greece	87	3,6782	1,37667
	Italy	36	4,1389	,83333
	Cyprus	32	3,9375	1,21649
	Türkiye	78	3,5256	1,34574
	Total	233	3,7339	1,28570
I think that the Civil Protection Practices and the emergency management considers culturally and linguistically diverse (CALD) people in the local area.	Greece	87	3,9080	1,08512
	Italy	36	3,8056	1,03701
	Cyprus	32	3,3750	1,09985
	Türkiye	78	3,8590	1,15909





	Total	233	3,8026	1,11208
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Colored values show the country with the highest average; that is, it means the highest average expression on the (1) Strongly Disagree- (5) Strongly Agree plane. The total values also show the average participation level of the participants of the four countries.

Averages

The scales used in the study consist of 3 sub-dimensions in total. As a result of the factor analysis performed on the dimensions, two statements from the first sub-dimension (b15 and b17) and one statement from the third sub-dimension (b31) were not included in the analysis because their factor loads were below 0.5 and reduced the reliability of the study. Afterwards, the averages of the expressions constituting each sub-dimension were taken. The table of means and standard deviations is below. While the expression Youth Role expresses the average of the expressions in the first sub-dimension; Training Module refers to the average of the expressions in the second sub-dimension and CL Diversity in the third sub-dimension.

Descriptive Statistics

	Mean	Std. Deviation	N
Youth Role	4,2217	,80092	233
Training Module	4,4776	,58253	233
CL Diversity	4,1223	,68732	233

Correlation Analysis

As a result of the correlation analysis, it was determined that there was a significant and positive relationship between the sub-dimensions. While there is a highly positive and significant relationship between Youth Role and Training Module sub-dimensions; There is a moderately positive and significant relationship between Youth Role and CL Diversity and between Training Module and CL Diversity. So the Youth Role size is more likely to act and affect with the Trainin Module.

Correlations



		Youth Role	Training Module	CL Diversity
Youth Role	Pearson Correlation	1	,691**	,532**
	Sig. (2-tailed)			
	N			
Training Module	Pearson Correlation	,691**	1	,554**
	Sig. (2-tailed)			
	N			
CL Diversity	Pearson Correlation	,532**	,554**	1
	Sig. (2-tailed)			
	N			

** . Correlation is significant at the 0.01 level (2-tailed).

Anova Analysis

One-way ANOVA analysis was applied to analyze whether the sub-dimensions used in the study differ according to the countries. For this purpose, the homogeneity of group variances was tested first. Since the level of significance was less than 0.05 in the Levene test statistic, it was decided that the variances were not homogeneous. Tamhane T2 test was applied because group variances were not homogeneous.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Youth Role	44,057	3	229	,000
Training Module	21,531	3	229	,000
CL Diversity	9,428	3	229	,000

The probability values of the F test statistic calculated for the Anova analysis are 0.000. The fact that this value is less than 0.05 indicates that the variance of at least one group differs from the other.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Youth Role	Between Groups	44,274	3	14,758	32,326	,000
	Within Groups	104,547	229	,457		
	Total	148,821	232			

Training Module	Between Groups	33,625	3	11,208	56,908	,000
	Within Groups	45,103	229	,197		
	Total	78,728	232			
CL Diversity	Between Groups	19,463	3	6,488	16,483	,000
	Within Groups	90,134	229	,394		
	Total	109,597	232			

Full household T2 analysis was performed to determine the differences. As a result of the analysis, the following table was obtained.

Multiple Comparisons							
Tamhane							
Dependent Variable	(I) Country	(J) Country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Youth Role	Greece	Italy	,26357*	,07836	,008	,0507	,4765
		Cyprus	,07549	,07014	,867	-,1149	,2659
		Türkiye	,98187*	,12459	,000	,6471	1,3166
	Italy	Greece	-,26357*	,07836	,008	-,4765	-,0507
		Cyprus	-,18808	,08791	,198	-,4266	,0504
		Türkiye	,71830*	,13539	,000	,3555	1,0811
	Cyprus	Greece	-,07549	,07014	,867	-,2659	,1149
		Italy	,18808	,08791	,198	-,0504	,4266
		Türkiye	,90638*	,13080	,000	,5555	1,2573
	Türkiye	Greece	-,98187*	,12459	,000	-1,3166	-,6471
		Italy	-,71830*	,13539	,000	-1,0811	-,3555
		Cyprus	-,90638*	,13080	,000	-1,2573	-,5555
Training Module	Greece	Italy	,23511*	,06287	,003	,0625	,4077
		Cyprus	,07223	,05076	,651	-,0668	,2113
		Türkiye	,85749*	,07956	,000	,6436	1,0714
	Italy	Greece	-,23511*	,06287	,003	-,4077	-,0625
		Cyprus	-,16288	,07326	,166	-,3618	,0361
		Türkiye	,62238*	,09550	,000	,3665	,8782
	Cyprus	Greece	-,07223	,05076	,651	-,2113	,0668

		Italy	,16288	,07326	,166	-,0361	,3618
		Türkiye	,78526*	,08800	,000	,5494	1,0211
	Türkiye	Greece	-,85749*	,07956	,000	-1,0714	-,6436
		Italy	-,62238*	,09550	,000	-,8782	-,3665
		Cyprus	-,78526*	,08800	,000	-1,0211	-,5494
CL Diversity	Greece	Italy	,13426	,08471	,526	-,0942	,3628
		Cyprus	,17014	,13266	,750	-,1956	,5359
		Türkiye	,66453*	,10467	,000	,3847	,9443
	Italy	Greece	-,13426	,08471	,526	-,3628	,0942
		Cyprus	,03588	,13855	1,000	-,3442	,4159
		Türkiye	,53027*	,11204	,000	,2302	,8304
	Cyprus	Greece	-,17014	,13266	,750	-,5359	,1956
		Italy	-,03588	,13855	1,000	-,4159	,3442
		Türkiye	,49439*	,15158	,010	,0834	,9054
	Türkiye	Greece	-,66453*	,10467	,000	-,9443	-,3847
		Italy	-,53027*	,11204	,000	-,8304	-,2302
		Cyprus	-,49439*	,15158	,010	-,9054	-,0834
*. The mean difference is significant at the 0.05 level.							

As a result of the analysis, Greece's Youth Role dimension score is 0.26 compared to Italy; Compared to Turkey, it is 0.98 higher. Italy's Youth Role dimension score is 0.71 higher than Turkey's. The Youth Role size of Cyprus is 0.90 higher than that of Turkey. Accordingly, Greece attaches more importance to Youth Role than Italy and Turkey; Again, it is seen that Italy and Cyprus attach more importance than Turkey.

When the Training Module is analyzed in terms of size averages, while Greece is 0.23 points higher than Italy, it is 0.85 points higher than Turkey. Italy is 0.62 points higher than Turkey. It is 0.78 points higher in Cyprus than in Turkey. Accordingly, in the Training Module, Greece attaches more importance than Italy and Turkey; Again, it is seen that Italy and Cyprus attach more importance than Turkey.

When CL Diversity is analyzed in terms of size averages, Greece is 0.66 points higher than Turkey. Italy is 0.53 higher than Turkey. Cyprus is 0.49 points higher than Turkey. Accordingly, Greece, Italy and Cyprus attach more importance to diversity than Turkey. However, there is no significant difference between Greece, Italy and Cyprus. It is seen that they attach similar importance to each other.



ANNEX V

GOOD PRACTICES COLLECTION TEMPLATE

The aim of the research: to provide an institutional point of view to the management of mixed group communities in emergency situations.

Partner Organization:

The Organization that Implemented the Good Practice (it can be the Partner as well):

Source of Good Practice:

Web links:

Bibliography:

Contact information of the organization that implemented:

Abstract or Short Introduction of the Good Practice:

Objectives:

Target groups:

The stakeholders involved:

Start-End Date:

Place:

Description of the activities:



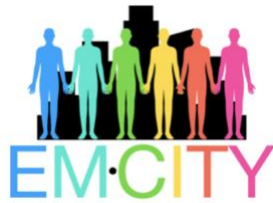


Results:

Lessons Learned:

How This Good Practice may be useful in context of Em-City Project?





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ANNEX VI

BEST PRACTICES COLLECTION

The aim of this collection is to provide an institutional point of view on the management of mixed group communities in emergency situations. The term "best practice" within the frame of the EM-CITY project simply becomes a good example from which to draw inspiration.

1. AVPA Croce Blu Modena ODV Initiative:

The objectives of this initiative were to:

- Promote the culture of civil protection.
- Enhance social cohesion within the local community.
- Create opportunities for asylum seekers to interact with the community.

In this initiative, 25 asylum seekers from the Extraordinary Reception Centers (C.A.S.) in Modena (Italy) were trained as civil protection operators for the local NGO AVPA Croce Blu Modena. This group included 20 boys and 5 girls who participated in various activities, ranging from painting schools with Parent Committees to cleaning green areas with neighborhood volunteers. The volunteer activities in which the asylum seekers were most involved, thanks to the collaboration of non-profit entities and local associations, included:

- Assisting at pedestrian crossings near school buildings.
- Teaching cricket to children at a primary school.
- Engaging in diverse volunteer activities within the local community.

Through this best practice, the asylum seekers had the opportunity to:

- Establish contact with the local community during their voluntary services.
- Learn more about Italian culture and language, as well as emergency management.
- Begin developing a local relationship network.
- Cultivate a sense of responsibility and usefulness to the local community.





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Last but not least local C.P. NGOs have some volunteers that speak different languages and they can be useful especially during an emergency in a local area.¹

2. Civil Protection Summer Camp for Kids

The name of the camp was "Anch'io sono la Protezione Civile (I am civil protection too!)". These school camps were created over 11 years ago with the goal of enhancing the skills and knowledge of young people to protect the environment, territory, and community.

The objectives were to:

- Promote the culture of civil protection among young people.
- Promote the role of Civil Protection operators.

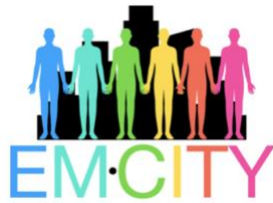
The camps were organized by the Italian Civil Protection Department in collaboration with regional and local volunteer organizations. For the 2019 edition, nearly 300 school camps were held, involving over 8,000 young people across Italy. Participants interacted with professionals who work daily in civil protection, including firefighters, police, ambulance services, and representatives of municipalities, regions, and other organizations within the National Civil Protection Service. Since the first edition, the project has involved, trained, and informed over 70,000 young people between the ages of 10 and 16, making them more aware of the active role they can play within their communities, starting with small daily gestures.

In Italy there are over 870 thousand students of foreign origin. They represent about 10 percent of the school population and belong to CALD groups. Foreign students are not evenly distributed throughout the country, with higher concentrations in the central-northern regions, particularly in Lombardy, Veneto, and Emilia-Romagna. The majority of these students attend preschool and elementary school, but there is also a significant number of foreign students in both first- and second-level secondary schools.²

1

2 <https://mappe.protezionecivile.gov.it/it/temi/campi-scuola>
<https://www.protezionecivile.gov.it/it/approfondimento/anch-io-sono-la-protezione-civile--l-edizione-2019-dei-campi-scuola#accordion1Panel2882>





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3. CP4ALL International Training and Small Scale Exercises

It was a project founded by the European Civil Protection and Humanitarian Aid Operations department. CP4ALL was developed in response to the expressed needs of Civil Protection organizations and local authorities, who identified a shortage of specialized operators, particularly in emergency situations when many volunteers arrive on-site to support CP organizations.

The objectives were to:

- Create specific profiles that would operate within Civil Protection and Red Cross organizations, becoming competent in dealing with children in the post-disaster phase.
- Train these profiles to work in an international environment, making them available not only during national emergencies but also in support of other CP4ALL teams across EU project countries.

During the CP4ALL international training and small-scale exercises, 20 volunteers from 5 different countries attended an international training course in Venice. They were trained on how to interact in emergency situations with vulnerable parts of the population (children, elderly people, people with disabilities), considering language differences and cultural backgrounds. Additionally, 20 CP4ALL volunteers participated in two international small-scale exercises.³

<https://www.facebook.com/campiscuolaprotezionecivile/>

³ Web links:

https://civil-protection-humanitarian-aid.ec.europa.eu/funding-evaluations/financing-civil-protection/prevention-and-preparedness-projects-civil-protection/overview-past-track-i-and-track-ii-projects/civil-protection-all-cp4all_en

<https://www.facebook.com/cp4all>

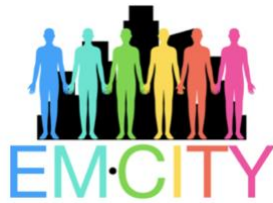
<https://www.youtube.com/watch?v=Qbj85bXGjFg&t=1289s>

Bibliography:

Contact information of the organization that implemented:

<https://www.epcsrl.eu/>





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4. Support for Ukrainian Refugees by CSV Vicenza

It was implemented by CSV Vicenza to provide support and a safe place for war refugees from Ukraine. In April 2022, 440 people were rescued in one month by a network of municipalities, parishes, and local associations. Hundreds of volunteers were involved in providing support to Ukrainian refugees. Under the OPERATIONAL COMMITTEE FOR UKRAINE EMERGENCY, 40 local associations with hundreds of volunteers managed and organized:

- 9 buses for coordinated reception by the Volunteer Service Center of the Vicenza province, transporting refugees from Ukraine to Vicenza (Italy).
- Hospitality services.
- Collection of medicine.
- Bureaucratic support.
- Family reunification support and services.
- Italian language classes.

In total, 440 people were rescued: 197 adults and 233 minors. This initiative highlighted the effectiveness of the connections and the network developed by the NGOs in the committee, which managed to implement a complex humanitarian operation successfully.⁴

5. Electronic Mapping for Refuge Points

It was created by the Region of Crete. The objectives of this initiative were to:

- Contribute to direct access for CALD communities.

⁴ Web links:

<https://antennatre.medianordest.it/45353/vicenza-tavolo-operativo-emergenza-ucraina-440-persone-in-salvo-grazie-ai-volontari/>

<https://antennatre.medianordest.it/45353/vicenza-tavolo-operativo-emergenza-ucraina-440-persone-in-salvo-grazie-ai-volontari/>

<https://www.csv-vicenza.org/web/2022/04/14/cs-csv-vicenza-il-tavolo-operativo-emergenza-ucraina-fa-il-punto-della-situazione/>

Contact information of the organization that implemented:

<https://www.csv-vicenza.org>





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- Provide simultaneous information to agencies and individuals.

These maps have been created for all four prefectures of Crete. Since these maps are in electronic form and use the Google Maps application, they are accessible to everyone. Individuals can easily see where to gather in case of an emergency.

To further improve this initiative, the titles of the relevant tables could be translated into multiple languages to better reach CALD communities. Additionally, municipalities could carry out information sessions in neighborhoods of larger cities to demonstrate the interactive maps and help residents locate the nearest refuge points to their homes and workplaces. This would help both CALD and non-CALD individuals become familiar with these maps and identify the corresponding safe places near them. ⁵

6. AMARE-EU Project by the Municipality of Heraklion

It was implemented by the Municipality of Heraklion. The objectives of AMARE-EU were to:

- Develop an online self-assessment tool to evaluate the capacity of cities to foster a culture of prevention in multicultural societies.
- Attract accessible materials related to risk reduction.
- Apply developed methodologies through analysis, training, and implementation of a local action plan, involving non-native citizens and delivering awareness-raising campaigns.

The project focused on developing low-cost, easy-to-apply solutions to involve and inform those at severe risk during natural disasters due to linguistic, social, economic, and cultural factors. It involved a multi-sector partnership, including organizations in natural disasters, cultural

5

<https://www.google.com/maps/d/u/0/viewer?mid=1DBkGCMfb8VWU5bcINzaKdXXkhzFUuYEO&ll=35.32939738078974%2C25.163234463010106&z=13>

https://www.google.com/maps/d/u/0/viewer?mid=1Idfz2m4PhBJg_LKADke1Rt3Z5px5GxOO&ll=35.173647215260694%2C24.85951238112132&z=10https://www.google.com/maps/d/u/0/viewer?hl=en&mid=14Po5Op1o4M_ZpBcgLPrk8lnP8wU35Dbi&ll=35.13988137661659%2C25.0753125&z=11

<https://www.crete.gov.gr/chartes-politikis-prostasias/>





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cooperation, smart policies, city coordination, and migrant support. A dedicated awareness-raising toolkit and communication campaign were developed and implemented.

Four European pilot cities were selected to test and implement the approaches with the support of project partners. Specific analysis, training, and planning activities were conducted, involving non-native citizens and delivering awareness campaigns. This validated an innovative approach and tools, which are now available for wider implementation.⁶

7. Special Lists for Emergency Situations

It was created by the Region of Crete and the municipalities of the island as part of their civil protection plans. They created special lists of individuals involved in dealing with emergency situations. These lists include details of official and political actors responsible for acting in emergencies, as well as private citizens with special vehicles (e.g., tractors, water tanks) to assist when needed.

In each region, there is an active network of volunteers who contribute to civil protection efforts. This network is activated during emergencies. It is proposed to add key representatives from neighborhoods and groups with diverse backgrounds (e.g., immigrants, Roma) to these lists. These representatives should be properly trained to contribute effectively during emergencies and assist members of their communities. The Municipality of Heraklion adapted this approach, creating a new chapter in their emergency plans involving non-native citizens through the AMARE-EU project.⁷

⁶ For further information please see:

<https://www.amareproject.eu/>
<https://www.amareproject.eu/amare-eu-tools/>

⁷ <https://www.amareproject.eu/>
<https://www.amareproject.eu/amare-eu-tools/>





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8. Annual Crisis Management Exercise

It is implemented by Creta Maris Beach Resort, which conducts an annual "Crisis Management due to a Natural Phenomenon" exercise. This exercise involves the Fire Brigade, Greek Police, National First Aid Center, and the Kapodistrian University of Athens, among others. The objectives are to:

- Exercise implementation and evacuation of hotel residents and staff.
- Respond to seismic vibrations, gas leaks, fires, and structural collapses.

This exercise aims to maintain a high level of preparedness and expand expertise in crisis management. The participation of rescue teams, the Fire Brigade, Greek Police, and other emergency services ensures coordinated and efficient responses. The exercise also trains hotel staff to manage guests from diverse cultural and linguistic backgrounds effectively.⁸

9. 4Plus Project

4Plus aimed to improve cross-border preparedness for disaster prevention and management for individuals with reduced autonomy, including seniors and people with disabilities. This project, following Article 11 of the United Nations International Convention on the Rights of Persons with Disabilities (UN CRPD), sought to enhance local and regional bodies' preparedness in Greece and Albania for effective disaster management, ensuring inclusivity for people with disabilities and other vulnerable groups.

The 4Plus Project acted as a catalyst for developing and improving civil protection plans to better address the needs of vulnerable groups, ensuring they are integrated into disaster response strategies. The project emphasized non-discriminatory practices and aimed to create safer environments for all community members, particularly those at higher risk during emergencies.⁹

⁸ <https://www.anatolh.com/2022/10/10/me-entyposiaki-epitychia-i-anavathmismeni-etisia-askisi-ekkenosis-sto-creta-maris/>

⁹ <https://4plus-project.eu/en/expected-outputs>





10. AFAD Emergency Mobile Application

The application was developed by the Ministry of Interior. This application aims to save more lives and reach more citizens during disaster situations, standing out as a domestic and national software. AFAD (Disaster and Emergency Management Authority) is responsible for coordinating disaster and emergency response measures, civil defense services, preparation and risk reduction before incidents, intervention during incidents, and recovery efforts afterward. AFAD also coordinates humanitarian aid operations both domestically and internationally and develops and implements related policy proposals.

The AFAD Emergency mobile application features a user-friendly design, making it easy to access important functions such as one-touch emergency calls, locating the nearest assembly area, and viewing disaster education videos. During the two major earthquakes that affected 10 provinces in Türkiye, many people reported their locations to AFAD rescue teams through the application. Although the exact number of users has not been officially announced due to ongoing search and rescue efforts, the application significantly contributed to locating assembly areas and guiding people to safety in the affected regions.¹⁰

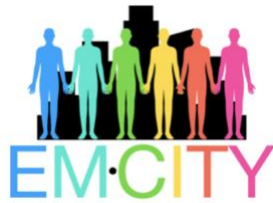
11. FamilyMart's Disaster Management Role

This is a network of small local stores in Japan, and has been appointed as a “Designated Public Institution” by the Prime Minister in accordance with the Basic Act on Disaster Control Measures. Designated public institutions play crucial roles in drafting disaster management operation plans, preventing disasters, and executing response and recovery efforts.

When disaster strikes, FamilyMart leverages its extensive nationwide logistics network to offer coordinated transport capabilities and provide emergency relief supplies. Its stores serve as evacuation sites for locals, ensuring that even if localized supply chains are disrupted, neighboring sites can support procurement and delivery of materials. This system ensures that FamilyMart stores can act as critical social and life infrastructure during emergencies.

¹⁰ <https://istanbul.afad.gov.tr/afad-acil-mobil-uygulamasi>





FamilyMart also equalizes the production of ready-made meals during normal times to ensure that products with long shelf lives and those that can be produced quickly are not centralized to a few factories. Additionally, FamilyMart has systems in place for the disaster recovery stage, where employees directly visit disaster-affected areas as relief workers to help restore normal life.

The company has installed small power generators at its business sites across Japan, enabling power supply to its stores in the event of a disaster. This infrastructure allows FamilyMart to remain operational during disasters, providing strong support to affected communities.

Since August 2017, FamilyMart has participated in the Social Emergency Management Alliance (SEMA), comprising 17 private firms and 6 NPOs providing disaster relief. SEMA offers comprehensive support by providing goods and services from each member company during large-scale natural disasters in Japan. The alliance maintains a list of goods and services from each member, used to prepare support packages and quickly deliver them to affected regions. SEMA coordinates seamlessly with public agencies, reducing the burden on local governments. As of April 20, 2022, SEMA included 69 companies and six citizens' groups, ensuring a robust and coordinated disaster response network.

12. Emergency Medical Teams (EMTs) Initiative

(EMTs) Initiative was evolved in 2010 under the World Health Organization (WHO) to improve the quality, accountability, and coordination of emergency medical teams responding to disasters. This initiative defines capacities, services, and minimum deployment standards. In July 2015, WHO launched a global registry of quality-assured and classified organizations that may deploy EMTs.

In February 2016, the European Union (EU) launched the European Medical Corps (EMCs) to help mobilize medical and public health teams and equipment for emergencies inside and outside the EU. This initiative aligns with the EMTs roadmap, creating a faster and more efficient EU response to health crises. The potential beneficiaries and end-users include all EMC/EMT organizations, universities, professional bodies, and training agencies involved in EMC/EMT training as they seek to comply with ECHO and WHO classification and minimum standards. By improving the quality and





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professionalism of deployed teams through a coherent approach to training, this initiative benefits victims and communities affected by disasters both within the EU and globally.¹¹

13. Civil Protection Directorate Project by the Ministry of the Interior, Republic of Croatia

The objective was to:

- develop a strong pipeline of mature project documentation, supported by well-trained staff,
- ensure timely and adequate preparation for future ESIF funding opportunities.

Key elements of this project included:

- Developing a project pipeline and identifying priority financing schemes, including detailed project descriptions, identification of beneficiaries, activities, objectives, outputs, estimated value, and early drafts of project application forms.
- Drafting pre-feasibility studies and conceptual designs for infrastructure investments in the construction and upgrade of operational headquarters and five regional operational centers for civil protection.
- Training at least 30 persons in project preparation, implementation, and management.

This project aimed to enhance the readiness and capability of the Civil Protection Directorate to secure and effectively use ESIF funding for civil protection initiatives.¹²

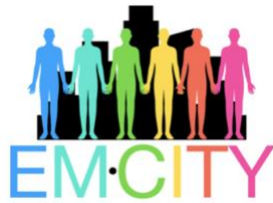
14. The BALTREP Project

The project aimed to enable more effective and timely response to major accidents and disasters by enhancing regional preparedness and response capacities in the Baltic Sea region. The project included a wide range of activities in regional preparedness. By the end of the project, participating countries benefited from a better understanding of existing response capacities and assets around

¹¹ <https://www.teams-project.eu/teams-3-0/>

¹² <https://civilna-zastita.gov.hr/technical-assistance-for-preparation-of-disaster-risk-management-projects-in-croatia-for-drm-projects/5374>





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the region, more trained staff and volunteers, and a solid sub-regional framework for preparedness through established working groups and planning to ensure sustainability.

At the end of the project, regional response capacities were tested in a table-top exercise to capture findings and lessons learned for further regional development. The project strengthened collaboration in and between seven EU member states: Finland, Denmark, Germany, Poland, Lithuania, Latvia, and Estonia.

As a result of BALTPREP, capacities and interoperability in Psychosocial Support (PSS) in emergencies were increased, cooperation between civil protection and humanitarian aid actors was enhanced, and trans-border and macro-regional cooperation were improved. The project involved staff, volunteers, and international aid workers from each Red Cross National Society (RCNS) in addition to the Civil Protection Authorities. Civil Protection Authorities, communities, and the Red Cross National Societies in participating countries benefited from improved coordination, quality, and interoperability of existing response capacities, leading to more efficient and standardized assistance in case of an emergency.¹³

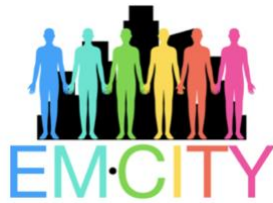
15. World Vision BiH: Safe Spaces for Children During Floods

Safe Spaces for Children During Floods from Bosnia and Herzegovina was implemented by World Vision BiH during the summer of 2014, when the country was affected by severe floods in 18 different places. These floods destroyed homes and communities, leaving children in need of safe places to play. The main goal of this project was to provide safe spaces for children affected by the severe flooding in May 2014.

Beyond offering a safe place for children to play, the project also aimed to provide meals and psychosocial support to help children overcome the post-flood period without serious consequences for their development. The rooms created through this project offered a secure environment where children could recover from trauma and shock. In each "corner," qualified personnel helped organize creative, educational, and sports activities based on the children's interests, continuing until the start of the school year in 2014.

¹³ <https://www.punainenristi.fi/tyomme/baltprep-project/>





This initiative was significant as it provided immediate relief and long-term support for children, ensuring their well-being and mental health during a challenging time.

16. Bulgarian Red Cross (BRC) - Bulgarian Red Cross Youth (BRCY)

Since the beginning of 2011, the anti-government uprisings in Syria led to mass displacement of Syrian nationals to neighboring countries such as Lebanon, Jordan, Iraq, and Türkiye, and further to Europe. By autumn 2013, Bulgaria experienced a rapid influx of refugees fleeing the conflict in Syria through Türkiye. The Bulgarian government, institutions, and NGOs, including the Bulgarian Red Cross, faced various challenges in ensuring minimum accommodation, relief items, and assistance for approximately 10,000 refugees who entered Bulgaria between late 2013 and early 2014.

In response, the Bulgarian Red Cross deployed and fully engaged its youth teams and volunteers to provide specific assistance to children. The immediate humanitarian support included distributions of food, non-food items, and efforts to improve living conditions in reception centers where asylum seekers were initially accommodated in Bulgaria.

This effort transitioned into several phases and an ongoing process, with a focus shifting to integration and education activities for refugee children in Bulgaria. This comprehensive approach not only addressed the immediate needs of refugees but also aimed at their longer-term integration and education, ensuring that the children had access to continuous support and opportunities for a better future.¹⁴

17. Real-Time Incident Response at Thassos Island

This practice refers to the coordinated response to a real-time fire incident that occurred on Thassos Island during the summer of 2003. The objectives were to:

- Reduce response time and ensure timely evacuation of campsite members.
- Assess the functionality and adequacy of available instruments and equipment.

¹⁴ www.redcross.bg





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The fire started 6-7 km away from the campsite and moved towards it. When the fire reached approximately 2 km from the campsite, the police evacuated the area, safely relocating all children and staff to safer locations using urban buses. The campsite was converted into a headquarters where all stakeholders coordinated the following actions. Meanwhile, firefighters worked tirelessly to control the fire. The fire was successfully contained two days later without any human losses. Media coverage of the incident highlighted the effective response and served as an excellent example of how to react and maintain calm in similar situations.

18. Centre for Social Work (Tolmin)

This practice was implemented by the Centre for Social Work in Tolmin following the earthquake in 2004 that affected a broad area of North Primorska. The objectives were to provide:

- Psychosocial assistance at the homes of people affected by the earthquake.
- Material aid in the form of emergency supplies.

After the earthquake in July 2004 in the Bovec area, a social workers' volunteer campus was organized to support citizens affected by the natural disaster. Over ten weeks, 335 working days of support were provided to help citizens organize their lives after the third earthquake in 28 years. The support focused on:

1. Provisions and community actions.
2. Assistance in reconstructing homes.
3. Connecting key stakeholders in the community for recording and research.

The work was organized based on a personalized approach to citizens, ensuring they had control over the support they received. Qualitative analysis of data gathered from various resources identified several obstacles that citizens faced in organizing their lives post-earthquake. The findings also highlighted that experiencing earthquakes was one among many generators of trauma, with inadequate measures and support practices further exacerbating the situation.¹⁵

¹⁵ <http://www.alpbc.eu/Soca-Valley-Development-Centre.html>





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19. ISTITUT ANGELETA FERRER ISENSAT: Integration Support for Newly Arrived Students

Integration Support for Newly Arrived Students was implemented by the high school ISTITUT ANGELETA FERRER ISENSAT over the last three school years. This practice focused on offering newly arrived students in Cataluña (Spain) a space to facilitate their integration, not only in terms of language but also regarding local habits, traditions, and lifestyle. Each new student was assigned a local "reference student" to help them integrate into the school environment.

The objectives were to:

- Promote language acquisition and cultural understanding.
- Foster a sense of belonging and community among new students.
- Provide continuous support to ensure successful integration.

This program ensured that new students received personalized assistance to navigate their new environment, thereby enhancing their overall educational experience and social integration.¹⁶

¹⁶ <https://www.insangeleta.org>





ANNEX VII

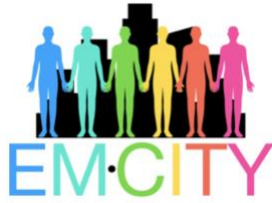
EMCITY 2nd FOCUS GROUP DISCUSSION QUESTIONS

- The focus group will be held with semi-structured questions.
- The number of participants will be between 8-10 people.
- There is going to be 1 reporter, 1 observer and 1 moderator from the project team.
- It will be conducted as a closed focus group study.
- An informative document about the focus group meeting will be prepared beforehand and the participants will be informed.
- Table name tags will be prepared for the participants.
- Pen, notebook, mug, will be prepared for the participants.
- The participant list (please see the “participant list” template in the Focus Group folder in Drive all participants need to fill.

Before starting the focus group discussions; some structuring work (rules are determined) should be done. It is necessary to give information about the duration and purpose of the meeting and to consider the points written below:

1. It should be taken into consideration that the place is a spacious and peaceful place. In short, the arrangement of the place and the environment is an important step. This will create a sense of worthiness in the participants. Having participants own badges will increase the seriousness of the focus group discussions. And introducing themselves takes place respectively. Everyone introduces themselves.
2. You should explain the objectives of the focus group and why such a step was taken in the process. There are also some procedures that are essential. For example; audio recording are necessary during the focus group discussions and it requires permission and approval from the participants. It should be guaranteed that this confidential information will not be shared with anyone else, and that what is said in the project will only be used in scientific studies to gather a common solution. Thus, an atmosphere of trust will be created. Also, voicing the concept of cooperation will enable everyone to express their opinions in focus group discussions. It will be necessary to mention that it is a platform where there are no subordinate-superior relations. Because it is essential for everyone to express themselves comfortably. This will be provided by the expert. Also, it will be implemented taking into consideration the problem tree study and other methods.
3. It will be useful to have a tape recorder, pencils, notepad or A4 paper, a blackboard, if available, a list of questions, and a list of participants in the interview.





4. A sign which says “there is a meeting, do not disturb” should be hung on the door of the room where the meeting will be held. And it should be stated that the names of the participants will not be used in scientific studies and projects.
5. Apart from the subject, it should be given attention on not to speak about irrelevant topics.
6. If some of the participants do not express their opinions in the group or express little; it should be underlined that everyone’s opinions are important. It should be reminded that the discussion is not between people, but between their opinions, so that there is no room for unnecessary personalization
8. A short break can be given when group members are bored. Or the talent of humor can be used.
9. The atmosphere of the environment can be softened. Maybe it will be good to offer treats. But it is necessary to pay attention to the duration between 90-120 minutes. It should not be too long. Care should be taken not to be too short, either.

SPECIFIC SUGGESTIONS FOR THE 2nd FOCUS GROUP

It is strongly recommended to have the same people participate in the 1st focus group. If this is not possible, there should be the representatives of the same stakeholders with the 1st focus group.

It is crucial to involve at least one of the young people who participated in the Learning Teaching Training Activity in Cyprus to understand the impact of the project. The first part of the focus group the partner organizations will present the results of the research conducted until now and ask for their feedback. The focus group questions will be asked after the presentation. The way of the presentation is up to each partner organization. However, the presentations should include:

- reminder of aspirations of the project, project results, its social media, the link to the website, start and end date and the partners
- showcase some pictures of all 4 focus group in all 4 countries and present the results of the FG1 and the semi structured questionnaire
- the overview of the LTTA, its objectives, aspirations, the social and local media coverage and then please start some discussions/ questions given under Theme 1.

Aim of the 2nd Focus Group

The aim of the 2nd focus group is to shape the training module in an effective way based on their needs which would be started to change due to the communication and network





created by focus groups, dissemination activities etc.

According to the aim we define 2 themes in which we can cluster the questions:

1. Impact of the EM-CITY Project
2. Finalizing the EM-CITY Training Modules

FOCUS GROUP QUESTIONS

Theme 1: Impact of the EM-CITY Project

1. What are your ideas/observation/experience about CALD communities, emergency, and Youth interaction in the local area after the 1st focus group?
2. Which channels do you use to follow the activities of EM-CITY project, what do you think about the dissemination strategy/activities of EM-CITY? (P.S. for the facilitators: we mean social media of Em city, web site, or website or social media accounts of partner organizations etc.)
3. What are your ideas/suggestion for empowering the youth involvement as interactive bridges and to widen the impact on the local area?

Theme 2: Finalizing the EM-CITY Training Modules

1. What do you think about the defined titles for the training module for the young people? (You can divide the participants in groups of 2-4 people, and ask them to write down their ideas to have written so we will have an input for the content of the training modules).
2. What are your suggestions and contributions for the implementation of the training module?
3. How can your organization be involved in the EM-CITY training?
4. How can you or your organization use the training modules developed?

Last question: Do you have any questions or is there anything you want to add?





ANNEX VIII

EMCITY 3rd FOCUS GROUP DISCUSSION QUESTIONS

- The focus group will be held with semi-structured questions.
- The number of participants will be between 8-10 people.
- There is going to be 1 reporter, 1 observer and 1 moderator from the project team.
- It will be conducted as a closed focus group study.
- An informative document about the focus group meeting will be prepared beforehand and the participants will be informed.
- Table name tags will be prepared for the participants.
- Pen, notebook, mug, will be prepared for the participants.
- The participant list (please see the “participant list” template in the Focus Group folder in Drive all participants need to fill).

Before starting the focus group discussions; some structuring work (rules are determined) should be done. It is necessary to give information about the duration and purpose of the meeting and to consider the points written below:

1. It should be taken into consideration that the place is a spacious and peaceful place. In short, the arrangement of the place and the environment is an important step. This will create a sense of worthiness in the participants. Having participants own badges will increase the seriousness of the focus group discussions. And introducing themselves takes place respectively. Everyone introduces themselves.

2. You should explain the objectives of the focus group and why such a step was taken in the process. There are also some procedures that are essential. For example; audio recording are necessary during the focus group discussions and it requires permission and approval from the participants. It should be guaranteed that this confidential information will not be shared with anyone else, and that what is said in the project will only be used in scientific studies to gather a common solution. Thus, an atmosphere of trust will be created. Also, voicing the concept of cooperation will enable





everyone to express their opinions in focus group discussions. It will be necessary to mention that it is a platform where there is no subordinate-superior relations. Because it is essential for everyone to express themselves comfortably. This will be provided by the expert. Also, it will be implemented taking into consideration the problem tree study and other methods.

3. It will be useful to have a tape recorder, pencils, notepad or A4 paper, a blackboard, if available, a list of questions, and a list of participants in the interview.

4. A sign which says “there is a meeting, do not disturb” should be hang on the door of the room where the meeting will be held. And it should be stated that the names of the participants will not be used in scientific studies and projects.

5. Apart from the subject, it should be given attention on not to speak about irrelevant topics.

6. If some of the participants do not express their opinions in the group or express little; it should be underlined that everyone’s opinions are important.

7. It should be reminded that the discussion is not between people, but between their opinions, so that there is no room for unnecessary personalization.

8. A short break can be given when group members are bored. Or the talent of humor can be used.

9. The atmosphere of the environment can be softened. Maybe it will be good to offer treats. But it is necessary to pay attention to the duration between 90-120 minutes.

It should not be too long. Care should be taken not to be too short, either.

SPECIFIC SUGGESTIONS FOR THE 3rd FOCUS GROUP

It is strongly recommended to have the same people participated the 1st and 2nd focus group. If this is not possible, there should be the representatives of the same stakeholders with the 1st and 2nd focus group.

It is crucial to involve young people participated to the training to be interactive bridges and the trainers took part during the implementation of the pilot training.

The first segment of the focus group will center around assessing the overall impact of the training program, aligning with the initial objectives of the EM-CITY Project. Participants will share insights into the changes observed in the young participants and their communities as a result of the





training. In the second segment, the focus will shift to the evaluation of the Training Program implemented in the local areas. This phase aims to gather feedback and analysis from participants, enabling the refinement and finalization of the training module. This iterative process aligns with the requirements of the action research method, ensuring continual improvement and informed updates for future use.

3rd FOCUS GROUP QUESTIONS

Theme 1: Overall Impact of the Training Program

1. How would you characterize the overall impact of the EM CITY training on the young participants, and can you provide specific examples?
2. Have you observed discernible changes in the behavior or actions of the young participants post-training, and can you share specific instances?
3. To what extent do you perceive the young participants as effective interactive bridges within their communities, and can you share instances of successful facilitation?
4. What challenges did the young participants face when applying what they learned, and can you highlight a success story showcasing their positive impact?
5. In your opinion, how sustainable do you think the changes initiated by the young participants will be, and are there indications of a lasting positive influence?

Theme 2: Training Program Evaluation

6. How did the overall duration of the training program impact the engagement of young participants, and were there standout modules?
7. What are your thoughts about the effectiveness of the non-formal training methods and tools used, and did they engage participants successfully?
8. Have the young participants successfully built networks or collaborations within the community post-training, and how has the training facilitated connections among different groups?
9. How have reflections and feedback shared during the training influenced subsequent actions, and can you highlight key insights gained through post-training reflection?





1. Based on observed changes and feedback, what recommendations do you have for scaling or expanding the training program, and are there specific areas needing additional support or resources?

Reminder:

Training Plan	
Modules	Duration
1. Getting to Know Each Other	1 hour
2. Introduction and Methodology	1 hour
3. Team Building	1 hour
4. Civil Protection	4 hours
5. Role of the Volunteer	7 hours
6. Cross Cultural Communication	2 hours
7. Reflection and Feedback	2 hours
	18 hours





ANNEX I

MAPPING LOCAL COMMUNITY TEMPLATE (EMERGENCY-CALD COMMUNITIES-YOUNG PEOPLE)

“FOCUS GROUP WARM UP” QUESTIONS

- Local community/area selected for the project (short description according to national and regional position, map)
- Main stakeholder(s) in local community involved in EM-CITY project (municipality/institution)
- Legal name of main stakeholder(s)
- Address of main stakeholder(s)
- Social media and websites of main stakeholder(s)
- Short description about main stakeholder(s)
- Number of inhabitants living in municipality/local area
- Number of young people (18-30) living in municipality/local area
- Short description about geographical/economical characteristics about selected local area
- List of CALD and NON-CALD communities living in local area (please indicate number of people-language used-nationality)
- Short description about emergency key-actors (NGO, local institution involved) in local area. How many people are involved (approximately)?
- Short description about institutional projects implemented including young people in local area (if there are any);
- Short description about inclusion/integration programs/activities (for people from CALD communities) implemented in local area (if there are any);
- Ngo/institutions/programme (local, national, international) that work with in the local area;
- Ngo/institutions/programme (local, national, international) that work with CALD communities in the local area;
- How did you collect the information?





ANNEX II

EM-CITY 1st FOCUS GROUP DISCUSSION QUESTIONS

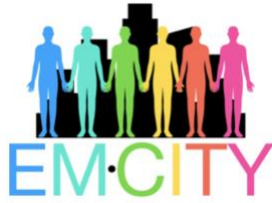
“FOCUS GROUP WARM UP” QUESTIONS

1. Can you briefly introduce yourself? (approximately 2-3 minutes self-introduction question)
2. Can we get your prevision and approaches about the interview? (comprehension of the subject and mental preparation question for the interview)

“HOW LOCAL STAKEHOLDERS ARE INVOLVED IN CP DYNAMICS” QUESTIONS

1. How aware are you of the civil protection system in your local community? Are you involved in it? (question especially for stakeholders that are not CP operators)
2. It has been found that the population does not actively participate in exercises, trainings and information events on civil protection. Why do you think this is happening? (Individuals will answer first and then the bodies and NGOs)
3. What do you think needs to be done in order for civil protection actions to be more attractive to the local population and to be actively involved?
4. Citizen education - In what subjects do you think citizens should be educated?
5. Do you know the main authorities of civil protection and emergency management in the country/city you currently live in?
6. Have you experienced any emergency situations? What was your reaction/ situation? (for CALD groups)
7. How is the collaboration with other stakeholders during emergency situations? What you proposed to be changed in order to empower collaboration?
8. (Have you experienced or know of any good practices or new technologies/ platforms/ applications in the country you live in or your country of your origin (or elsewhere) in how lay people can react promptly / deal with emergency management situations and especially how different groups (e.g young people, babies, old people and culturally and linguistically diverse people) can communicate to help each other?)





"HOW IN CP IS INVOLVING CALD/NON CALD GROUPS IN EMERGENCY MANAGEMENT SITUATIONS"

QUESTIONS

9. Do you know of any specific issues that need to be considered when approaching specific people? (e.g how to communicate/ approach women or men from diverse cultural backgrounds?)
10. How civil protection is managing emergency communication and inclusion of groups that are speaking a foreign language (and have a different culture)?
11. What are, according to you, the main things to keep in mind, when you are interacting with someone who speaks a foreign language (culture), during an emergency situation?
12. Do you know any good practice that can help the local community to organize a civil protection system that can be inclusive for all the different groups?

"YOUNG PEOPLE PARTICIPATION IN CP AND LOCAL COMMUNITY MANAGEMENT SITUATIONS"

QUESTIONS

13. What is the attitude of young people in terms of civil protection? Take part; If not, why not? What conclusions have been drawn so far?
14. From you personal point of view can you say that young people around the local area are interested in civil protection volunteering?
15. What are the added values that young people can bring inside a civil protection organization?

"FEEDFORWARD ON THE PROJECT" QUESTIONS

16. What do you think about the project results (research, training, app), how they can contribute to your community?
17. What other needs (regarding emergency in local area, and how different linguistic and cultural groups are interacting during emergency situations) do you find that have not been addressed so far?
18. What are the main sources of concern regarding civil protection? Where should we emphasize? (For example, in some areas the most important problem is the floods, while in others the fires or earthquakes. Here an attempt is made to record the situation in the selected area)

"FINAL" QUESTION

19. Would you like to add anything else?





ANNEX III

SEMI STRUCTURED QUESTIONNAIRE

This questionnaire is part of EM-CITY: Emergency Management by Communities' Interaction Through Youth Project co-funded by the European Commission within the Erasmus+ program. The overall aim of the project is promoting social cohesion among the groups that have different cultural and linguistic backgrounds in the local communities in case of 'Emergency Situations'.

Your answers will be essential to start developing the training program for young people who would like to take active roles in the emergency management process building a communication bridge between the professionals who are responsible for emergency management and the communities with different cultural and linguistic background. We call this 'being interactive bridge'.

Participation in this activity is voluntary. Your responses are confidential and will only be used for the purposes of the study. The questionnaire will be done anonymous. If you would like to receive the results of this research by email, please provide us your email address and we will get back to you after the collection and analysis of all the data.

The questionnaire takes approximately 10 minutes to be completed.

Thank you in advance!

P.S. CALD stands for Culturally and Linguistically Diverse. The phrase 'culturally and linguistically diverse' is a broad term used to describe **communities with diverse languages, ethnic backgrounds, nationalities, traditions, societal structures and religions.**





Co-funded by
the European Union

THEME 1. Young people's role in local community in emergency

1. As an organization/ stakeholder we would be interested in using the material/ modules and platforms created via EM-CITY project for our future trainings with young people.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

2. I believe that the trained young people from this project can act as interactive bridges and trainers of other Young People CALD and non- CALD.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

3. I think that young people can take responsibility in emergencies.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

4. I think that young people can act as disseminators of knowledge to peers.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree





5 Strongly agree

5. I think that young people from different cultural backgrounds are in more interaction with the local community/society than older people from culturally diverse backgrounds.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

6. I think that young people are more aware and sensitive about inclusion and diversity than older people.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

7. I think that young people are more aware of the possible future emergency situations.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

8. I think that digital knowledge, and skills of young people can be effective before, during and after an emergency situation.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree





9. What would make young people more active in the field of civil protection and emergency management? (Open Question)

THEME 2. The topics of EM-CITY Training Module for Young Volunteers as Interactive Bridges

10. The training should include the information about the hierarchy/pyramid/stakeholders involved in the several emergency cases.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

11. The training should include the effects of a disaster for human and the environment.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

12. The training should include how to prevent a specific emergency situation.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

13. The training should include the relevant equipment needed in a household e.g for fire and flood.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree





5 Strongly agree

14. The training should include the post event organization (report missing people, where to gather etc).

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

15. The training should include the management of panic.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

16. The training should include the fire/earthquake and flood evacuation procedures.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

17. I think the training should include the 'Principles of Voluntary work'.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree





18. I think that the training should include how to map the residential areas in terms of emergency management.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

19. I think that creating and communicating through an 'Internal Sign Language' with CALD communities would be useful in case of an emergency.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

20. It is important for the young people to be competent to give prompt, effective, correct information to the relevant authorities to be able in their turn to have a stronger rescue plan.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

21. Please list 3 main subjects should be in training of young people module in 3 words. (Open Question)

22. Please choose the training models/methods that you think they would be effective to implement (you can choose more than one).

- Non-formal learning methods
- Informal learning methods
- Formal training methods





- Practice based training programs
- Workshops
- Face to Face
- Online
- Hybrid (Face to Face and online together)

23. In order to make the training program as useful as possible with better chances of Young People enjoying and participating in them, how many hours do you think is sufficient?'

- 8-16
- 16-24
- 24-32
- 32-40
-

THEME 3. CULTURAL DIFFERENCES IN THE LOCAL COMMUNITY

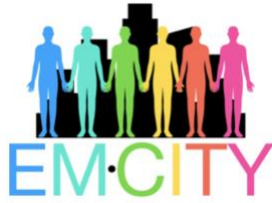
24. There is no need for the extra effort to cooperate with people from different nationalities (during the training program) in emergencies: each emergency develops its own language.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

25. It is important to develop a common understanding in order to act jointly with people of different nationalities (CALD) in emergency situations?

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree





26. In case of an emergency CALD Community management is important.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

27. It is important to know the basic principles of intercultural communication for the stakeholders involved in emergency management.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

28. It is important to know/map the groups of CALD people in the local community is important in case of emergency.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

29. The emergency communication should be done in different languages.

- 1 Strongly disagree
- 2 Moderately disagree
- 3 Neither agree nor disagree
- 4 Moderately agree
- 5 Strongly agree

30. I think that the Civil Protection Practices and the emergency management considers culturally and linguistically diverse (CALD) people in the local area.

- 1 Strongly disagree





2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

31. According to your experience how can CALD communities be facilitated by young people? (Open Question)

32. Can you suggest any best practices and examples of situations when dealing with CALD people? e.g specific platforms, applications? (Open Question)

