



# Local Area Crisis and Emergency Action Plan

*Project Result 1*

[www.sos4all.org](http://www.sos4all.org)

The SOS4ALL project has been funded with the support of the European Union and the Turkish National Agency for Youth within the framework of the Erasmus+ Programme (Grant Agreement N. 2022-1-TR01-KA220-YOU-000088695). The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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## 1. PROJECT BACKGROUND

The SoS4All Project seeks to strengthen social cohesion within local communities, particularly in times of emergency. It acknowledges the significant challenges posed by communication barriers and lack of inclusion during such critical moments. To address these issues, the project empowers young people to take on an active role in connecting different segments of the community. When informed and engaged effectively, youth can act as vital links between groups such as older adults, families, migrant populations, and long-term residents.

A major difficulty in emergency response is the lack of effective communication and coordination among these diverse groups living side by side. Including everyone equally in emergency planning processes is often complex. SoS4All tackles this challenge by promoting mutual understanding and dialogue within communities.

The project also aims to investigate how different groups interact and respond during emergencies, offering valuable insights to enhance both community resilience and social integration.

## 2. METHODOLOGY

This section details the research methodology employed in the SOS4ALL Project, which combines anthropological and educational action research to analyze how different groups interact in local communities during emergencies.

The research explored how group dynamics evolve under emergency conditions, influenced by factors such as cultural background, language, and social context. As communities often consist of diverse populations, understanding these shifting dynamics is essential for fostering effective communication and collaboration among groups when emergencies occur.

### Anthropological Research

Anthropological research often employs comparative, historical, or ethnographic perspectives to examine social and cultural contexts (Diah, N. M., 2014). This approach generally involves the use of various qualitative methods for data collection. Techniques such as participant observation, in-depth interviews, focus groups, and textual analysis are commonly utilized. These methods not only provide valuable insights on their own but also complement quantitative data effectively within mixed-method research designs (Bergin, T., 2018).

### Educational Action Research

Educational action research is a structured and reflective form of inquiry carried out by individuals or groups directly involved in the process of change. It is designed to support those taking action in addressing specific challenges. Cultural action research may be conducted by a single researcher, a group with shared backgrounds, or a diverse team united by a common concern. This approach typically follows a seven-step cycle (Clark, J.S. et al., 2020):

1. **Defining the focus** – Pinpointing a specific issue within local communities.
2. **Establishing theoretical foundations** – Developing a framework to inform and shape the research.
3. **Formulating research questions** – Creating clear and focused questions to guide the study.
4. **Data collection** – Using qualitative methods to gather relevant information.
5. **Data analysis** – Interpreting the findings to generate insights.
6. **Presenting results** – Sharing the outcomes of the research.
7. **Applying informed actions** – Using the results to implement meaningful change.

**Below is a detailed, step-by-step description of the implementation of the aforementioned research methodology within the framework of the SOS4ALL Project:**

- 1- Each project partner focused on a specific local area: Padova in Italy, Erzurum in Turkey and Brussels in Belgium. Project researchers facilitated engagement in these areas through collaboration with local authorities, NGOs, and institutions, working in coordination with SOS4ALL's associated partners.
- 2- The initial project activity involved gathering information on local communities. To achieve this, three focus groups were planned and conducted in each target area. Each group consisted of 8–10 participants, including young individuals from both migrant communities (*namely: refugees and/or asylum seekers who are legally entitled to be in the country of residence*) and local communities, alongside representatives from civil protection services, local authorities, and broader community stakeholders. The focus group questions were jointly developed by all project partners and sessions were moderated by at least one researcher or trainer from the project team.
- 3- The first series of focus groups took place between June and September 2022, aiming to identify local needs and assess the role of young people within their respective communities.
- 4- Following this, the project team collaboratively developed a semi-structured questionnaire to supplement the qualitative data from the focus groups. The resulting insights informed the creation of training modules that aim to equip young people to act as “interactive bridges” between local communities, civil protection actors, and local authorities during emergency situations.
- 5- Simultaneously, partners in each country carried out research on best practices in civil protection and emergency response, with a specific focus on the inclusion of diverse populations in local emergency frameworks. This research offered a broader institutional understanding of how to manage multicultural communities in emergency contexts.
- 6- Based on findings from the initial project phase, draft content and structure for the *SOS4ALL Training Module for Young Volunteers* (Result 2) were developed between January and April 2023.
- 7- Draft versions of both the research report and the training module were presented to the target groups ahead of the second round of focus groups, which were held in all local areas in May 2023. This second round aimed to assess the project's impact up to that point and to re-evaluate evolving community needs—shaped in part by the relationships and networks built through earlier focus groups and outreach activities. The feedback collected played a crucial role in refining the training modules.
- 8- A third round of focus groups followed the pilot implementation of the training sessions. These discussions focused on evaluating the modules' impact on local communities and gathering insights to further enhance the training materials in alignment with the iterative nature of action research.

9- The *SOS4ALL Training Module for Young Volunteers* (Result 2) was finalized based on input from the pilot trainings and the third round of focus groups.

10-At the same time, the *Emergency Map of the Local Areas* (Result 1) was completed, with its final section added after the full analysis of all research phases.



### 3. RESEARCH ACTIVITIES

This section presents the research activities carried out under the SOS4ALL Project to explore community interactions and group dynamics during emergencies. The initiative focused on four local contexts: Padova (Italy), Brussels (Belgium) and Erzurum (Türkiye), building strong connections with local authorities, NGOs, and institutions. An initial mapping phase helped identify key community features and stakeholders. Between June and September 2022, focus groups were held in each location, bringing together civil protection representatives, local authorities, young people from both migrant communities and local communities, and other local actors to assess local needs and challenges. Complementing this, a semi-structured questionnaire was used to collect additional input from young people about their roles during emergencies and their training requirements. From September 2022 to January 2023, partners compiled a collection of best practices to offer an institutional viewpoint on supporting diverse communities during crises. Pilot training sessions, conducted from November 2023 to March 2024, enabled testing and adjustment of the training content. The final round of focus groups evaluated the effectiveness of the training and gathered feedback for improvement, ensuring the project's continued relevance in building a culture of readiness and collaboration among diverse community groups.

#### 3.1 Collection of Information on Local Communities

The first step toward achieving Result 1 focused on gathering in-depth information about the local communities involved in the project, forming the basis for all subsequent activities. This initial phase aimed to generate a comprehensive understanding of the participating communities.

A mixed-method approach was used, combining desk research with informal interviews. Data was gathered through email exchanges, phone conversations, and online meetings, allowing for a diverse and inclusive collection process. To maintain consistency across all project areas, data collection followed a standardized template and guidelines developed by EPC Srl, the leader of Result 1.

The collected information was consolidated into a research report, structured around national reports submitted by each project partner. This approach ensured that the final document reflected a wide range of perspectives and a rich dataset, forming a solid groundwork for the project's next stages.

The communities engaged in the research were:

- **Municipality of Sovizzo** and nearby towns in the Veneto region, Padova province (Italy)
- **Municipality of Malevizi**, located west of the Brussels Urban Complex (Belgium)
- **Eastern Anatolia Region** in Türkiye, with Erzurum as the central focus, including neighboring provinces

Due to the geographical and demographic diversity of these areas, each local context presented unique characteristics. The standardized data collection template is available in Annex 1.

An overview of the key features of the local communities is presented in Table 1.

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

Country	Local Community	Population	Young Population (18-30)	Migrant Community Population	Migrant Youth Population	Migrant Communities
Italy	Municipality of Sovizzo, Altavilla, Creazzo	30.633	3.145	2582	342	Chinese, Serbian, Romanian, American, Burkina Faso
Belgium	Schaerbeek Region of Brussels	125.656	37.000	6107	4200	Bulgarians, Romanians, Moroccans, French Turks, Syrians
Türkiye	Erzurum Province	756.052	135.000	5454	1024	Afghan, Iranian and Meskhetian

\* The numbers represent approximate values.

The Migrant communities involved in the SOS4ALL Project presented varied backgrounds across the different local areas, as illustrated in Table 1. This diversity enabled the project consortium to evaluate the adaptability and effectiveness of the SOS4ALL methodology across distinct socio-cultural contexts. It also allowed partner organizations to explore and respond to differing group dynamics in emergency management settings.

Moreover, the population size of each local area varied considerably from one country to another. This variation offered a valuable opportunity to assess how community size influences local emergency management processes and interaction patterns.

The meaningful participation of key stakeholders across all countries further enriched the project's implementation. These stakeholders—including local municipalities, universities, civil protection agencies, youth centers, and various NGOs—played an essential role in engaging communities. They supported the recruitment of participants from both migrant and local communities, with a special focus on involving young people in the project's core activities.

Their contributions spanned all major project phases:

- **Research and data collection** (community mapping, focus groups, questionnaires, and best practice identification),
- **Training** (pilot sessions and Learning-Teaching-Training activities), and
- **Dissemination** (multiplier events and material development).

Stakeholders provided expert input, facilitated training sessions, and shared their practical knowledge of disaster and emergency response, thereby enhancing the relevance and quality of the project's outputs.

Additionally, these partners supported the development and localization of training content, ensuring that the SOS4ALL methodology could be tailored to different linguistic and cultural settings. Their involvement also extended to participation in national advisory boards, offering strategic direction and helping align the project's objectives with the specific needs of each community.

This inclusive and collaborative approach enabled SOS4ALL to respond effectively to the complexities of diverse community settings and scales.

The list of key stakeholders involved in the SOS4ALL Project in each partner country is presented in Table 2.

**Table 2. The stakeholders of the SOS4ALL 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
	Municipality of Schaerbeek

Belgium	Brussels emergency management agency
	Red Cross of Brussels
	National Crisis Center
Türkiye	Erzurum Metropolitan Municipality Youth Center
	Erzurum Technical 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 provide further context for the implementation of the SOS4ALL methodology, Table 3 outlines the geographical features and typical emergency situations of the local areas involved in the project. This information highlights how the specific characteristics of each region influence emergency preparedness and response strategies.

**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
Belgium	Schaerbeek, Brussels	Coastal area, Mediterranean climate	Storm, Flood, Forest Fire, or Heat Wave.

Türkiye	Erzurum, Eastern Anatolia Region	Mountainous area, continental climate	Earthquakes, Severe Snowstorms, And Landslides
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Flooding is the most commonly identified emergency situation across all local areas involved in the project. However, earthquakes and forest fires are also notable risks that are prevalent in all partner countries. This variety of potential emergencies underscores the need for a flexible and comprehensive emergency management framework capable of effectively responding to a range of natural disasters.

**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 integrated into the Union of Municipalities "Terre del Retrone" since January 1, 2016. This collaborative framework ensures that the municipalities of Sovizzo, Creazzo, and Altavilla Vicentina follow a unified Civil Protection plan, enabling coordinated emergency responses. Key stakeholders in this system include the local Fire Service, municipal authorities, and regional entities. Moreover, numerous national NGOs, such as the National Volunteer Fire Brigade Association, Italian Caritas, Red Cross, Auxiliary Coast Guard, and Scout associations, contribute significantly as registered civil protection volunteers. Additionally, the Veneto Region, particularly in the province of Padova, houses officially recognized Civil Protection Volunteer Groups, which play an essential role in the SOS4ALL pilot area.

In Brussels, the emergency management system benefits from a wide network of key players. The Fire Service, Municipality, and other mentioned organizations are instrumental in coordinating responses. The Belgium Armed Forces, Police, and volunteer civil protection groups also operate under the direction of relevant authorities to ensure effective crisis management. Prominent NGOs, such as the Red Cross, Brussesls Rescue Team offer vital support in emergency situations.

In Erzurum, emergency and disaster management is overseen by AFAD (Disaster and Emergency Management Authority) and the Turkish Red Crescent. The Turkish Armed Forces, Police, and Gendarmerie also have specialized disaster preparedness units. The involvement of NGOs is significant, with several registered organizations, including the Turkish Red Crescent, Search and Rescue Association (AKUT), AFAD, and the Humanitarian Relief Foundation (IHH), providing essential assistance during emergencies. However, these NGOs must operate with the consent and guidance of AFAD.

### 3.2 1st Focus Groups

The initial focus groups for the SOS4ALL Project were held between June and September 2022 across all four project locations. A total of 52 participants took part in these sessions, distributed as follows:

- 13 participants in Sovizzo, Italy
- 13 participants in Brussels, Belgium
- 12 participants in Erzurum, Turkey

Details about the profiles of the participants from each country group are presented in Table 4.

**Table 4. The participant's profile per country groups**

Local Area	Participant Profile	Number of Participants
Sovizzo, Italy	Civil Protection Volunteers, local communities	4
	Representatives of Local NGOs, local communities	4
	Young People, Migrants	2
	Representatives of Local NGOs, Migrants	1
	Representatives of the Municipality, local communities	1
Brussels, Belgium	Stakeholders from the Migrant Community	4
	Representatives of the Municipality	1
	Representatives of the Region in Brussels	1

	Volunteers in Emergency Management	4
	Young Person's local communities	1
	Civil Protection Authorities	3
Erzurum, Türkiye	Stakeholder from non-Migrant Community	1
	Representative of Erzurum Provincial Immigration Administration	1
	Academic from Erzurum Technical University	1
	Young people from the local communities	2
	Representative of a migrant community NGO	1
	Young people from the migrant community	7

The objective of the first focus group was to gain a thorough understanding of the group dynamics within local areas during emergencies. This included exploring how various community members interact and respond in times of crisis. The focus group also aimed to gather in-depth information on the specific needs of local stakeholders, with a particular focus on migrant community groups, ensuring that their challenges and concerns are adequately addressed in emergency scenarios. Additionally, the focus group sought to examine the needs and roles of young people in the local areas concerning emergencies, aiming to identify their potential contributions to enhancing community resilience and preparedness.

To guide the discussions, the consortium defined four key themes:

1. **Involvement of Local Stakeholders in Civil Protection Dynamics:** Understanding how different stakeholders interact within the local community in the civil protection framework.
2. **Involvement of Migrant/Local communities Groups in Civil Protection:** Exploring how civil protection volunteers engage both migrant and local communities groups during emergency management.
3. **Participation of Young People in Civil Protection and Community Management:** Investigating the extent and nature of young people's involvement in civil protection and local community management during crises.
4. **Feedback on the Project:** Gathering input and suggestions from participants regarding the project itself.

The questions discussed during the focus group included those outlined in the guidelines, along with additional questions to enhance participants' understanding. While participants didn't need to answer every question, responses were sought under each theme. The question template is provided in Annex 2.

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

Across all the focus groups in the partner countries, it was observed that most stakeholders—such as organizations, associations, and public and private institutions working with young people and/or Migrant communities—are not aware of the civil protection (CP) system in their local areas. This lack of awareness extends to local residents from both migrant and local communities communities, as well as other stakeholders, except for those directly involved in Civil Protection Institutes and/or NGOs. While some participants have a general understanding of civil protection and its operations, they lack knowledge about how to act or react during emergencies, whom to contact, and how to assist effectively in such situations.

The general population does not actively engage in civil protection exercises, trainings, or informational events. This lack of participation is primarily due to ineffective information distribution by civil protection professionals. Additionally, there is a widespread lack of interest in these activities, as many perceive emergencies as distant events that are unlikely to affect them directly. There is also insufficient guidance on how to involve the community in civil protection efforts. Scheduling exercises and events at



inconvenient times further contributes to low participation, as they are often organized for voluntary groups rather than the broader public.

To improve civil protection efforts, voluntary groups and public organizations need to establish connections and collaborate more effectively. Organizing joint events can foster these collaborations. To make civil protection initiatives more appealing and encourage greater community involvement, information should be communicated in engaging, interactive, and practical formats. Instead of lengthy instruction manuals or time-consuming training sessions, simple, concise instructions should be shared. Digital tools, such as short instructional videos with demonstrations, are particularly effective and can be distributed through social media and other platforms popular with young people.

Moreover, information coming from trusted sources like academics, authorities, and relevant civil protection stakeholders tends to be more impactful. People are more likely to trust and act on information from recognized experts. Events, trainings, and exercises organized by public sector bodies also tend to garner more trust and participation. Additionally, informal and non-formal organizations, such as "Civil Protection Summer Camps" for young people, can be an effective way to engage youth. School-based activities are also highly effective in fostering a culture of preparedness and increasing youth involvement in civil protection.

Based on the participants' responses, the following topics have been identified as essential for educating citizens on civil protection:

- **Understanding Local Emergency Risks:** Raising awareness about specific emergency risks associated with the local area.
- **Evacuation Planning:** Providing knowledge on how to develop and implement effective evacuation plans.
- **Efficient Water Usage:** Teaching strategies for conserving and using water resources effectively during emergencies.
- **Waste Management:** Promoting proper disposal and management of waste to prevent potential hazards.
- **Active Citizenship:** Encouraging civic responsibility and engagement in community safety and preparedness efforts.
- **Property Protection:** Educating citizens on measures to safeguard personal and public property during emergencies.
- **Following Instructions:** Developing soft skills to effectively understand and follow directions from authorities during crises.
- **Cooperating with Authorities:** Enhancing soft skills for collaborating effectively with officials and civil protection agencies.
- **Familiarity with Escape Areas:** Teaching citizens about the locations of escape areas, maps, and designated safe points in their community.
- **Using Basic Equipment:** Ensuring proficiency in operating essential safety and emergency equipment.
- **Recognizing Civil Protection Teams:** Helping citizens identify and understand the roles of civil protection volunteers and teams.
- **Locating Emergency Shelters:** Ensuring citizens know where shelters are located and how to access information via various platforms and websites.
- **Prioritizing Self-Care:** Emphasizing the importance of taking care of oneself first to be able to assist others effectively during emergencies.
- **Avoiding Inappropriate Involvement:** Educating citizens on when not to intervene, to avoid obstructing responders and placing themselves at risk.
- **Understanding Emergency Hierarchy:** Providing knowledge of the responsibilities of different stakeholders and volunteer organizations, including the roles of first, second, and third responders.
- **Respect for Nature:** Teaching sensitivity toward the environmental impact of disasters and engaging in practical training for responding appropriately.
- **First Aid Training:** Offering regular, mandatory sessions on basic first aid to prepare citizens for emergency situations.
- **Emergency Prevention:** Educating on strategies to prevent emergencies from occurring in the first place.

- **Essential Safety Equipment:** Familiarizing citizens with necessary safety equipment for households and offices.
- **Safety Protocols:** Ensuring knowledge of emergency protocols for various situations, including floods, fires, and earthquakes.
- **Risk Reduction and Prevention:** Providing techniques to minimize risks before they turn into emergencies.
- **Recovery Actions:** Outlining the steps to take after an emergency, such as post-earthquake recovery procedures.
- **Post-Event Organization:** Educating on procedures for community gathering, reporting missing persons, and offering support after an event.
- **Psychological Support:** Training citizens to manage panic and provide psychological aid during emergencies.
- **Sociological Education:** Understanding the social dynamics during emergencies, including the challenges faced by different community groups.
- **Situation Assessment:** Training individuals to provide accurate, effective information to authorities, enabling stronger rescue and recovery plans.
- **Inherent Dangers of Unqualified Assistance:** Educating about the risks of offering unqualified assistance during emergencies and understanding when not to act.
- **Fire Evacuation Procedures:** Teaching specific protocols for evacuating safely during a fire.
- **Human Rights Awareness:** Promoting awareness of human rights to ensure respect for all individuals during emergency responses.
- **Promoting Tolerance and Diversity:** Encouraging the acceptance and inclusion of diverse populations in emergency preparedness and responses.
- **Emergency Sign Language:** Teaching the International Emergency Sign Language to facilitate communication during emergencies, especially for those with hearing impairments.

The insights gathered from the focus groups offer a valuable perspective on the current state of civil protection awareness and the collaboration efforts within different regions. While many participants were not familiar with the main authorities in civil protection and emergency management in their countries, those from migrant communities, especially in Türkiye, reported firsthand experiences with major disasters, such as the war and the 2020 earthquakes. This shows that, despite limited exposure to civil protection practices in everyday life, these groups are highly aware of the challenges posed by large-scale emergencies.

## Key Findings:

1. **Lack of Awareness of Civil Protection Authorities:** Many participants, especially those outside of the civil protection profession, reported not knowing the primary authorities responsible for managing emergencies in their respective countries. This indicates a significant gap in public awareness that needs to be addressed.
2. **Collaboration Effectiveness:** Participants recognized that collaboration between key emergency management institutions, such as Fire Services, Civil Protection, Police Authorities, the Ministry of Defense, and Civil Protection NGOs, is generally effective. However, the absence of collaboration with other stakeholders was noted as a barrier to more integrated emergency response.

### 3. Key Suggestions for Improvement:

- **Clearer Rescue Plans for First Responders:** A more structured and easily understandable rescue plan for first responders could improve efficiency and coordination during emergencies.
- **Enhanced Collaboration Between Police and Civil Defense:** Especially when it comes to protecting vulnerable groups, such as women and children, the collaboration between Police Authorities and Civil Defense units needs to be more robust at the operational management level.
- **Improved Legislation for Forest Fires:** A specific focus was placed on developing better legislative frameworks and operational planning to address forest fires, which are a recurring problem in some regions.

### 4. Good Practices and Technologies:

When asked about good practices or new technologies in civil protection, participants pointed out examples of effective initiatives, though they also highlighted challenges, particularly around language accessibility and the lack of innovation in some areas.

## Recommendations for Action:

- **Awareness Campaigns:** There should be an ongoing effort to raise public awareness about the roles and responsibilities of civil protection authorities, especially in marginalized or migrant communities.
- **Training and Information Dissemination:** Simplifying emergency plans and offering more accessible, digital resources (such as mobile apps, online platforms, and short instructional videos) could address the knowledge gap.
- **Legislative and Operational Improvements:** Focus on updating legal frameworks and operational plans, particularly in high-risk areas like forests, to ensure more effective disaster management.
- **Fostering Inter-Organizational Collaboration:** Formalizing and institutionalizing collaborations across more diverse stakeholders, including local NGOs, community groups, and other institutions, will enhance the overall response to emergencies.

The feedback from these focus groups provides actionable insights into the current gaps in civil protection and highlights opportunities for strengthening the coordination and preparedness of communities during emergencies.

## Italy:

Participants in Italy mentioned a telephone service that was provided to elderly individuals during the pandemic. This service aimed to offer essential support and information. However, no further innovative practices or technologies were recalled by participants during the focus groups. This highlights a potential area for improvement, with an opportunity for greater knowledge-sharing and the introduction of advanced civil protection tools and practices.

## Belgium:

In Belgium, participants highlighted the **Citizen Line** managed by the Municipality of Malevizi. Citizens who register in this application receive phone messages containing 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, provides first aid instructions, and offers information about nearby gathering points. However, this application is only available in Greek, emphasizing the need for multi-language support to make it more

inclusive and accessible to a wider range of people.

## Turkey:

In Turkey, the **AFAD Emergency Mobile Application**, developed by the Ministry of Interior, was highlighted. This domestic and national software aims to save lives and reach more citizens during disaster situations. However, like other examples, the lack of a multi-language option presents a challenge for non-Turkish speaking populations. This indicates the need for further development to cater to diverse linguistic groups and make the application more accessible.

## Evaluation:

These examples demonstrate that while emergency numbers, applications, and practices exist, a significant gap remains in their accessibility due to language limitations. Information should be presented in the simplest terms possible to ensure clarity and accessibility for all. The use of social media and platforms like WhatsApp and Viber is a positive development, but beyond these platforms, there seems to be a lack of innovative practices and strategies in civil protection. This suggests that there is room for the adoption and awareness of more advanced civil protection technologies and solutions, particularly with regards to multilingual and user-friendly communication during emergencies.

## Key Areas for Improvement:

- 1. Multi-Language Support:**
  - Emergency applications and communication systems should incorporate multi-language support to cater to diverse linguistic communities. This ensures that all citizens, regardless of their language background, can access critical information during emergencies.
- 2. Simple and Clear Communication:**
  - Emergency information should be presented in simple and easy-to-understand language to ensure clarity for all users, including those who may not be familiar with technical terminology.
- 3. Innovation and Knowledge Sharing:**
  - There is a need for greater awareness and adoption of advanced civil protection technologies. Sharing successful practices and innovative technologies between countries can help improve emergency preparedness and response systems.

By addressing these issues, emergency systems can be made more inclusive, effective, and accessible, ultimately improving community resilience during crises.

## Theme 2: Involvement of Migrant/Local communities Groups in Emergency Management Situations

When addressing individuals during emergencies, several cultural, linguistic, and religious factors must be considered. Communication with people from diverse linguistic backgrounds can be particularly difficult, as accommodating every spoken language is nearly impossible, especially when individuals may not speak

or understand English. Furthermore, many migrants prefer to communicate in their native language and may show reluctance to learn English or the local language.

Participants from Türkiye emphasized that religious factors also influence communication, with some Muslim women, for instance, preferring to speak only with other women and not allowing physical contact. Similarly, some Muslim men may react aggressively to those attempting to help their female family members.

There seems to be a lack of a defined strategy for managing emergency communications that includes groups who speak foreign languages or come from different cultural backgrounds. In Belgium, some private sector entities, such as hotels, conduct regular emergency exercises and training in multiple languages. In Italy, some NGOs and municipalities have made efforts to engage migrant communities during food and clothing distributions, but have encountered challenges like lack of trust and feelings of 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.

Participants highlighted several effective practices that can assist local communities in creating an inclusive civil protection system for diverse groups. In Belgium, the city of Brussels was chosen as a pilot for the AMARE EU project, which focused on managing cultural diversity and integrating non-native speakers into the city's emergency resilience plans. One key initiative was the "Xenocratis" project, which aimed at providing anti-seismic protection and safeguarding the



population. As part of the project, preventive measures and informative resources were made available, including safety guidelines printed in various native languages to ensure accessibility during emergencies.

The main idea is to engage all relevant authorities within their municipalities. Municipalities hold an essential position in Cypriot society, with many large ones employing full-time staff responsible for ensuring the safety of their citizens, as well as having emergency response personnel on standby. These key individuals should undergo regular training and be prepared to train local citizens on how to effectively respond to emergencies, acting as facilitators for communication and action.

Moreover, scouts could play an important role if properly trained in all aspects of emergency management. In regions where public transportation is limited, it's essential to consider young people from migrant backgrounds who may not have access to personal vehicles when inviting them to training sessions. When organizing training events, it's crucial to prioritize proximity and accessibility to ensure inclusivity for all participants.

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

Youth involvement in civil protection activities remains limited. Many young people lack awareness and show only marginal interest in the subject. Even those who express interest tend to engage at a superficial level. For those who do get involved, continuous education from relevant authorities is essential, as their ability to assist in emergencies is constrained without proper training.

However, engaging young people can be highly beneficial, as they often share a common technological literacy that transcends cultural and national boundaries. Young people are skilled at using technology, mobile devices, and social media, which can be a great asset to civil protection efforts. They can provide immediate updates and eyewitness information, but only if trained and able to communicate effectively with authorities. Creative applications of technology and innovative problem-solving can further enhance their involvement. Moreover, young people have the potential to foster peace, tolerance, coexistence, and a non-extremist environment.

In Belgium, some young volunteers are mobilized in municipal emergencies, although they often lack official certification. Local community representatives are also involved during emergencies, despite not having formal training. A key challenge is the personal financial burden associated with being a civil protection volunteer, as they must cover the costs of their own equipment and uniforms. Although there is interest in volunteering, the state does not sufficiently support or involve these volunteers.

#### Theme 4: Feedforward on the Project

The fourth and final theme focused on broad, guiding questions to steer the project's next steps, offering participants a chance to address any topics that had not been sufficiently explored in earlier discussions.

Participants from Belgium agreed that the outcomes of the project would benefit the community, but emphasized that the focus should not only be on youth. They advocated for starting emergency education at an earlier age, with primary school children being taught about emergencies, their impact on humanity, nature, and ecosystems. Early education can cultivate a culture of responsible, informed individuals who understand their roles in crisis situations.

For Migrant communities individuals, it is essential to provide them with key information as soon as they enter a new country. This should include details about relevant authorities, their roles, and specific instructions on how to act in emergencies. Engaging Migrant communities in emergency planning and listening to their needs is crucial. Appointing community 'ambassadors' to help train and educate their peers can foster inclusivity. Integrating Migrant individuals into the social fabric of the host country ensures they understand their rights and responsibilities, contributing to better adaptation and compliance with local regulations.

Key takeaways from the discussions included:

1. **Empathy:** Cultivating understanding and offering support.
2. **Awareness Campaigns:** Increasing awareness around emergency preparedness and management.
3. **Intercultural Spirit:** Promoting cooperation and mutual understanding among different cultural groups.

Participants from Belgium recommended that the project place special focus on emergency situations arising from forest fires, particularly emphasizing the need to protect the Keri forest in Malevizi.

Participants from Italy and Türkiye expressed their appreciation for the project's objectives and activities. They conveyed their support and best wishes for the success of the project. Additionally, they stressed the importance of developing more tools to foster trust between citizens and authorities, which would ultimately improve the effectiveness of emergency interventions.

Final Additions and Comments:

Young people expressed a strong interest in prioritizing prevention, particularly in the context of fires. They emphasized that there are proactive steps everyone can take to prevent significant outbreaks. Additionally, they requested easily accessible, free online educational materials, such as short videos or microlearning modules, to refresh the knowledge of individuals who have already undergone training. These materials would help reinforce emergency management procedures and ensure that correct actions



are followed without requiring individuals to repeat the entire training. Such resources would also be helpful for recalling specific details, such as the chemical element coding in emergency situations.

It was also suggested that, alongside automatic messages providing information on mobile services and fees when arriving in a new country, essential details about major hospitals, police, fire department emergency contacts, and other critical services should be included. Alternatively, a link to key information about First Responders' contacts and responsibilities, along with basic emergency management procedures, could be provided.

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

A comprehensive civil protection plan was proposed, urging the involvement of all local stakeholders. It was emphasized that the local community must become more actively engaged in these efforts. Addressing understaffing issues, where they exist, was considered crucial to enhancing the effectiveness of the civil protection system.

### 3.3 Semi Structured Questionnaire

The semi-structured questionnaire was completed by a total of 234 respondents, including 87 young people from Belgium, 36 from Italy, and 77 from Türkiye.

SPSS 20 was utilized for data analysis. Descriptive statistics were first used to assess the level of agreement among respondents for each question. Following this, factor analysis was conducted to eliminate any statements that disrupted the scale's structure. The questionnaire focused on three key sub-dimensions: **Youth Role**, **Training Module**, and **Cultural and Linguistic Diversity**. Overall, the responses across these dimensions averaged around 4 out of 5, indicating a general agreement with the survey statements.

Correlation analysis was performed to understand the interrelations between the three dimensions. The analysis revealed that all three sub-dimensions were significantly correlated, meaning that changes in one dimension were associated with changes in the others. Additionally, one-way ANOVA was used to determine if there were any significant differences between the countries regarding the prioritization of each sub-dimension.

The results of the analysis were largely positive and indicated that participants engaged thoughtfully with the survey questions. The averages and standard deviations for the responses from 233 participants are available in Annex 4, along with detailed tables of the means and standard deviations.

Key findings include:

- **Correlation analysis:** A strong, positive, and significant relationship was observed between the **Youth Role** and **Training Module** sub-dimensions.
- A moderate, positive, and significant relationship was found between the **Youth Role** and **Cultural and Linguistic Diversity**, as well as between the **Training Module** and **Cultural and Linguistic Diversity**.
- The **Youth Role** dimension showed the strongest interaction with and influence on the **Training Module** dimension, suggesting that how youth perceive their role in civil protection has a significant impact on the effectiveness of the training modules.

These findings highlight the interconnected nature of the three sub-dimensions and emphasize the importance of considering all three aspects when designing effective training programs.

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

- **Youth Role Dimension:** Belgium's score was 0.26 higher than Italy's and 0.98 higher than Türkiye's, while Italy's score was 0.71 higher than Türkiye's. Therefore, Belgium, and Italy placed greater emphasis on the Youth Role dimension than Türkiye.
- **Training Module Dimension:** Belgium's average score was 0.23 higher than Italy's and 0.85 higher than Türkiye's. Italy's score was 0.62 higher than Türkiye's score was 0.78 higher than Türkiye's. As a result, Belgium, and Italy valued the Training Module more than Türkiye.
- **Cultural and Linguistic Diversity:** Belgium scored 0.66 points higher than Türkiye. Also no significant differences were found between Belgium and Italy indicating that these countries placed similar importance on diversity.

These results suggest that Belgium and Italy generally prioritized the **Youth Role**, **Training Module**, and **Cultural and Linguistic Diversity** dimensions more than Türkiye.

For each theme, both open-ended and other types of questions were posed to the young participants in the questionnaire. The following 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?"

Here are the key responses from each country:

- **Italy:** Young people emphasized the importance of fostering a sense of belonging to the community and encouraging responsibility and active participation within the local context. They suggested promoting Civil Protection activities in schools and involving young people in hands-on, practical activities.

- **Belgium:** Young people identified education and training as crucial for increasing their engagement in civil protection and emergency management, with a particular focus on field training. They also emphasized the importance of awareness campaigns and guidance from civil protection authorities, alongside active state-driven information initiatives on civil protection topics.
- **Türkiye:** Young people noted that the youth role in civil protection was lower in Türkiye compared to other partner countries. They recommended the development of policies to motivate more young people to take active roles in emergency and disaster management. They also highlighted the importance of raising awareness of the significant role young people can play in strengthening social connections and being a crucial social force during emergencies. This awareness needs to be disseminated more widely.

## 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:

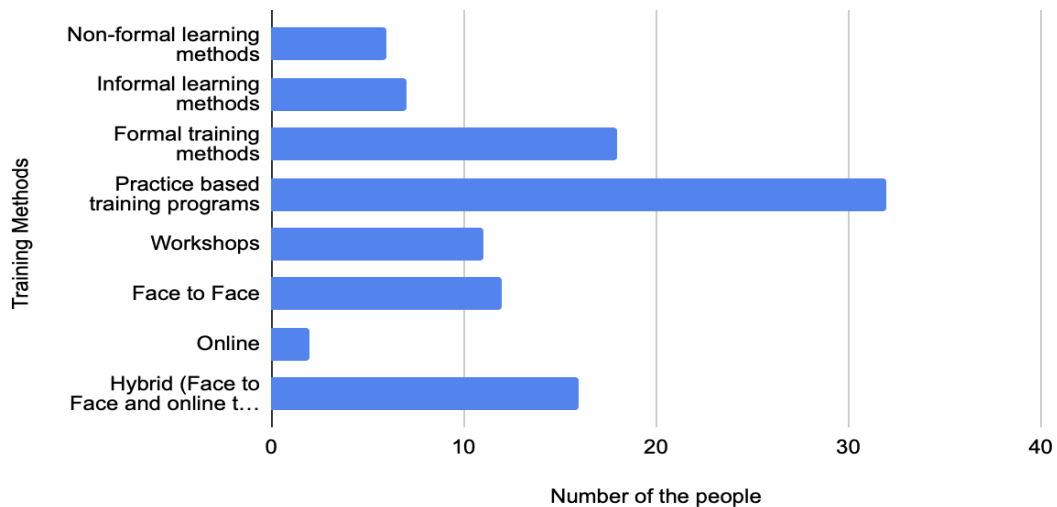
- Non-formal learning methods
- Informal learning methods
- Formal training methods
- Practice-based training programs
- Workshops
- Face-to-Face
- Online
- Hybrid (Face-to-Face and online together)

### Key Findings:

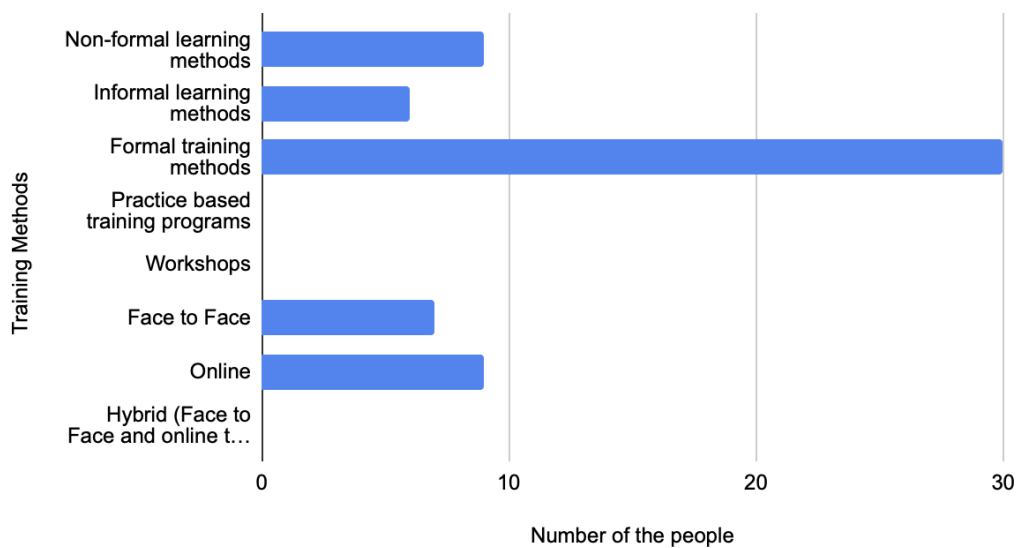
- **Italy:** Young people expressed a preference for practice-based training programs and workshops. While they emphasized the effectiveness of face-to-face learning, they also recognized the benefits of hybrid models that combine face-to-face and online methods.
- **Belgium:** Similar to Italy, young people preferred practice-based training programs and workshops. They also stressed the importance of face-to-face interaction for effective learning, while acknowledging the advantages of hybrid models to cater to diverse learning styles.

Young people from **Türkiye** emphasized the importance of practice-based training and workshops. They also acknowledged the potential of hybrid training methods, which combine the advantages of both face-to-face and online learning, to accommodate a range of needs and preferences.

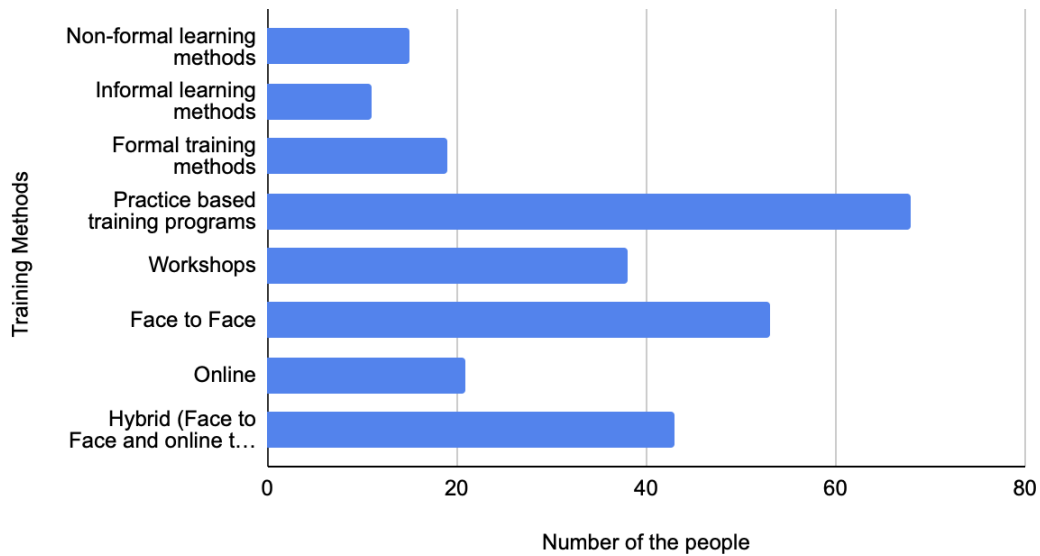
The training models/methods chosen by the majority of participants from each country are shown in Graphics 1 through 4.



**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 Belgium.

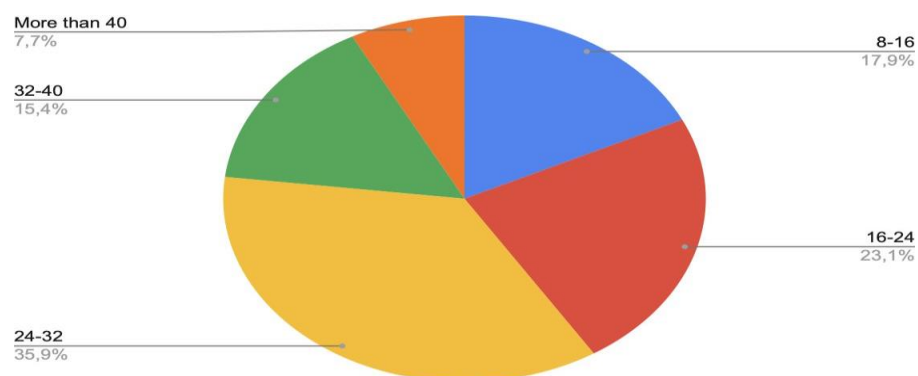


**Graphic 3.** The training models/methods which were chosen by the participants from Türkiye

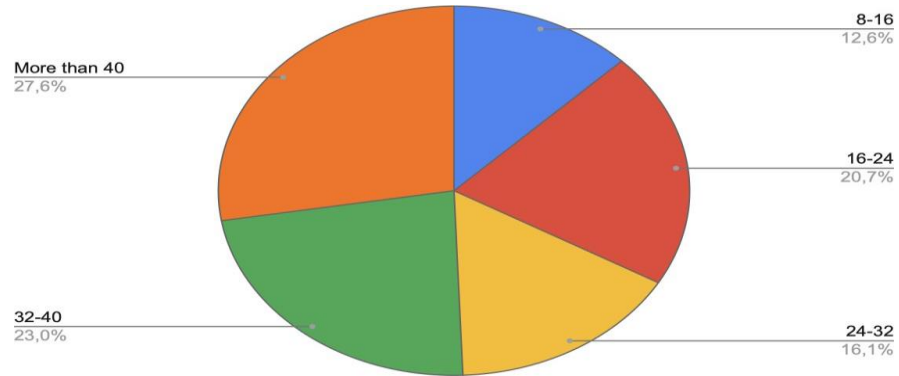
The second question of this theme asked: "In order to make the training program as useful as possible with better chances of young people enjoying and participating in it, how many hours do you think is sufficient?" The options provided were:

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

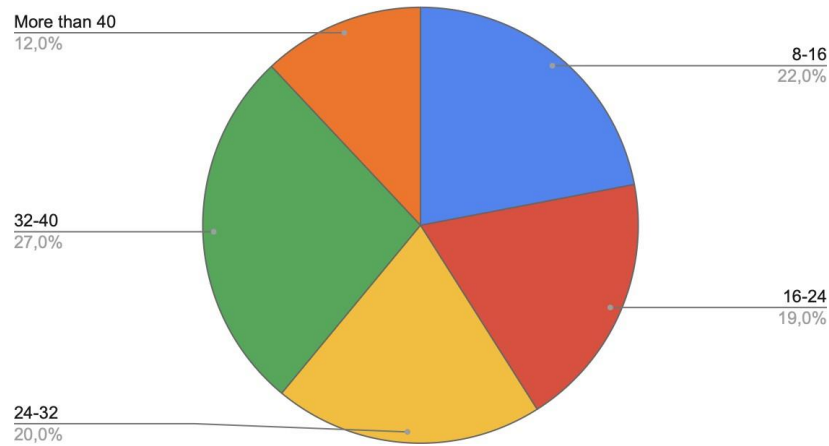
The hours chosen by the majority of participants are shown in Graphics 5 through 8.



**Graphic 4.** The hours chosen by the majority of participants from Italy



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



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

### Theme 3. Cultural and Linguistic Diversity

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

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

- **Italy:** Participants emphasized the role of empathy and language skills in engaging with migrant communities. They suggested that equipping young people with training in these areas would enhance their ability to communicate and assist effectively.
- **Belgium:** The focus was on communication, information, and active involvement. Participants suggested that fostering good communication between young people and migrant communities would be essential. They also noted that providing proper training and information campaigns could help build respect and trust. One participant remarked, "Young people communicate better with each other regardless of nationality."
- **Türkiye:** Participants saw young people as vital in supporting migrant communities, especially during emergencies. They suggested collaborating with community leaders and organizations to better understand the specific needs of migrant individuals. Recommendations also included using social media to raise awareness, volunteering with relevant organizations, and assisting with translation and interpretation to ensure crucial information is accessible in multiple languages.

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

- **Italy:** Participants had difficulty providing specific examples, but they recalled the 2021 Emilia Romagna earthquake as a case where best practices were documented, particularly through the AMARE project.
- **Belgium:** While many participants did not offer specific examples, they suggested tools like the internet and mobile applications. They recommended the European Emergency Number (112) and the OASP (Earthquake Design & Protection Organization) earthquake guide, available in multiple languages. A notable idea was the development of an advanced platform with a "button" to provide live satellite images and real-time information to guide citizens and volunteers during emergencies.
- **Türkiye:** Participants highlighted the use of multi-lingual messaging platforms and visual aids, such as infographics and videos, to ensure migrant communities receive clear and understandable instructions during emergencies. These tools would help overcome language barriers and ensure effective communication during critical situations.

### 3.4 Best Practices Collection

The consortium conducted the collection of best practices between September 2022 and January 2023, aiming to gain an institutional perspective on managing mixed group communities during emergencies. In scientific and business environments, identifying a best practice typically involves a strict, quantitative approach, focusing on measurable outputs. However, in fields like youth, migrant communities, and emergency management, the outcomes are harder to quantify, particularly in the short term. As a result, in the context of the SOS4ALL Project, the term "best practice" refers more to good examples from which inspiration can be drawn rather than strict, objective practices that guarantee the same results when applied elsewhere.

Another key feature of scientific best practices is their transferability, meaning they can be applied to different settings with the same outcomes. However, this isn't always feasible in this context because local communities have unique characteristics. Thus, best practices must often be adapted to each specific context, and some may not work effectively in certain environments. Therefore, the approach to best practice research in emergency management, youth, and migrant communities is more flexible and adaptable rather than strictly standardized.

To collect good practice information, both field and desk research methods were employed:

- **Field Research:** This involved formal and informal data collection, including face-to-face and online meetings, phone calls, emails, and site visits.
- **Desk Research:** This involved identifying relevant web sources and delving deeper into those sources to gather additional information.

The consortium decided to broaden the search beyond just the partner countries due to the limited number of best practices available per country. This global search allowed the group to evaluate examples from



around the world, considering their potential applicability to the partner countries. The template used to collect the best practices data is provided in Annex 5.

In total, 19 best practices were gathered, with each partner organization contributing 4-5 examples. The summary of these best practices is presented in Table 5, while the detailed descriptions are available in Annex 6.

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<sup>1</sup> [www.amareproject.eu](http://www.amareproject.eu)

**Table 5.** Summary of Best Practices Collected by SOS4ALL 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 Padova	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 migrant communities	Creation of electronic maps, information sessions	Enhanced accessibility and awareness of emergency gathering points
AMARE-EU Project by the Municipality of Brussels	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 SOS4All Project took place in May 2023 across four locations: Padova, Italy; Brussels, Belgium; and Erzurum, Türkiye. A total of 64 participants attended these sessions, with the following distribution:

- 10 participants in the Municipality of Sovizzo, Italy
- 22 participants in Brussels, Belgium

- 22 participants in Erzurum, Türkiye

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, Local communities	1
	Representative of Local NGO, Local communities	4
	Young Person, Local communities, Civil Protection Volunteer	1
	Young Person, Local communities	2
	Representatives of Municipality, local communities	2
Brussels, Belgium	Stakeholders from Migrant Community	4
	Representatives of the Municipality	4
	Representatives of the Schaerbeek Region of Brussels	4
	Volunteers in Emergency Management	4
	Young Person local communities	3
	Civil Protection Authorities	3

Erzurum, Türkiye	Disaster Response Agency Representative	2
	Representative of Erzurum Provincial Immigration Administration	2
	Academic from Erzurum Technical University	1
	Representative of Local NGO, Migrant	1
	Young people from local communities' community	5
	Young people from migrant community	11

The second focus group, held in May 2023, aimed to assess the impact of the SOS4ALL Project's research and dissemination activities and understand the evolving needs of each community. The focus group sessions highlighted the changes in community needs, which were influenced by the communication and networks established through the project's local dissemination efforts. The feedback gathered was valuable in refining and improving the SOS4ALL Training Module for Young Volunteers, ensuring it would be relevant, effective, and tailored to the specific needs of each community.

To structure the discussions, two themes were identified by the consortium:

1. **Impact of the SOS4ALL Project:** This theme focused on evaluating the outcomes and influence of the project's activities on the local communities.
2. **Finalizing the SOS4ALL Training Modules:** This theme aimed to gather feedback on the training modules to refine and finalize them, ensuring they align with the evolving needs of the communities.

In line with the first focus group, the questions discussed during the second focus group were based on the provided guideline, with additional questions introduced to enhance participants' understanding. While participants were not required to answer every question, responses were necessary under each theme to capture a comprehensive overview. The template of the questions used in the session is available in Annex 7.

### Theme 1: Impact of the SOS4ALL Project

Across all locations, participants shared their experiences with interactions between migrant communities, youth, and emergency settings. There was a general consensus that certain migrant groups, such as Russian-speaking and Albanian-speaking individuals, have integrated well and understand the local culture. However, challenges remain, especially with Muslim communities, where cultural practices, like the need for female doctors to attend to women, can affect emergency responses.

Another significant challenge discussed was the accessibility of Roma camps during emergencies. Firefighters often encounter resistance and require police assistance due to security concerns. Participants emphasized the need for emergency agencies to take cultural and religious practices, such as Ramadan, into account when providing support.

In terms of engagement with SOS4ALL activities, participants primarily followed updates through Facebook pages (EMCITY and partner pages). However, there was a noticeable lack of awareness and engagement with the project's website and social media channels. Participants suggested improving the dissemination strategy by creating WhatsApp groups for better communication and leveraging popular social media platforms like Facebook and Instagram to engage more young people.

To encourage youth participation in civil protection activities, participants recommended:

- Effectively using social media.
- Organizing briefings and training sessions in schools to foster a security-conscious culture from an early age.
- Incorporating civil protection topics into school workshops and creating summer camps focused on civil protection.

Participants also emphasized the importance of youth leadership, advocating for young people to take the lead in these initiatives, with adults offering support and resources. The creation of interactive platforms and intercultural exchange programs was highlighted as a key strategy to promote cross-cultural understanding and empower youth.

## **Theme 2: Finalizing the SOS4ALL Training Modules**

Participants generally found the designated training modules to be comprehensive and valuable in fostering intercultural understanding and promoting social cohesion. They appreciated the modules' emphasis on cultural competency, communication skills, and leadership development. However, they stressed the need for the training to be engaging, participative, and well-balanced between theory and practice. To improve training effectiveness, they recommended several strategies for its implementation:

- Sending informative material in advance to encourage participation.
- Avoiding scheduling training during peak seasons or weekends.
- Ensuring the training is experiential, incorporating role-playing and practical scenarios for greater impact.



Organizations expressed strong interest in participating in the SOS4ALL training, proposing 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 also suggested integrating the developed training modules into existing training programs and educational curricula. Additionally, they 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 considered an effective way to maximize their reach and impact.

### Final additions and comments:

The second focus group sessions provided valuable insights into the SOS4ALL project's impact and the necessary steps to finalize and implement the training modules effectively. The analysis, conducted across all partner countries, highlighted similar responses, with any noted differences being specifically addressed. As the focus was on assessing the impact and improving existing drafts rather than gathering new data, the analysis was streamlined accordingly.

Key recommendations from the second focus group include:

- **Enhancing Communication and Dissemination Strategies:** Participants emphasized the need for improved communication channels, particularly through popular social media platforms like WhatsApp, Facebook, and Instagram, to engage young people more effectively.
- **Tailoring Training Modules to Be Culturally Sensitive and Practical:** The importance of adapting training materials to reflect the cultural and local contexts of the target communities was highlighted. This includes balancing theory and practice while ensuring that the training is engaging and participative.
- **Promoting Youth Engagement and Leadership:** Participants stressed the role of young people as leaders in civil protection initiatives. They suggested that young people should be the main drivers of these activities, with adults providing support, guidance, and necessary resources.
- **Strengthening Collaboration with Local Stakeholders:** There was a consensus that local authorities, organizations, and communities need to be more involved in the project to ensure its sustainability and maximize its impact. Collaborative efforts are key to integrating the training into broader community resilience initiatives.

These efforts aim to ensure the success of the project in fostering community resilience, empowering youth in civil protection, and emergency management, and ultimately promoting a more inclusive and culturally aware approach to these critical areas.

### 3.6 3rd Focus Groups

The third focus group sessions of the SOS4ALL project were conducted between February and April 2024 in four locations: Padova (Italy), Brussels (Belgium), and Erzurum (Türkiye). In total, 62 participants attended these sessions, with the following distribution:

- **8 participants in Sovizzo, Italy**
- **9 participants in Brussels, Belgium**
- **19 participants in Erzurum, Turkey**

The main objective was to involve the same participants from the previous focus groups (1st and 2nd) to measure the impact of the project accurately and gain deeper insights from individuals already familiar with its progress. This approach helped track changes in perception and feedback over time, ensuring continuity and providing a more comprehensive understanding of the project's outcomes.

The focus group in Italy was conducted online, while the other sessions took place in-person. The participant profiles per country group are detailed in Table 7, providing a clearer understanding of the diversity and backgrounds of the participants involved.

**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, Local communities	1
	Representative of Local NGO, Local communities	3
	Young Person, Migrant	1
	Young Person, Local communities	2
	Representatives of Municipality, local communities	1
Brussels,	Stakeholders from Migrant Community	0

Belgium	Representatives of the Municipality	1
	Representatives of the Schaerbeek Region of Brussels	1
	Volunteers in Emergency Management	1
	Young Person local communities	3
	Civil Protection Authorities	3
Erzurum, Türkiye	Disaster Response Agency Representative	2
	Representative of Erzurum Provincial Immigration Administration	2
	Academic from Erzurum Technical University	1
	Representative of Local NGO, Migrant	1
	Young people from local communities' community	8
	Young people from migrant community	5

The third focus group sessions of the SOS4ALL project were designed to comprehensively assess the overall impact of the SOS4ALL training program and to evaluate its effectiveness in achieving the project's initial goals. Two key themes were defined to structure the questions and guide the discussions:

1. **Overall Impact of the Training Program:** This theme focused on evaluating how well the training program met its intended objectives and the positive or negative effects it had on the participants and their communities. The goal was to assess if the training had made a meaningful difference in participants' skills, knowledge, and engagement, and how these changes influenced their roles in civil protection and emergency management.
2. **Evaluation and Improvement of the Training Program:** This theme aimed to gather constructive feedback on the strengths and weaknesses of the training program. By discussing areas for improvement, participants could suggest necessary adjustments to make the program more effective and responsive to their needs and the challenges faced by their communities.

During the sessions, participants were encouraged to answer questions based on the provided guidelines, with the freedom to give more in-depth responses where applicable. The focus was on identifying valuable insights for refining the training modules to ensure they align with the evolving needs of the target communities and continue to provide impactful learning experiences.

As in previous focus groups, the questions discussed were supplemented with additional prompts to help participants express their views clearly and to capture diverse perspectives. The full set of instructions, questions, and suggestions for the third focus group can be found in Annex 8.

### Theme 1: Overall Impact of the Training Program

The insights shared by participants from the third focus group highlight the significant positive changes observed in young participants and their communities as a result of the EM CITY training program. Several key points emerged from the discussions:

1. **Enhanced Understanding and Engagement:** The training program greatly improved young participants' understanding of civil protection activities. The detailed and well-organized training material was widely praised across all partner countries. In Belgium and Italy, for instance, young volunteers reported feeling more confident in participating in emergency drills and organizing community awareness campaigns. This growing confidence reflects a deeper understanding of emergency response procedures and a stronger commitment to supporting civil protection efforts.
2. **Empowerment and Leadership:** The training fostered leadership skills among the youth, empowering them to take initiative in their communities. Examples included organizing workshops in schools to raise awareness about emergency response in Italy, and facilitating collaborative training sessions between local schools and civil protection units in Türkiye. These activities

showcase a shift in young people's roles within their communities, from passive participants to active leaders.

3. **Overcoming Challenges:** Although the focus groups identified several challenges, especially regarding initial engagement, these were overcome with creative solutions. Young people were initially hesitant to participate, but once engaged, their involvement increased significantly. Language barriers, particularly with migrant communities, posed a challenge but were mitigated through bilingual materials in Türkiye.
4. **Sustainability of Changes:** The changes brought about by the training program appear to be sustainable. Young participants expressed a strong desire to continue their involvement in civil protection activities, taking on roles as bridges to foster better understanding and cooperation within their communities. Their enthusiasm and proactive approach suggest that the skills and knowledge gained through the training will have a lasting impact.

Overall, the third focus group confirmed that the training program was effective in achieving its goals of enhancing youth engagement in civil protection, but it also highlighted areas for continued development, such as further addressing engagement challenges and ensuring the sustainability of the positive changes observed.

## Theme 2: Evaluation and Improvement of the Training Program

The second segment of the focus group sessions centered around evaluating the implementation of the EM CITY training program in local areas, aiming to gather valuable feedback that would refine and finalize the training modules. This phase of evaluation is crucial in ensuring that the training materials stay relevant, effective, and aligned with the ongoing needs of the communities.

### Key Insights and Recommendations from the Evaluation:

#### 1. Strengths of the Training Program:

- **Comprehensive and Adaptable Content:** The training modules were praised for their depth and clarity. Participants found them easy to understand and adaptable to various contexts beyond just emergency management. Notably, modules focusing on **intercultural communication** and **team building** were highlighted for their practical relevance and applicability.
- **Non-Formal Training Methods:** The interactive and practical activities in the training program were highly effective. These methods, in contrast to traditional theoretical approaches, maintained participant engagement. For example, in Italy, young asylum seekers were particularly engaged with the **practical activities and games**, showing the importance of making the training enjoyable and hands-on.

#### 2. Areas for Improvement:

- **Engagement and Interactivity:** A common suggestion across focus groups was to make the **training platform** more engaging and interactive. Participants recommended adding

- more **videos, pictures**, and other **visual materials** to increase the platform's appeal, making learning more dynamic and accessible.
- **Dissemination and Reach:** There was a call for expanding the **dissemination strategies**, especially targeting **migrant communities**. Suggestions included distributing flyers and posters on public transportation and conducting outreach efforts at local schools. This would help reach more marginalized groups, ensuring the training program's inclusivity.
  - **Practical Training in Rural Areas:** A recommendation to conduct **practical training sessions** in rural areas, where many migrant and vulnerable communities are located, was made. This would ensure that the training is accessible to communities with limited resources and opportunities.
  - **Incentives for Participation:** To increase youth participation, participants suggested offering **incentives** such as **extracurricular credits, elective courses, or certificates**. These incentives could attract more young people and motivate them to engage in the training program.
3. **Ready-Made Materials and Presentations:**
- **Integration of Ready-Made Resources:** Participants in Türkiye emphasized the value of **ready-made presentations** and materials being included in the training platform. This would allow trainers to save time and easily adapt the content to various contexts, such as **community outreach programs** and **school workshops**. The inclusion of such resources would make the training more practical and accessible for local trainers.
4. **Sustainability of the Program:**
- **Continuous Support and Engagement:** The focus groups highlighted the importance of providing **ongoing support** to maintain the positive impacts of the training program. This could involve creating a **network of trainers**, offering **continuous professional development** opportunities, and ensuring that resources are available for **long-term engagement** with participants.
  - **Ongoing Feedback:** The incorporation of **regular feedback mechanisms** into the training program was seen as essential to ensure continuous improvement and relevance. This would allow the training modules to evolve with the changing needs of communities and participants.

In summary, while the **EM CITY training program** was found to be effective, especially in terms of its **content quality** and **non-formal training methods**, there were several valuable suggestions for improvement. By enhancing **engagement**, expanding **dissemination efforts**, and ensuring that **ready-made resources** are available, the program could further improve its reach and impact, ultimately contributing to stronger community resilience and preparedness. The focus groups emphasized that **sustainability** and **continuous support** are key to maintaining the positive effects of the training program in the long term.

### Final additions and comments:

The third focus groups of the **SOS4ALL Project** highlighted the substantial positive impact of the training on young participants, who showed increased involvement and leadership in civil protection efforts within their communities. The evaluation also identified areas for improvement, particularly in the way training materials are presented and distributed, and emphasized the need for more hands-on training and incentives to boost participation.

By integrating the feedback and suggestions from these focus groups, the **SOS4ALL training program** was refined and finalized as one of the intellectual outputs of the project. The results from the second focus group were collectively analyzed across all partner countries, providing a comprehensive understanding of the project's effects and areas for improvement.

As part of the **SOS4ALL team**, we strongly advise customizing the training modules to better align with the specific needs and objectives of the participants. This can be achieved by incorporating tools like questionnaires, focus groups, and informal data collection systems, which will help ensure the modules are dynamic and effectively contribute to building resilient communities. The ongoing commitment to enhancing and engaging with the training will sustain its positive effects, fostering a culture of preparedness and collaboration in diverse communities.

## 4. CONCLUSION

The **SOS4ALL project**, through its mapping and focus group activities within the action research framework, has fostered an interactive process involving young people, civil protection authorities, youth and civil protection organizations, municipalities, and **migrant communities** communities. The project took place in **Padova (Italy)**, **Erzurum (Turkey)** and **Brussels (Belgium)**.

A semi-structured questionnaire was distributed to young people, focusing on three key themes derived from the results of the focus groups:

1. The role of young people in local communities during emergencies.
2. The **SOS4ALL Training Module for Young Volunteers** as a means of fostering interaction and bridging communities.
3. The impact of cultural differences within the local community.

Based on the findings from the action research, the consortium defined the titles of the **SOS4ALL Training Module** as follows:

- **INTRODUCTION TO THE SOS4ALL METHODOLOGY:** An overview of the SOS4ALL project, its theoretical foundations, addressing stereotypes, and the process of negotiation.



- **CIVIL PROTECTION:** Overview of the hierarchy and chain of command (both local and national), key terms in emergency and civil protection, potential local hazards, the disaster cycle, guidelines and emergency contacts, and appropriate behavior during emergencies.
- **ROLE OF THE INTERACTIVE BRIDGES:** Focus on the principles of volunteering, understanding limits, mandates, and expectations, community organization and dynamics, initiative-taking, psychological effects of emergencies (such as PTSD and emergency psychology), and the role of interactive bridges within the community.
- **CROSS-CULTURAL COMMUNICATION:** Exploring culture and language, community identity, intra- and inter-cultural communication, addressing stereotypes, and the process of negotiation.

The action research process progressed with a second focus group, where the first draft of the report was presented for feedback. This draft was then revised based on the feedback received. The third focus group was held after the implementation of the SOS4ALL Training Module.

The training program had a notably positive impact, significantly improving young participants' understanding and involvement in civil protection activities. Young volunteers exhibited increased confidence and proactive behavior, taking on leadership roles within their communities. This positive shift was observed across all participating countries, with young participants organizing community awareness campaigns and workshops.

Engagement with migrant communities initially proved challenging due to language barriers and a degree of hesitancy. However, solutions such as bilingual materials and collaboration with local schools helped overcome these challenges. The sustainability of the positive changes seems promising, as participants expressed a strong interest in continuing their involvement in civil protection activities.



The training modules were highly praised for their thorough and flexible content. However, participants recommended enhancing the training platform's engagement by adding videos, images, and other visual elements. Non-formal training methods, in particular, were recognized as highly effective in keeping participants engaged through interactive activities.

### **Recommendations for Improvement**

To further strengthen the implementation of the SOS4ALL Methodology, the following recommendations are made for organizations, experts, CP operators, trainers, and other stakeholders involved:

- Increase dissemination efforts, focusing on migrant communities, through methods such as flyers, posters, and outreach to local schools.
- Conduct practical training sessions in rural areas, where many migrant and vulnerable communities are located.
- Offer incentives like extracurricular credits, elective courses, or certificates to attract more young people to participate.
- Integrate ready-made presentations and materials into the training platform, allowing trainers to save time and easily adapt the content.

By adopting these recommendations, the SOS4ALL Project can continue to enhance community resilience and empower youth in civil protection and emergency management.

## Glossary

- **Action Research:** A participatory research method involving collaboration between researchers and participants to address practical issues and improve practices. It typically focuses on real-world problems and is aimed at generating actionable solutions through a continuous cycle of reflection, action, and feedback.
- **Annexes:** Supplementary materials or documents attached at the end of a report or document that provide additional details, data, or clarifications related to the content of the main 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. It often involves fieldwork and participant observation to gather insights into human societies.
- **Best Practice:** A method or technique that has been widely recognized and accepted as superior to others because it consistently produces optimal or most effective results. Best practices are often based on evidence and experience.
- **Migrant Communities (Namely: Refugees and/or Asylum Seekers Who Are Legally Entitled to be in the Country of Residence):** Refers to individuals and communities who come from different cultural and language backgrounds. It emphasizes the importance of cultural and linguistic diversity in understanding social dynamics and designing inclusive policies and practices.
- **Civil Protection (CP):** Systems and measures established to protect citizens from natural and man-made disasters. CP involves preparedness, response, recovery, and mitigation efforts aimed at reducing the risks associated with emergencies and crises.
- **Consortium:** A group of organizations or institutions that collaborate on a joint project or initiative, often pooling their resources, expertise, and efforts to achieve common goals. The consortium may include partners from different sectors and countries.
- **Desk Research:** A research method involving the collection of existing data from secondary sources, such as published reports, academic articles, government publications, and other publicly available materials. This research method is often used to gather background information or to complement primary research.

- **SOS4ALL 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. It involves young people as key players in emergency preparedness, response, and recovery efforts.
- **Emergency Management:** The organization and management of resources and responsibilities for dealing with all aspects of emergencies, particularly in the areas of preparedness, response, and recovery. It includes strategies to minimize the impact of emergencies and help communities recover.
- **Field Research:** A research method involving the collection of primary data directly from sources or subjects in their natural environment. This type of research often involves observation, interviews, surveys, or other direct interaction with the participants to gather firsthand information.
- **Focus Group:** A qualitative research method involving guided discussions with selected participants to gain insights on specific topics. Focus groups are often used to explore perceptions, opinions, and experiences on a given subject, providing valuable data for decision-making.
- **Good Practice:** A technique or methodology that, through experience and research, has proven to reliably lead to a desired result. Good practices are typically based on evidence and are widely accepted as the most effective way of achieving specific objectives.
- **Interactive Bridge:** A role or function designed to facilitate communication and cooperation between different groups, especially in the context of emergency management. It refers to individuals or activities that connect diverse groups to improve collaboration and understanding, particularly during emergencies.
- **Local Community:** A group of people living in the same area and sharing common interests, values, and practices. Local communities often work together to address shared concerns and support each other in various aspects of life.
- **Multicultural Society:** A society characterized by a diversity of cultures, languages, and ethnicities coexisting and interacting. In such societies, people from different backgrounds contribute to a rich and varied cultural fabric, which can enhance social dynamics and mutual understanding.

- **NGO (Non-Governmental Organization):** A non-profit organization that operates independently of any government. NGOs typically work to address social, political, environmental, or humanitarian issues and are driven by missions to promote positive change and improve societal conditions.
- **Non-Formal Training:** Structured training that occurs outside the formal education system, typically focused on practical skills, competencies, and life experience. This type of training is more flexible, can be tailored to the needs of the learners, and is often community-based or workplace-focused.
- **Pilot Training:** The initial implementation of a training program conducted on a small scale to test its effectiveness, identify challenges, and gather feedback for refinement before it is scaled up or applied more widely.
- **Risk Reduction:** Strategies and actions aimed at minimizing vulnerabilities and reducing the risks associated with disasters and hazards. It involves actions to prevent or mitigate the adverse impacts of potential risks, with the goal of protecting lives, property, and communities.
- **Semi-Structured Questionnaire:** A research tool that combines predefined questions with the flexibility for open-ended responses. This type of questionnaire allows participants to provide in-depth insights while ensuring consistency in the data collected for comparison and analysis.
- **Stakeholder:** Any individual, group, or organization that has an interest in or is affected by the outcomes of a project or initiative. Stakeholders can include participants, funders, local communities, government agencies, and other key entities involved or impacted by the project.

## ANNEX IV

### LIKERT ANALYSIS OF SEMI STRUCTURED QUESTIONNAIRES

In the research, **SPSS 20** was employed for data analysis. Initially, **descriptive statistics** were used to examine the extent to which respondents agreed with each question. This helped to gauge overall levels of agreement on the survey items. Following that, **factor analysis** was performed to identify and remove any statements that disrupted the scale's structure, ensuring clarity and reliability in the data.

The questionnaire contained three sub-dimensions: **Youth Role**, **Training Module**, and **Cultural Diversity (CL Diversity)**. Participation in these sub-dimensions averaged around **4 out of 5**, indicating a high level of agreement among participants regarding the statements in the survey.

To explore the relationships between these sub-dimensions, **correlation analysis** was conducted. The analysis revealed that all three dimensions are significantly related to each other, suggesting that changes in one dimension are likely associated with changes in the others.

**One-way ANOVA** analysis was used to assess whether there were any significant differences in the sub-dimensions based on the countries. This analysis showed how different countries prioritize each dimension, helping to identify which aspects are more important in each context.

Overall, the results are positive, meaningful, and align with expectations. It appears that the respondents engaged thoroughly with the survey, providing valuable feedback. The report is expected to be completed within the 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
<b>Young people's role in local community during emergency management process (Youth Role)</b>				
As an organization/ stakeholder we would be interested in using the material/ modules and platforms created via SOS4ALL project for our future trainings with young people.	Belgium	87	4,7586	,62813
	Italy	36	3,9444	1,01262
	Türkiye	78	3,4103	1,30370
	Total*	201	4,1717	1,13170
I believe that the trained young people from this project can act as interactive bridges and	Belgium	87	4,7241	,49859
	Italy	36	4,3611	,63932

	Türkiye	78	3,2308	1,34766
	Total	201	4,1416	1,11866
I think that young people can take responsibility in emergencies.	Belgium	87	4,2759	,93622
	Italy	36	4,3611	,48714
	Türkiye	78	3,6667	1,20245
	Total	201	4,1288	1,02582
I think that young people can act as disseminators of knowledge to peers.	Belgium	87	4,7471	,51078
	Italy	36	4,7222	,45426
	Türkiye	78	3,7564	1,07130
	Total	201	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.	Belgium	87	4,2069	,85096
	Italy	36	4,2778	,70147
	Türkiye	78	4,0769	1,11389
	Total	201	4,1116	,93564
I think that young people are more aware and sensitive about inclusion and diversity than older people.	Belgium	87	4,4713	,83303
	Italy	36	4,1111	,70823
	Türkiye	78	3,8974	1,12342
	Total	201	4,1245	,96800
I think that young people are more aware of the possible future emergency situations.	Belgium	87	3,9425	1,01565
	Italy	36	4,1111	,78478
	Türkiye	78	4,0769	,99046
	Total	201	3,9270	,99948
I think that digital knowledge, and skills of young people can be effective before, during and after an emergency situation.	Belgium	87	4,6322	,63089
	Italy	36	4,5278	,50631
	Türkiye	78	3,7564	1,15304
	Total	201	4,3391	,91495
<b>SOS4ALL Training Module for Young Volunteers as Interactive Bridges (Training Module)</b>				
The training should include the information about the hierarchy/pyramid/stakeholders involved in the several emergency cases.	Belgium	87	4,8046	,47835
	Italy	36	4,3333	,58554
	Türkiye	78	4,0385	,98617
	Total	201	4,4506	,79785
The training should include the effects of a disaster for human and the environment.	Belgium	87	4,8506	,38966
	Italy	36	4,6944	,52478
	Türkiye	78	4,0897	,94231
	Total	201	4,5880	,72649
The training should include how to prevent a specific emergency situation.	Belgium	87	4,8736	,39780
	Italy	36	4,6111	,68776
	Türkiye	78	4,0000	1,01929
	Total	201	4,5579	,80266

The training should include the relevant equipment needed in a household e.g for fire and flood.	Belgium	87	4,9310	,29700
	Italy	36	4,7222	,56625
	Türkiye	78	3,2692	1,38332
	Total	201	4,3133	1,15618
The training should include the post event organization (report missing people, where to gather etc).	Belgium	87	4,9195	,31321
	Italy	36	4,8056	,40139
	Türkiye	78	3,7179	1,03067
	Total	201	4,4936	,87158
The training should include the management of panic.	Belgium	87	4,9655	,23861
	Italy	36	4,7500	,73193
	Türkiye	78	4,1667	,91760
	Total	201	4,6567	,72079
The training should include the fire/earthquake and flood evacuation procedures.	Belgium	87	4,9425	,44083
	Italy	36	4,8056	,46718
	Türkiye	78	4,1410	,86376
	Total	201	4,6395	,72432
I think the training should include the 'Principles of Voluntary work'.	Belgium	87	4,6322	,74887
	Italy	36	4,6389	,54263
	Türkiye	78	4,0641	,91651
	Total	201	4,4249	,80123
I think that the training should include how to map the residential areas in terms of emergency management.	Belgium	87	4,7356	,59961
	Italy	36	4,3333	,82808
	Türkiye	78	4,1154	,91141
	Total	201	4,4292	,80698
I think that creating and communicating through an 'Internal Sign Language' with Migrant communities would be useful in case of an emergency.	Belgium	87	4,3908	,82626
	Italy	36	3,8889	1,00791
	Türkiye	78	3,8077	1,23853
	Total	201	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.	Belgium	87	4,8736	,33427
	Italy	36	4,7500	,43916
	Türkiye	78	4,0769	,86444
	Total	201	4,5966	,68253
<b>Cultural And Linguistic Diversity In The Local Community In Case Of An Emergency (CL Diversity)</b>				
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.	Belgium	87	2,8391	1,55424
	Italy	36	2,6944	1,32707
	Türkiye	78	4,1795	,81772
	Total	201	3,2017	1,47613
It is important to develop a common understanding in order to act jointly with people of different nationalities (migrant) in emergency situations?	Belgium	87	4,7241	,54324
	Italy	36	4,3611	,59295
	Türkiye	78	4,2308	,71936
	Total	201	4,4807	,68280



In case of an emergency migrant Community management is important.	Belgium	87	4,6897	,53506
	Italy	36	4,3889	,54917
	Türkiye	78	3,6538	1,20418
	Total	201	4,2790	,94884
It is important to know the basic principles of intercultural communication for the stakeholders involves in emergency management.	Belgium	87	4,6782	,60028
	Italy	36	4,5833	,55420
	Türkiye	78	3,4487	1,29582
	Total	201	4,2232	1,08357
It is important to know/map the groups of migrant people in the local community is important in case of emergency.	Belgium	87	4,6552	,66170
	Italy	36	4,2500	,60356
	Türkiye	78	3,6282	1,17450
	Total	201	4,2146	1,00273
The emergency communication should be done in different languages.	Belgium	87	3,6782	1,37667
	Italy	36	4,1389	,83333
	Türkiye	78	3,5256	1,34574
	Total	201	3,7339	1,28570
I think that the Civil Protection Practices and the emergency management considers Migrant people in the local area.	Belgium	87	3,9080	1,08512
	Italy	36	3,8056	1,03701
	Türkiye	78	3,8590	1,15909
	Total	201	3,8026	1,11208

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 study's scales are made up of three sub-dimensions in total. Following factor analysis, two statements from the first sub-dimension (b15 and b17) and one statement from the third sub-dimension (b31) were excluded from the analysis due to their factor loadings being below 0.5, which compromised the reliability of the results. Subsequently, the average scores for the remaining items in each sub-dimension were calculated. The table below presents the means and standard deviations. The "Youth Role" represents the average of the items in the first sub-dimension, "Training Module" refers to the average of the items in the second sub-dimension, and "CL Diversity" reflects the average of the items 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

The correlation analysis revealed a significant and positive relationship between the sub-dimensions. Specifically, there is a strong positive and significant relationship between the Youth Role and Training Module sub-dimensions. Additionally, there is a moderate positive and significant relationship between both Youth Role and CL Diversity, as well as between Training Module and CL Diversity. This indicates that the Youth Role dimension is more likely to be influenced by and interact with the Training 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

A one-way ANOVA analysis was conducted to examine whether the sub-dimensions in the study vary across different countries. Initially, the homogeneity of group variances was tested. Since the significance level in the Levene test statistic was less than 0.05, it was concluded that the variances were not homogeneous. As a result, the Tamhane T2 test was used to analyze the data, as the group variances were unequal.

### 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 were 0.000. Since this value is less than 0.05, it indicates that the variance of at least one group differs significantly from the others.

## 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	Belgium	Italy	,26357*	,07836	,008	,0507	,4765
		Türkiye	,98187*	,12459	,000	,6471	1,3166
	Italy	Belgium	-,26357*	,07836	,008	-,4765	-,0507
		Türkiye	,71830*	,13539	,000	,3555	1,0811
	Türkiye	Belgium	-,98187*	,12459	,000	-1,3166	-,6471
		Italy	-,71830*	,13539	,000	-1,0811	-,3555
Training Module	Belgium	Italy	,23511*	,06287	,003	,0625	,4077
		Türkiye	,85749*	,07956	,000	,6436	1,0714
	Italy	Belgium	-,23511*	,06287	,003	-,4077	-,0625
		Türkiye	,62238*	,09550	,000	,3665	,8782

		Belgium	-,85749*	,07956	,000	-1,0714	-,6436
	Türkiye	Italy	-,62238*	,09550	,000	-,8782	-,3665
CL Diversity	Belgium	Italy	,13426	,08471	,526	-,0942	,3628
		Türkiye	,66453*	,10467	,000	,3847	,9443
	Italy	Belgium	-,13426	,08471	,526	-,3628	,0942
		Türkiye	,53027*	,11204	,000	,2302	,8304
	Türkiye	Belgium	-,66453*	,10467	,000	-,9443	-,3847
		Italy	-,53027*	,11204	,000	-,8304	-,2302
*. The mean difference is significant at the 0.05 level.							

The analysis reveals that Belgium's Youth Role dimension score is 0.26 higher than Italy's and 0.98 higher than Turkey's. Italy's score in the Youth Role dimension is 0.71 higher than Turkey's. This indicates that Belgium places more importance on the Youth Role compared to Italy and Turkey, with Italy also giving more emphasis to this dimension than Turkey.

In terms of the Training Module, Belgium scores 0.23 higher than Italy and 0.85 higher than Turkey. Italy is 0.62 higher than Turkey score is 0.78 higher than Turkey's. This shows that Belgium values the Training Module more than both Italy and Turkey, while Italy also place greater importance on it than Turkey.

For the CL Diversity dimension, Belgium is 0.66 points higher than Turkey, Italy is 0.53 higher, and Belgium is 0.49 higher. This suggests that Belgium and Italy all place more importance on diversity than Turkey. However, there is no significant difference between Belgium and Italy in terms of their emphasis on diversity, as they all value it similarly.

## 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 Sos4All Project?**

## ANNEX VI

### BEST PRACTICES COLLECTION

The purpose of this collection is to offer an institutional perspective on managing mixed-group communities in emergency situations. In the context of the EM-CITY project, the term "best practice" refers to a valuable example that can serve as inspiration.

#### 1. AVPA Croce Blu Modena ODV Initiative:

The goals of this initiative were to:

- Foster the culture of civil protection.
- Strengthen social cohesion within the local community.
- Offer asylum seekers opportunities to engage with the local population.

As part of 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. The group consisted of 20 young men and 5 young women, who took part in a variety of activities, including painting schools with Parent Committees and cleaning green spaces alongside neighborhood volunteers. Some of the volunteer activities that the asylum seekers participated in, thanks to the collaboration of non-profit organizations and local associations, included:

- Assisting at pedestrian crossings near schools.
- Teaching cricket to children in primary schools.
- Participating in various volunteer efforts within the local community.

Through this initiative, the asylum seekers had the chance to:

- Establish connections with the local community through their volunteer work.
- Gain a deeper understanding of Italian culture, language, and emergency management.
- Begin building a network of local relationships.
- Develop a sense of responsibility and contribute meaningfully to the local community.

Finally, local civil protection (C.P.) NGOs have volunteers who speak various languages, which can be especially valuable during emergencies in the local area.<sup>1</sup>

## 2. Civil Protection Summer Camp for Kids

The camp, named "Anch'io sono la Protezione Civile" (I am Civil Protection too!), was established 11 years ago with the aim of enhancing young people's skills and knowledge in protecting the environment, territory, and community. The objectives of the camp were to:

- Foster the culture of civil protection among youth.
- Highlight the role of civil protection operators.

The camps were organized by the Italian Civil Protection Department in partnership with regional and local volunteer organizations. In the 2019 edition, nearly 300 camps were held, engaging over 8,000 young people across Italy. Participants had the opportunity to interact with professionals working in civil protection, including firefighters, police, ambulance services, and representatives from municipalities, regions, and other National Civil Protection Service organizations. Since its inception, the project has trained and informed over 70,000 young people aged 10 to 16, helping them recognize the active role they can play in their communities, starting with small daily actions.

In Italy, there are over 870,000 students of foreign origin, making up about 10 percent of the school population. These students are part of migrant groups. However, their distribution is not uniform across the country, with higher concentrations in the central-northern regions, particularly in Lombardy, Veneto, and Emilia-Romagna. The majority of these foreign students are enrolled in preschool and elementary schools, but there is also a notable presence of foreign students in both first- and second-level secondary schools.<sup>2</sup>

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1

<sup>2</sup> <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>



### 3. CP4ALL International Training and Small Scale Exercises

The CP4ALL project was funded by the European Civil Protection and Humanitarian Aid Operations department. It was developed in response to the needs expressed by Civil Protection organizations and local authorities, who identified a gap in specialized operators, particularly during emergency situations when numerous volunteers arrive to support Civil Protection teams.

The objectives of the project were to:

- Develop specific profiles to operate within Civil Protection and Red Cross organizations, equipping them with the skills to manage children in the post-disaster phase.
- Train these individuals to work in an international context, making them available not only for national emergencies but also to support CP4ALL teams across EU project countries.

During the CP4ALL international training and small-scale exercises, 20 volunteers from 5 different countries took part in an international training course held in Venice. The training focused on how to interact with vulnerable populations—such as children, the elderly, and people with disabilities—during emergency situations, while also considering language differences and cultural backgrounds. In addition to the training course, 20 CP4ALL volunteers also participated in two international small-scale exercises.<sup>3</sup>

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

<sup>3</sup> 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://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.epcsl.eu/>



#### 4. Support for Ukrainian Refugees by CSV Padova

The initiative was carried out by CSV Padova to offer support and a safe environment for war refugees from Ukraine. In April 2022, a network of municipalities, parishes, and local associations helped rescue 440 people within a month. Hundreds of volunteers played a key role in assisting Ukrainian refugees. Under the OPERATIONAL COMMITTEE FOR UKRAINE EMERGENCY, 40 local associations and hundreds of volunteers coordinated and managed several efforts, including:

- 9 buses organized by the Volunteer Service Center of the Padova province to transport refugees from Ukraine to Padova (Italy).
- Hospitality services for the refugees.
- Collection of medicines.
- Bureaucratic assistance.
- Family reunification services.
- Italian language courses for refugees.

A total of 440 people were rescued, consisting of 197 adults and 233 minors. This initiative demonstrated the effectiveness of the connections and the network established by the NGOs within the committee, which successfully carried out a complex humanitarian operation.<sup>4</sup>

#### 5. Electronic Mapping for Refuge Points

Created by the Schaerbeek Region of Brussels, this initiative aimed to:

- Ensure direct access for migrant communities.
- Provide real-time information to both agencies and individuals.

These maps, developed for all four prefectures of Schaerbeek Region of Brussels, are available in electronic form and utilize the Google Maps application. They are accessible to everyone, allowing individuals to easily identify emergency gathering locations.

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<sup>4</sup> Web links:

<https://antennatre.medianordest.it/45353/Padova-tavolo-operativo-emergenza-ucraina-440-persone-in-salvo-grazie-ai-volontari/>  
<https://antennatre.medianordest.it/45353/Padova-tavolo-operativo-emergenza-ucraina-440-persone-in-salvo-grazie-ai-volontari/>  
<https://www.csv-Padova.org/web/2022/04/14/cs-csv-Padova-il-tavolo-operativo-emergenza-ucraina-fa-il-punto-della-situazione/>

Contact information of the organization that implemented:

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

To enhance this initiative, the titles of the relevant tables could be translated into multiple languages, ensuring better accessibility for migrant communities. Moreover, municipalities could organize information sessions in neighborhoods of larger cities, where they can demonstrate how to use the interactive maps. These sessions would help both migrant and local communities individuals familiarize themselves with the maps and identify nearby safe locations, such as refuge points, in case of emergencies.<sup>5</sup>

## 6. AMARE-EU Project by the Municipality of Brussels

Implemented by the Municipality of Brussels, the AMARE-EU initiative aimed to:

- Develop an online self-assessment tool to evaluate the ability of cities to promote a culture of prevention in multicultural societies.
- Gather accessible materials related to risk reduction.
- Apply the developed methodologies through analysis, training, and the implementation of a local action plan, which involved non-native citizens and included awareness-raising campaign.

The project aimed to create low-cost, easily applicable solutions to engage and inform individuals at high risk during natural disasters due to linguistic, social, economic, and cultural barriers. It involved a multi-sector partnership, encompassing organizations focused on natural disasters, cultural cooperation, smart policies, city coordination, and migrant support. A specialized awareness-raising toolkit and communication campaign were developed and implemented to reach and support these vulnerable populations.

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<https://www.google.com/maps/d/u/0/viewer?mid=1DBkGCMfb8VWU5bclNzaKdXXkhzFUnYEO&ll=35.32939738078974%2C25.163234463010106&z=13>

Four European pilot cities were chosen to test and implement the strategies with the support of project partners. These cities underwent specific analysis, training, and planning activities, engaging non-native citizens and conducting awareness campaigns. The project successfully validated an innovative approach and developed tools that are now ready for broader implementation.<sup>6</sup>

## 7. Special Lists for Emergency Situations

Developed by the Schaerbeek Region of Brussels and the island's municipalities as part of their civil protection plans, this initiative involves creating specialized lists of individuals designated to handle emergency situations. These lists include details of official and political figures responsible for emergency response, as well as private citizens with special vehicles (e.g., tractors, water tanks) who are available to provide assistance when necessary.

In each region, an active volunteer network supports civil protection efforts, which is mobilized during emergencies. It is suggested to include key representatives from neighborhoods and groups with diverse backgrounds, such as immigrants and Roma, in these lists. These representatives should receive proper training to ensure they can contribute effectively during emergencies and provide assistance to members of their communities. The Municipality of Brussels has adapted this approach by creating a new chapter in their emergency plans through the AMARE-EU project, focusing on the involvement of non-native citizens..<sup>7</sup>

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<sup>6</sup> For further information please see:

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

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

<sup>7</sup> <https://www.amareproject.eu/>

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

## 8. Annual Crisis Management Exercise

Implemented by Creta Maris Beach Resort, the annual "Crisis Management due to a Natural Phenomenon" exercise involves a collaboration with the Fire Brigade, Greek Police, National First Aid Center, and the Kapodistrian University of Athens, among others. The main objectives of the exercise are to:

- Test the implementation of evacuation procedures for hotel residents and staff.
- Respond to emergencies such as seismic vibrations, gas leaks, fires, and structural collapses.

The exercise aims to ensure a high level of preparedness and enhance expertise in crisis management. By involving rescue teams, the Fire Brigade, Greek Police, and other emergency services, the exercise ensures a coordinated and efficient response. Additionally, it trains hotel staff to effectively manage guests from diverse cultural and linguistic backgrounds during emergencies.<sup>8</sup>

## 9. 4Plus Project

The 4Plus project focused on improving cross-border disaster prevention and management preparedness for individuals with reduced autonomy, such as seniors and people with disabilities. In alignment with Article 11 of the United Nations International Convention on the Rights of Persons with Disabilities (UN CRPD), the project aimed to enhance the preparedness of local and regional bodies in Belgium and Albania. Its goal was to ensure effective and inclusive disaster management that caters to the needs of people with disabilities and other vulnerable groups.

The 4Plus Project served as a catalyst for enhancing civil protection plans, ensuring that the needs of vulnerable groups were more effectively addressed in disaster response strategies. The project focused on promoting non-discriminatory practices, striving to create safer environments for all community members, especially those at higher risk during emergencies, such as seniors and people with disabilities. Its goal was to ensure that these groups are fully integrated into disaster management plans, leading to more inclusive and comprehensive preparedness efforts..<sup>9</sup>

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

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

## 10. AFAD Emergency Mobile Application

The application was developed by the Ministry of Interior with the primary goal of saving lives and reaching more citizens during disaster situations, establishing itself as both a domestic and national software tool. AFAD (Disaster and Emergency Management Authority) plays a key role in coordinating disaster and emergency response efforts, including civil defense services, preparation and risk reduction before incidents, and intervention during crises. Additionally, AFAD oversees recovery operations after disasters, coordinates humanitarian aid both within the country and internationally, and develops and implements relevant policy proposals.

The AFAD Emergency mobile application is designed with user-friendliness in mind, offering easy access to essential features like one-touch emergency calls, the ability to locate the nearest assembly area, and access to disaster education videos. During the two major earthquakes that impacted 10 provinces in Türkiye, many individuals used the app to report their locations to AFAD rescue teams. While the exact number of users has not been officially disclosed due to ongoing search and rescue operations, the app played a crucial role in identifying assembly areas and guiding people to safety in the affected regions..<sup>10</sup>

## 11. FamilyMart's Disaster Management Role

This network of small local stores in Japan has been recognized as a “Designated Public Institution” by the Prime Minister under the Basic Act on Disaster Control Measures. As designated public institutions, these stores are key players in disaster management, contributing to the creation of disaster operation plans, disaster prevention strategies, and the implementation of response and recovery efforts during emergencies.

During a disaster, FamilyMart utilizes its vast nationwide logistics network to offer coordinated transportation and supply emergency relief materials. The stores serve as evacuation centers, ensuring that even if local supply chains are disrupted, nearby locations can assist in procuring and delivering essential supplies. This system enables FamilyMart stores to function as vital social and life-support infrastructure during emergencies.

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

FamilyMart ensures the production of ready-made meals during normal times is distributed across multiple factories, avoiding the centralization of products with long shelf lives or those that can be quickly produced. This strategy enhances disaster preparedness. In the disaster recovery phase, employees directly visit affected areas as relief workers, assisting in the restoration of normal life.

Additionally, FamilyMart has installed small power generators at its sites throughout Japan, allowing stores to remain operational during disasters and providing critical support to affected communities.

Since August 2017, FamilyMart has been part of the Social Emergency Management Alliance (SEMA), a collaboration of 17 private companies and 6 NPOs focused on disaster relief. SEMA provides goods and services from member companies during large-scale natural disasters in Japan. The alliance maintains a comprehensive list of available goods and services, allowing for quick preparation and delivery of support packages to affected regions. By working closely with public agencies, SEMA helps reduce the burden on local governments. As of April 2022, SEMA has expanded to include 69 companies and six citizens' groups, creating a robust and coordinated disaster response network.

## 12. Emergency Medical Teams (EMTs) Initiative

The Emergency Medical Teams (EMTs) Initiative was launched in 2010 under the World Health Organization (WHO) to enhance the quality, accountability, and coordination of medical teams responding to disasters. This initiative sets clear standards for the services, capacities, and minimum deployment requirements for EMTs. In July 2015, WHO established a global registry to catalog quality-assured EMT organizations that may deploy in response to emergencies.

In February 2016, the European Union (EU) introduced the European Medical Corps (EMCs), designed to rapidly mobilize medical and public health teams, along with necessary equipment, for emergencies both inside and outside the EU. This initiative aligns with the EMT roadmap, streamlining EU responses to health crises.

The initiative benefits a wide range of stakeholders, including EMC/EMT organizations, universities, professional bodies, and training agencies involved in EMC/EMT training. These entities are encouraged to meet the classification and minimum standards set by ECHO (European Civil Protection and Humanitarian Aid Operations) and WHO. By standardizing and enhancing training and professionalism, the initiative improves the quality of teams deployed to disaster-stricken areas, ultimately benefiting victims and communities affected by disasters both within the EU and worldwide.<sup>11</sup>



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

The objective of the project was to establish a robust pipeline for mature project documentation and ensure adequate preparation for future European Structural and Investment Funds (ESIF) funding opportunities.

Key elements of this project included:

- **Developing a Project Pipeline:** The project focused on identifying priority financing schemes and creating detailed project descriptions, identifying beneficiaries, activities, objectives, outputs, estimated value, and drafting early versions of project application forms.
- **Drafting Pre-Feasibility Studies and Conceptual Designs:** This involved creating studies and designs for infrastructure investments, specifically aimed at the construction and upgrading of operational headquarters and five regional operational centers for civil protection.
- **Training:** The project aimed to train at least 30 individuals in the areas of project preparation, implementation, and management to ensure that staff are well-equipped for future project opportunities.

The project aimed to improve the preparedness and capacity of the Civil Protection Directorate to secure and efficiently utilize ESIF funding for civil protection activities.<sup>12</sup>

### 14. The BALTPREP Project

The project aimed to improve the effectiveness and timeliness of responses to major accidents and disasters by strengthening regional preparedness and response capabilities in the Baltic Sea region. It involved various activities to enhance regional preparedness. By the end of the project, participating countries had gained a better understanding of regional response capacities and resources, increased numbers of trained staff and volunteers, and a robust sub-regional framework for preparedness, supported by established working groups and planning to ensure long-term sustainability.

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

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



At the conclusion of the project, regional response capacities were evaluated through a table-top exercise, which captured key findings and lessons for future regional development. The project strengthened cooperation among seven EU member states: Finland, Denmark, Germany, Poland, Lithuania, Latvia, and Estonia.

As a result of BALTPREP, the project enhanced capacities and interoperability in Psychosocial Support (PSS) during emergencies, improved collaboration between civil protection and humanitarian aid organizations, and boosted trans-border and macro-regional cooperation. The initiative involved staff, volunteers, and international aid workers from each Red Cross National Society (RCNS) alongside Civil Protection Authorities. Civil Protection Authorities, communities, and Red Cross National Societies in the participating countries benefited from better coordination, improved quality, and enhanced interoperability of existing response capacities, ultimately leading to more efficient and standardized emergency assistance.<sup>13</sup>

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

The *Safe Spaces for Children During Floods* project was implemented by World Vision BiH in the summer of 2014, in response to the severe floods that affected 18 locations in Bosnia and Herzegovina. These floods caused widespread destruction to homes and communities, leaving many children in need of secure areas to play. The primary objective of the project was to create safe spaces for children impacted by the flooding in May 2014.

In addition to providing a safe environment for play, the project aimed to offer meals and psychosocial support to help children recover from the traumatic effects of the disaster. These spaces provided a secure setting where children could process their trauma and shock. In each designated area, trained staff organized creative, educational, and sports activities tailored to the children's interests. These activities continued until the start of the 2014 school year, ensuring a smooth transition for the children after the disaster.

This initiative was crucial as it not only provided immediate relief but also offered long-term support for children, prioritizing their well-being and mental health during a challenging period. By creating safe spaces, it ensured that children had a secure environment to recover from the trauma caused by the floods, fostering their emotional and psychological healing.

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

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

Since the onset of the anti-government uprisings in Syria in 2011, mass displacement of Syrian nationals to neighboring countries like Lebanon, Jordan, Iraq, and Türkiye, as well as to Europe, occurred. By autumn 2013, Bulgaria saw a rapid influx of refugees fleeing the conflict through Türkiye. Between late 2013 and early 2014, approximately 10,000 refugees entered Bulgaria, posing significant challenges for the government, institutions, and NGOs, including the Bulgarian Red Cross, in providing basic accommodation, relief items, and assistance.

In response, the Bulgarian Red Cross mobilized its youth teams and volunteers, fully engaging them to provide targeted support for children. Immediate humanitarian efforts included the distribution of food, non-food items, and initiatives to improve living conditions in reception centers where asylum seekers were initially housed in Bulgaria.

This effort evolved through multiple phases, transitioning from emergency relief to a continued process with an emphasis on integration and educational activities for refugee children in Bulgaria. This holistic approach not only tackled the immediate needs of refugees but also focused on their long-term integration and education, ensuring that children had access to sustained support and opportunities for a brighter future.<sup>14</sup>

## 17. Real-Time Incident Response at Thassos Island

This practice involves the coordinated response to a real-time fire incident on Thassos Island during the summer of 2003. The objectives included:

- Reducing response time and ensuring the timely evacuation of campsite members.
- Assessing the functionality and adequacy of the available instruments and equipment.

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<sup>14</sup> [www.redcross.bg](http://www.redcross.bg)

The fire started 6-7 km away from the campsite and quickly moved toward it. Once the fire reached about 2 km from the campsite, the police initiated an evacuation, safely relocating all children and staff to safer locations using urban buses. The campsite was then converted into a command center where all relevant stakeholders coordinated the next steps. Firefighters worked tirelessly to control the blaze, which was eventually contained after two days without any casualties. Media coverage of the incident showcased the effectiveness of the response and served as a model for maintaining calm and managing similar situations in the future.

### **18. Centre for Social Work (Tolmin)**

This practice was initiated by the Centre for Social Work in Tolmin in response to the earthquake that struck in 2004, affecting a wide area of North Primorska. The main objectives were to provide:

- Psychosocial support to people in their homes who were impacted by the earthquake.
- Material aid, including emergency supplies.

Following the July 2004 earthquake in the Bovec area, a volunteer social workers' campus was established to assist citizens affected by the disaster. Over a span of ten weeks, a total of 335 working days of support were provided to help the community recover after the third earthquake in 28 years. The support focused on:

1. Distributing provisions and organizing community actions.
2. Assisting in the reconstruction of homes.
3. Facilitating the connection of key community stakeholders for data recording and research.

The work was organized with a personalized approach to ensure that citizens had control over the support they received. A qualitative analysis of data collected from various sources identified several challenges faced by citizens as they tried to reorganize their lives after the earthquake. The findings revealed that experiencing earthquakes was just one of many sources of trauma, and the lack of adequate measures and support practices made the situation even worse for many individuals.<sup>15</sup>

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

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

The "Integration Support for Newly Arrived Students" initiative was carried out by the Institut Angelita Ferrer Isensat in Catalunya, Spain, over the past three school years. The practice aimed to provide newly arrived students with a space to ease their integration, not only in terms of language but also in adapting to local customs, traditions, and lifestyle. Each new student was paired with a local "reference student" to guide them in adjusting to the school environment.

The objectives were to:

- Promote language learning and cultural understanding.
- Foster a sense of belonging and community for new students.
- Offer ongoing support to ensure smooth and successful integration.

This program provided personalized assistance to new students, helping them navigate their new environment and improving their overall educational experience. It also played a key role in fostering social integration, ensuring that students felt connected and supported in their new community.<sup>16</sup>

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<sup>16</sup> <https://www.insangeleta.org>

## ANNEX VII

### EMCITY 2nd FOCUS GROUP DISCUSSION QUESTIONS

- The focus group will be conducted using semi-structured questions.
- The group will consist of 8-10 participants.
- The project team will include one reporter, one observer, and one moderator.
- The focus group will be a closed session.
- A document with information about the focus group session will be prepared and shared with participants beforehand.
- Name tags will be provided for each participant.
- Pens, notebooks, and mugs will be available for the participants.
- The participant list (found in the "participant list" template in the Focus Group folder on Drive) must be filled out by all participants.

Before the focus group discussion begins, some preparatory steps (rules) must be established. The following details should be shared with participants regarding the meeting's duration and objectives, as well as the points outlined below:

- 1- The meeting environment should be spacious and calm, as the arrangement of the space plays a vital role in creating a sense of importance for the participants. Providing participants with name badges will add a formal tone to the focus group discussions. Each participant should introduce themselves in turn.
- 2- The objectives of the focus group should be clearly explained, along with the reason for conducting the session. Essential procedures should also be shared, such as the need for audio recording, which requires the participants' consent. It must be assured that all information collected will remain confidential and used solely for scientific research to help form a collective solution. By fostering a sense of trust and emphasizing the collaborative nature of the session, all participants will feel comfortable sharing their opinions. It should be noted that the focus group is a space without hierarchical structures, allowing everyone to express themselves freely. This will be guided by the expert, and the process will also incorporate methods such as the problem tree study.
- 3- Essential materials for the session include a tape recorder, pencils, notepads or A4 paper, a blackboard (if available), a list of questions, and a participant list.

- 4- A sign reading "Meeting in Progress, Please Do Not Disturb" should be placed on the door of the meeting room. It should also be communicated that participants' names will not be used in any scientific studies or projects.
- 5- It is important to stay focused on the topic at hand and avoid veering off into unrelated discussions.
- 6- If some participants are not contributing or speaking very little, it should be emphasized that every opinion is valuable. It's crucial to remind the group that the discussion revolves around the ideas, not the individuals, in order to maintain an impersonal and respectful environment.
- 7- If participants seem disengaged or bored, a brief break may be offered. Alternatively, light humor could be used to re-engage the group.
- 8- To create a more relaxed atmosphere, offering refreshments might be helpful. However, the session duration should be carefully managed, ideally between 90-120 minutes—long enough to cover the topics but not so long as to cause fatigue.

### **SPECIFIC SUGGESTIONS FOR THE 2nd FOCUS GROUP**

It is highly recommended that the same participants from the first focus group attend this session. If this is not feasible, the new group should consist of representatives from the same stakeholder groups involved in the first focus group.

In the first part of the focus group, partner organizations will present the research findings gathered so far and seek feedback. After this presentation, the focus group questions will be posed. The format of the presentation is up to each partner organization, but it should include the following elements:

- A reminder of the project's goals, results, social media links, website link, start and end dates, and the participating partners.
- A showcase of photos from all four focus groups held in the respective countries, along with the results from Focus Group 1 and the semi-structured questionnaire.
- An overview of the LTTA, its objectives, goals, social and local media coverage, followed by discussions and questions based on Theme 1.

### **Aim of the 2nd Focus Group**

The goal of the second focus group is to effectively shape the training module according to the evolving needs of the participants, which will be influenced by the communication and networks established through the focus groups, dissemination activities, and other project-related activities.

Based on this aim, two key themes have been defined to organize the questions:



1. **Impact of the SOS4ALL Project**
2. **Finalizing the SOS4ALL Training Modules**

### **FOCUS GROUP QUESTIONS**

#### **Theme 1: Impact of the SOS4ALL Project**

1. What are your thoughts, observations, or experiences regarding the interaction between migrant communities, emergency response, and youth in the local area since the first focus group session?
2. Which platforms do you use to stay informed about the SOS4ALL project's activities, and how do you assess the effectiveness of its dissemination strategy (e.g., EM-City social media, website, or the social media accounts of partner organizations)?
3. What suggestions or ideas do you have for strengthening youth involvement, so they can act as interactive bridges and expand the project's impact in the local community?

#### **Theme 2: Finalizing the SOS4ALL Training Modules:**

1. What are your thoughts on the proposed titles for the training modules for young people? (You can be divided into smaller groups of 2-4 participants to brainstorm and write down your ideas, so we can gather input for the content of the training modules.)
2. What suggestions or contributions do you have regarding the implementation of the training modules?
3. In what ways can your organization get involved in the SOS4ALL training initiative?
4. How can you or your organization utilize the training modules once they are developed?

Final question: Do you have any additional questions or anything else you'd like to contribute?

## ANNEX VIII

### EMCITY 3<sup>rd</sup> FOCUS GROUP DISCUSSION QUESTIONS

- ☐ The focus group will use semi-structured questions for discussion.
- ☐ The participant count will range from 8 to 10 individuals.
- ☐ The project team will include 1 reporter, 1 observer, and 1 moderator.
- ☐ This will be a closed focus group session.
- ☐ Prior to the meeting, an informative document detailing the focus group will be shared with the participants.
- ☐ Name tags for participants will be prepared and placed on the tables.
- ☐ Pens, notebooks, and mugs will be provided for the participants.
- ☐ A participant list (refer to the "participant list" template in the Focus Group folder on Drive) must be filled out by all participants.

Before initiating the focus group discussions, it's important to set up some guidelines and provide details about the meeting's duration and purpose. Consider the following points:

1. The meeting should be held in a spacious and peaceful setting. The arrangement of the space plays a key role in making participants feel respected and valued. Providing participants with personal name badges adds a sense of formality. Additionally, each participant should introduce themselves in turn, which helps foster a respectful atmosphere.
2. It is essential to explain the goals of the focus group and why this step is part of the process. There are also specific procedures to follow, such as obtaining permission for audio recording the discussions. It should be assured that any sensitive information shared will remain confidential and will only be used for scientific purposes within the scope of the project. This will help build trust among participants. Emphasizing the idea of cooperation will encourage everyone to share their opinions freely. It is also important to highlight that the focus group operates in an environment where there are no hierarchical relationships, allowing everyone to express themselves comfortably. This will be facilitated by the expert, and the process will include methods like the problem tree analysis and other approaches.
3. It would be helpful to have equipment such as a tape recorder, pencils, notepads or A4 paper, a blackboard (if available), a list of questions, and a participant list for the meeting.



4. A sign reading "Do not disturb - meeting in progress" should be placed on the door of the room where the focus group takes place. Additionally, it should be communicated that participants' names will not be used in any scientific studies or projects.
5. Participants should be encouraged to stay on topic and avoid discussing unrelated matters.
6. If any participant is hesitant to speak up or shares little during the discussion, it should be emphasized that everyone's opinion is valuable.
7. Remind participants that the focus group is a discussion of ideas, not individuals, to ensure that there are no unnecessary personal conflicts.
8. If needed, a brief break can be offered when the group feels fatigued, or humor can be used to keep the atmosphere light.
9. The environment can be made more comfortable, possibly by offering small treats, but it's important to keep the duration of the meeting between 90-120 minutes to avoid it becoming too long or too short.

**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 highly recommended that the same individuals who participated in the first focus group also take part in the second one. If this is not feasible, then representatives from the same stakeholder groups as those in the first focus group should participate in the second one.

It is essential to involve the young people who took part in the training, as they will serve as interactive bridges, and the trainers who were involved in the implementation of the pilot training.

The first part of the focus group will focus on assessing the overall impact of the training program, in line with the initial objectives of the SOS4ALL Project. Participants will share their observations regarding the changes seen in the young people and their communities as a result of the training.

In the second part, the discussion will shift to evaluating the Training Program implemented in the local areas. This phase is designed to collect feedback and analysis from the participants, which will help refine and finalize the training modules. This iterative process is consistent with the principles of action research, ensuring continuous improvement and providing valuable insights for future updates.

### **3rd FOCUS GROUP QUESTIONS**

#### **Theme 1: Overall Impact of the Training Program**

1. How would you describe the overall impact of the EM CITY training on the young participants? Can you provide specific examples of these impacts?
2. Have you noticed any noticeable changes in the behavior or actions of the young participants after the training? Could you share some concrete examples?

3. To what extent do you think the young participants have become effective interactive bridges within their communities? Can you provide examples of successful facilitation or initiatives they led?
4. What challenges did the young participants face in applying the knowledge and skills they gained from the training? Can you share a success story that demonstrates their positive impact?
5. In your opinion, how sustainable are the changes initiated by the young participants? Are there any signs that these changes will have a lasting, positive effect on the community?

## **Theme 2: Training Program Evaluation**

6. How did the overall duration of the training program affect the engagement of the young participants? Were there any modules that stood out as particularly impactful?
7. What are your thoughts on the effectiveness of the non-formal training methods and tools used? Did they successfully engage the participants?
8. Have the young participants been able to establish networks or collaborations within the community after the training? How has the training facilitated connections between different groups or individuals?
9. How have the reflections and feedback shared during the training influenced the actions of the participants afterward? Can you highlight any key insights that were gained through post-training reflections?

These revisions aim to make the questions more concise and focused for clearer responses during the focus group discussion.

Based on the observed changes and feedback, what recommendations do you have for scaling or expanding the training program? Are there specific areas that would benefit from 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-MIGRANT COMMUNITIES-YOUNG PEOPLE)**

**“FOCUS GROUP WARM UP” QUESTIONS**

- Provide a brief overview of the local community or area selected for the project, including its national and regional position, and include a map.
- Who are the primary stakeholders in the local community involved in the SOS4ALL project (such as municipalities or institutions)?
- What is the legal name of the main stakeholders?
- What is the address of the main stakeholders?
- Provide the social media links and websites of the main stakeholders.
- Give a brief description of the main stakeholders.
- What is the population of the municipality or local area?
- How many young people aged 18-30 live in the municipality or local area?
- Describe the geographical and economic characteristics of the selected local area.
- List the migrant communities and local communities in the local area, specifying the number of people, languages spoken, and their nationalities.
- Provide a brief description of the emergency key actors (such as NGOs and local institutions) involved in the local area, and estimate the number of people involved.
- Describe any institutional projects that include young people in the local area (if applicable).
- Outline any inclusion or integration programs or activities for people from migrant communities implemented in the local area (if applicable).
- Which local, national, or international NGOs, institutions, or programs are active in the local area?
- Which NGOs, institutions, or programs (local, national, or international) work specifically with migrant communities in the local area?
- How was this information gathered?

## ANNEX II

### SOS4ALL 1st FOCUS GROUP DISCUSSION QUESTIONS

#### “FOCUS GROUP WARM UP” QUESTIONS

1. Could you provide a brief introduction about yourself? (Please share a 2-3 minute summary.)
2. What are your expectations and thoughts regarding this interview? (This question aims to gauge your understanding of the topic and your mental preparation for the discussion.)

#### “HOW LOCAL STAKEHOLDERS ARE INVOLVED IN CP DYNAMICS” QUESTIONS

1. How familiar are you with the civil protection system in your local community? Are you actively involved in it? (Targeting stakeholders not directly involved in civil protection operations.)
2. It has been observed that the public does not engage actively in civil protection exercises, trainings, and informational events. Why do you think this is the case? (First for individuals, then for organizations and NGOs.)
3. What changes do you believe are necessary to make civil protection actions more appealing to the local population and encourage active participation?
4. In your opinion, what topics should citizens be educated about regarding civil protection?
5. Are you familiar with the main civil protection and emergency management authorities in the country or city where you live?
6. Have you ever encountered an emergency situation? How did you respond, and what was the outcome? (Targeted at migrant groups.)
7. How would you describe the collaboration between stakeholders during emergency situations? What improvements would you suggest to enhance collaboration?
8. Have you come across any successful practices, new technologies, platforms, or applications in your country, origin country, or elsewhere that help laypeople respond effectively in emergencies? How do these tools assist various groups (e.g., youth, elderly, children, and migrant individuals) in communicating and supporting one another during emergencies?

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

QUESTIONS

9. Are there any particular challenges that should be considered when engaging with specific groups, such as how to approach or communicate with women or men from diverse cultural backgrounds?
10. How does civil protection manage communication and inclusion for groups who speak different languages or have distinct cultural backgrounds during emergencies?
11. What do you think are the key factors to keep in mind when interacting with someone who speaks a different language or comes from a different culture during an emergency?
12. Are you aware of any best practices that could help the local community organize a civil protection system that is inclusive of all groups?

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

QUESTIONS

13. What is the general attitude of young people towards civil protection? Are they participating, and if not, what are the reasons behind this? What insights have been gained so far?
14. From your perspective, would you say that young people in the local area show an interest in volunteering for civil protection activities?
15. What unique contributions do you believe young people can bring to a civil protection organization?

"FEEDFORWARD ON THE PROJECT" QUESTIONS

16. What are your thoughts on the project outcomes (research, training, app), and how do you think they can benefit your community?
17. Are there any additional needs, especially regarding emergency situations in the local area and how different linguistic and cultural groups interact during emergencies, that you feel have not been addressed yet?
18. What are the primary concerns when it comes to civil protection? Where should we focus our attention? (For instance, certain areas may face flooding as the main issue, while others may have concerns with fires or earthquakes. This question aims to assess the situation in the selected area.)

"FINAL" QUESTION

19. Is there anything else you would like to share or add?

## ANNEX III

### SEMI STRUCTURED QUESTIONNAIRE

This questionnaire is part of the **SOS4ALL: Emergency Management through Community Interaction via Youth Project**, co-funded by the European Commission under the Erasmus+ program. The primary goal of the project is to foster social cohesion among groups with diverse cultural and linguistic backgrounds within local communities, particularly in emergency situations.

Your responses are crucial for the development of a training program for young individuals who want to play an active role in emergency management. This involves building a communication bridge between emergency management professionals and communities with different cultural and linguistic backgrounds. We refer to this as being an 'interactive bridge.'

Participation is voluntary, and your answers will be kept confidential. They will only be used for research purposes, and the questionnaire is anonymous. If you would like to receive the results of this study by email, please provide your email address, and we will contact you after completing the data collection and analysis.

The questionnaire takes approximately 10 minutes to be completed.

Thank you in advance!

P.S. Migrant stands for Culturally and Linguistically Diverse. The term 'culturally and linguistically diverse' refers to communities that encompass a variety of languages, ethnic backgrounds, nationalities, traditions, societal structures, and religions.

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

1. As an organization/stakeholder, we are interested in utilizing the materials, modules, and platforms developed through the SOS4ALL project in our upcoming training sessions 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 young people trained through this project have the potential to serve as interactive bridges and trainers for other young people, both from migrant and local communities.

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

3. I believe that young people are capable of taking responsibility during emergencies.

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

4. I believe that young people can serve as effective disseminators of knowledge to their peers.

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



5 Strongly agree

5. I believe that young people from different cultural backgrounds interact more with the local community/society than older individuals from similar diverse backgrounds.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

6. I believe that young people are generally more aware and sensitive to issues of inclusion and diversity compared to older individuals.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

7. I believe that young people are generally more aware of potential future emergency situations.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

8. I believe that the digital knowledge and skills of young people can be highly 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 factors or initiatives do you think would encourage young people to become more involved in civil protection and emergency management? (Open Question)

**THEME 2. The topics of SOS4ALL Training Module for Young Volunteers as Interactive Bridges**

10. The training should cover the structure, hierarchy, and key stakeholders involved in various emergency situations.

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

11. The training should address the impact of disasters on both humans and the environment.

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

12. The training should provide guidance on how to avoid specific emergency situations.

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

13. The training should cover the essential equipment required in a household for emergencies such as 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 information on post-event organization, such as how to report missing persons and designated gathering points.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

15. The training should cover strategies for managing panic during emergency situations.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

16. The training should cover evacuation procedures for fires, earthquakes, and floods.

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

17. I believe the training should cover the 'Principles of Voluntary Work.'

1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

18. I believe the training should include how to map residential areas for emergency management purposes.

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

19. I believe that developing and using an 'Internal Sign Language' to communicate with migrant communities would be beneficial during an emergency.

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

20. It is crucial for young people to be capable of providing timely, accurate, and effective information to the relevant authorities, enabling them to develop a more robust rescue plan.

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

21. Please list three key topics that should be included in the training module for young people in just three words. (Open Question)

22. Please select the training models/methods that you believe would be most effective for implementation (you may 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. How many hours do you think would be sufficient to make the training program both useful and engaging for young people, ensuring better participation and enjoyment?

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

### **THEME 3. CULTURAL DIFFERENCES IN THE LOCAL COMMUNITY**

24. There is no need to make extra effort to cooperate with individuals from different nationalities during the training program in emergencies, as each emergency creates its own way of communication.

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

25. Is it important to establish a shared understanding in order to collaborate effectively with people from different nationalities (migrant) during emergency situations?

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

4 Moderately agree

- 5 Strongly agree

26. Managing the migrant community during an emergency is crucial.

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

27. Understanding the basic principles of intercultural communication is essential for stakeholders involved in emergency management.

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

28. Mapping and understanding the groups of migrant people in the local community is crucial in case of an emergency.

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

29. Emergency communication should be provided in multiple languages.

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

30. I believe that Civil Protection practices and emergency management consider migrant populations in the local area.

- 1 Strongly disagree

2 Moderately disagree

3 Neither agree nor disagree

4 Moderately agree

5 Strongly agree

31. Based on your experience, how can young people help facilitate the integration or support of migrant communities?

32. Can you share any best practices or examples of situations where dealing with migrant communities was successful? For instance, specific platforms, applications, or approaches that worked well?